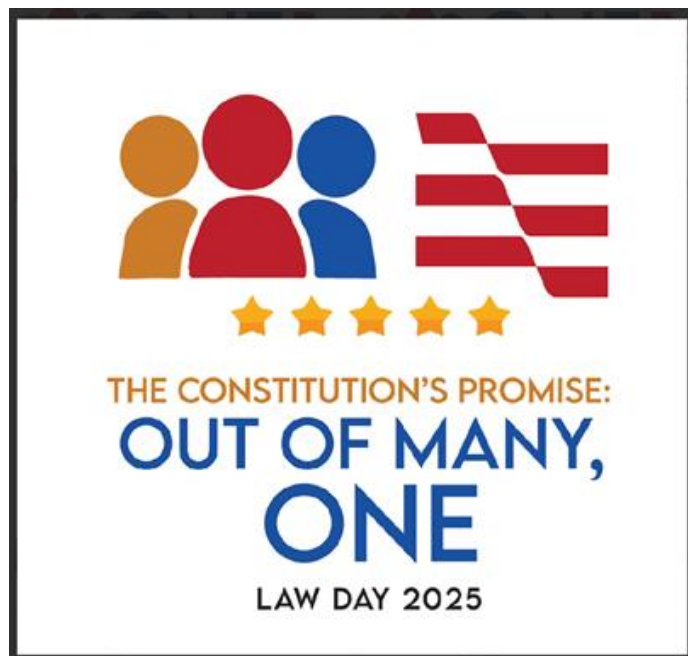


ESSEX VICINAGE 2025 LAW DAY



MIDDLE & HIGH SCHOOL MOCK TRIAL FACT PATTERN

Southfield School Board
v.
Superintendent Carter

A separation of powers lawsuit between the School Board of Southfield of and the Superintendent of Schools, Brian Carter over the use of AI to enforce a school smartphone ban.
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Law Day Fact Pattern

Samantha Green is a high school student passionate about the ethical use of artificial intelligence (AI). She is an active member of the newly formed Southfield Youth AI Ethics Group, which focuses on raising awareness about the potential dangers of AI, particularly in surveillance and privacy. Samantha is concerned that artificial intelligence may be used to track students in ways that violate their rights. She also believes that AI-powered monitoring systems could disproportionately impact certain students and create a culture of constant surveillance.

The administration of Southfield High School recently announced a new initiative to enforce its smartphone ban by implementing an AI-powered phone tracking system. The system is designed to detect the presence of smartphones on school grounds, monitor their usage, and alert administrators if students are found violating the ban. The superintendent argues that this technology will help eliminate distractions and improve student focus. However, Samantha and her group are concerned that the AI system will collect personal data on students without their consent, potentially violating their privacy rights.

In protest, Samantha started an online petition called “Students for Privacy” to gather support for halting the implementation of the AI system until a full review could be conducted to ensure it complies with district ethical and legal standards. She shared the petition on social media, and it quickly gained traction, with hundreds of students, parents, and community members signing it. Samantha also organized a peaceful demonstration outside the school to raise awareness of her concerns.

Determined to take further action, Samantha reached out to members of the local school board, urging them to intervene. She attended a board meeting and presented her case, arguing that the unchecked use of AI tracking could lead to excessive surveillance

and an invasion of student privacy. Moved by the growing public concern and Samantha's compelling arguments, several board members agreed that further oversight was necessary. In response, the board passed a resolution calling for an independent review of the AI tracking system before its implementation.

However, Southfield High School's Superintendent, Brian Carter, strongly opposed this action. He viewed the board's resolution as unnecessary interference in school operations and insisted that the AI system had already undergone sufficient review. He refused to allow an independent team to conduct the review, arguing that decisions about school security and discipline should remain within the administration's authority.

Frustrated by the superintendent's refusal to cooperate, the school board escalated its efforts. They issued a directive demanding that the superintendent provide information about the AI system's development and data collection practices in addition to allowing for an independent review of the system. Superintendent Carter rejected the directive, asserting that the board had no authority to investigate or intervene in day-to-day school policies.

Southfield operates under a system in which the school board holds policymaking authority while the school administration is responsible for implementing school policies and day-to-day operations.

This dispute reached a breaking point when the school board filed a lawsuit in the Superior Court, seeking to compel the superintendent to comply with the directive. Superintendent Carter, in turn, filed a counterclaim arguing that the school board had overstepped its role and that decisions regarding day-to-day operations and implementation of policies remain within the school administration.

Instructions for Teachers

This fact pattern involves a case in which the School Board of Southfield seeks an injunction from the court requiring Superintendent Brian Carter to comply with their directive compelling an investigation. The superintendent has filed a counter claim challenging the authority of the school board to conduct such an investigation. Students should be familiar with the entire fact pattern and understand the sequence of events prior to the date of the mock trial.

On the day of the mock trial, a judge and two attorneys will visit your school. One of the attorneys will act as the attorney for the plaintiff the School Board of Southfield. The other attorney will act as the attorney for Superintendent Brian Carter.

Teachers should select four students to play the parts of the witnesses. The students should be familiar with their witness statements and the sequence of events. Some of the witnesses will be testifying for the plaintiff and some of the witnesses will be testifying for the defense. Witnesses will be cross-examined by the opposing attorneys. Both attorneys will make their closing arguments, and the judge will then lead a dialogue with the student body to decide the outcome of the case.

Teachers should also choose two students to act as co-counsel. They will assist the visiting attorneys. The judge, the attorneys and the teachers will decide beforehand whether the student attorneys will assist visiting attorneys or actually present the case while being coached by the attorneys. If the students are assisting the attorneys, they may suggest things that the attorney should include in the opening and closing statements. Students can suggest direct and cross-examination questions for the witnesses. Teachers should inform the visiting attorneys and judge of the names of the student co-counsels prior to the start of the mock trial.

Normally, issues involving injunctions and enforcement of court orders would be for a judge without a jury to determine. However, for purposes of this mock court presentation, a jury will be empaneled to assist the judge. Prior to beginning the exercise, the teachers and judge will decide whether the student body as a whole will act as the jury or whether six students will be selected as a jury.

Instructions to the Attorneys and Judge

The students will have received the fact pattern in advance of the mock trial date. The teachers have selected students to portray the witnesses and to act as co-counsel. The judge will preside over the mock trial. The attorneys will role-play. One attorney will act as the attorney for the plaintiff and one attorney will act as the attorney for the defendants. The judge will give beginning instructions to the students. Each attorney will make an opening argument of not more than five minutes. The direct and cross-examination of each witness should take no longer than five minutes. Then the attorneys will each make a five-minute closing argument.

The judge will give the ending instructions and final charge. This will include a brief explanation of the applicable law. The judge will provide an overview of the facts of the case and an overview of the issues and arguments. The judge will then lead the students through an analysis of the issues so that they may decide.

The students acting as jurors should be encouraged to express their various viewpoints. Feedback and participation are encouraged. Following the presentation, a question-and-answer period is usually held with the students. Further, the theme for this fact patterns is the doctrine of ‘Separation of Powers’. There is material at the end of the fact pattern which discusses this concept. The judge and attorneys are encouraged to lead a discussion with the students about this issue with the student body.

The Law Day theme this year is “The Constitution’s Promise: Out of Many, One.” Judges, attorneys and teachers are encouraged to lead a discussion with the student body. Additional information may be obtained by visiting the ABA website at [Law Day – ABA Teacher's Portal \(abateacherportal.org\)](http://abateacherportal.org)

Judge's Opening Instructions to Students

My name is _____ and I am a Judge in the case of School Board of Southfield v. Superintendent Brian Carter. This matter involves a directive issued by the School Board of Southfield over the use of an AI system to enforce its smartphone ban. The School Board of Southfield seeks an injunction from the court requiring Superintendent Brian Carter to comply with the directive issued by the School Board, compelling an investigation. The superintendent has filed a counter claim challenging the authority of the school board to conduct such an investigation.

I would like to introduce you to the attorneys. The plaintiff, School Board of Southfield will be represented throughout these proceedings by _____ (insert name of attorney(s) playing role of plaintiff's attorney). I would like him/her to rise and introduce himself/herself to you. The defendant and counterclaimant, Superintendent Carter will be represented by _____ (insert name of attorney(s) playing role of defense attorney). I would like him/her to rise and introduce himself/herself to you, and his/her client.

Ladies and gentlemen of the jury, you are the sole judges of the facts in this matter. Your determination of the facts must be based solely upon the evidence submitted during the course of the trial. When I use the term "evidence," I mean the testimony of witnesses who will testify, and any exhibits which may be marked into evidence.

The plaintiff and defendant are entitled to jurors who are impartial and agree to keep their minds open until a verdict is reached. Jurors must be as free from bias, prejudice, or sympathy as humanly possible, and must not be influenced by preconceived ideas.

The first order of business will be the plaintiff's opening statement. In the opening statement, the plaintiff will present their case and will outline what he/she expects to prove. Following that, the defense counsel, if he/she chooses, will make an opening statement. You will then hear testimony from various witnesses and review other evidence introduced by the plaintiff and the defendant.

At the conclusion of the testimony, the attorneys will speak to you again in closing statements. What is said by the attorneys in opening and closing statements is not evidence. The evidence will come from the witnesses who will testify and from the documents and tangible items that are admitted in evidence.

Following closing statements, I will provide you with final instructions on the law and you will then retire to consider your verdict. It is your duty to weigh the evidence calmly and without bias, passion, prejudice or sympathy. You must decide this case upon the merits.

Mock Trial Outline

OPENING STATEMENTS

Are we ready for opening statements? We will begin with the plaintiff.

Are we ready for witnesses? The Plaintiff may call its first witness.

WITNESSES FOR THE PLAINTIFF:

Samantha Green – Student Leader

Jordan Patel – School Board Member

Plaintiff rests

WITNESSES FOR THE DEFENSE:

Brian Carter – Superintendent

Rebecca Lawson – Assistant Principal at Southfield High

Defendant rests

CLOSING STATEMENTS

JUDGE’S INSTRUCTIONS AND FINAL CHARGE

Statement of Samantha Green – Student Leader

My name is Samantha Green, and I am a senior at Southfield High School. A year ago, I joined the newly formed Southfield Youth AI Ethics Group. The group's mission is to raise awareness about the ethical implications of artificial intelligence, especially its use in local government, businesses, and schools. As someone who's always been interested in technology and fairness, I felt this cause was something I could really get behind.

It all started when I learned that Southfield High School was planning to implement an AI-powered phone tracking system to enforce its smartphone ban. The administration, arguing that smartphones are a distraction, believes that AI can help catch students violating the policy more efficiently. But I wasn't so sure. My group and I had read about how AI surveillance systems can be invasive, inaccurate, and even disproportionately target certain groups of people. We were concerned that this system would violate student privacy and normalize constant monitoring without oversight.

The superintendent keeps saying this AI system will help “create a better learning environment.” But how can we trust that when AI tracking systems have already been shown to misidentify people and collect data without consent? If this system logs information about students, who controls that data? Who has access to it? And what happens if it's misused? Right now, no one outside the administration knows exactly how this AI works. What data is it collecting? How long is it stored? What safeguards exist to prevent misuse? It may, in fact, be a great system, but the superintendent refuses to allow an independent review, which makes me wonder if he is hiding something. If the system is truly fair and safe, he should have no problem letting experts take a closer look.

I knew that if we were going to make a real impact, we needed to speak up. I created a petition called “Students for Privacy” to gather support for an independent review of the AI tracking system before it was fully implemented. I shared the petition online, and within a few days, we had hundreds of signatures from students, parents, and community members who were also concerned about the impact of this technology. I also organized a peaceful protest outside the school to bring more attention to our cause.

Superintendent Carter wasn’t happy. He called our efforts unnecessary and insisted that the AI system was only meant to enforce established school rules and would not violate anyone’s rights. He even dismissed concerns from students and parents, saying we were just resisting necessary discipline.

Fortunately, the school board listened. Seeing the widespread public concern, they passed a resolution calling for an independent review of the AI tracking system. I am grateful for their willingness to stand up for transparency and student rights. However, Superintendent Carter refused to allow the review, arguing that decisions regarding school discipline and monitoring fall entirely within his authority. He ignored the board’s concerns and rejected their request for oversight. The superintendent is acting like he alone gets to decide how students are monitored. The school board represents the community, and they passed a resolution calling for an independent review of this system.

I believe that the school board has every right to investigate the administration’s actions. The use of AI surveillance in schools is a serious decision, and the superintendent should not be allowed to implement it without oversight. Until we have real assurances that this AI system has been properly reviewed, I will continue to protest. This court should require the superintendent to testify so that we can ensure this AI system is fair, transparent, and does not violate student privacy.

Statement of Jordan Patel – School Board Member

My name is Jordan Patel, and I am a member of the Southfield School Board. I am outraged by Superintendent Carter's blatant disregard for transparency, accountability, and the role of the school board in setting policy. The implementation of an AI-powered phone tracking system is not just a minor administrative decision, it is a drastic measure that impacts student privacy, school culture, and the rights of families in our district. Such a major change should never be made unilaterally, without consulting the board or the community we were elected to represent.

The Southfield School Board implemented a policy banning smartphones on campus because we believe minimizing distractions is essential for student learning. However, we did not approve the use of AI surveillance technology to enforce this policy. There is a significant difference between setting rules for student behavior and subjecting students to constant, AI-driven monitoring without oversight. The administration has overstepped its authority by implementing this system without transparency or input from the board, students, or parents.

The community has spoken. Through petitions, protests, and direct engagement with the school board, students and parents have expressed serious concerns about AI-driven surveillance in schools. The Southfield Youth AI Ethics Group, led by students like Samantha Green, has done extensive research on how AI surveillance can infringe on privacy, misidentify individuals, and lead to unintended consequences. Rather than dismissing these concerns, we should be addressing them head-on. Families deserve answers.

The school board acted in response to these concerns by calling for an independent review of the AI tracking system. This was not an unreasonable request. This was the responsible course of action. Instead of working with us to ensure the ethical and legal implications of this system are understood, Superintendent Carter has

chosen to block our efforts at every turn. He refused to allow an independent team to conduct a review. He rejected the board's directive, defying our authority to provide oversight on policies that affect the entire school community. This sets a dangerous precedent. If the superintendent is allowed to implement surveillance measures without oversight, what prevents future violations of student rights?

This is not just about AI, this is about governance and accountability. The school board has a duty to serve as a check on administrative overreach, and the superintendent's refusal to cooperate is a direct affront to that duty. Denying the board the ability to investigate is an abuse of power, plain and simple. If Superintendent Carter is so confident that this AI system is fair and appropriate, why is he resisting oversight? What does he have to hide?

I fully support the lawsuit to hold the superintendent accountable. His actions undermine the authority of the school board and silence the voices of students and parents. We cannot allow one individual to dictate policy without scrutiny. The court must intervene and compel the superintendent to answer for his actions. Until then, I stand with the students, parents, and community members of Southfield in demanding transparency, fairness, and respect for the rights of those affected by this policy.

Statement of Superintendent Carter

My name is Brian Carter, and I am the Superintendent of Southfield Public Schools. I have always been a strong advocate for using technology to improve education and ensure a safe, distraction-free learning environment for our students. In today's world, we must embrace new tools that help schools run more effectively and enforce policies fairly and consistently. That is why we are implementing an AI-powered system to track smartphone use on campus and ensure compliance with the district's no-smartphone policy.

Now, I understand that not everyone agrees with this approach. Some people are wary of new technology, even when it is designed to help. Recently, Samantha Green, a high school student, and the Southfield Youth AI Ethics Group have raised concerns about the AI monitoring system, claiming that it infringes on student privacy and could be misused. I appreciate their passion for this issue, and I encourage students to engage in discussions about the role of technology in schools. However, I strongly disagree with their position. This system is not about surveillance, it is about enforcing an existing policy in a way that is fair and consistent for all students.

Let me be clear, I did not set the no-smartphone policy. That decision was made by the school board to reduce distractions and improve academic performance. My job as superintendent is to ensure that this policy is effectively enforced. Without a reliable system in place, enforcement would be inconsistent, with some students facing consequences while others go unnoticed. The AI-powered tracking system ensures that the policy is applied fairly across all students, without bias or favoritism.

Samantha and her group launched a petition calling for the school to stop using AI to monitor phone use, and they even organized a protest outside district offices. While I respect their right to voice their concerns, I believe their fears are based on misconceptions rather than facts. The AI system does not collect personal data or invade student privacy, it simply detects smartphone usage in restricted areas and alerts school staff to violations. Delaying its implementation would only create confusion and make enforcement more difficult.

The school board, unfortunately, allowed itself to be swayed by public pressure. They passed a resolution calling for an independent review of the AI tracking system, an unnecessary step that only delays the enforcement of an important policy. As superintendent, I have the authority to implement this system as an administrative measure. I will not allow political maneuvering to interfere with my duty to ensure a focused learning environment for all students.

Now, the school board has escalated the matter further, issuing a subpoena demanding information about the AI system. They want to investigate a decision that falls squarely within the scope of school administration. I refused to comply because their actions are a clear overreach. In response, they filed a lawsuit against me.

Let me be clear, I will not be pressured into abandoning a system that helps our school's function more effectively. The people of Southfield trust me to make decisions that benefit students and teachers alike. This investigation is nothing more than a distraction from our real mission which is providing a high-quality education in an environment free from unnecessary disruptions. The law is clear, policy enforcement falls within the responsibility of school administration, not the board's political agenda. We cannot allow unnecessary interference to derail progress. The students and teachers

of Southfield deserve a fair and effective enforcement system, and that is exactly what I intend to deliver.

Statement from Rebecca Lawson – Assistant Principal

My name is Rebecca Lawson, and I am the assistant principal at Southfield High School. I have worked in education for over a decade, and I have seen firsthand the challenges of maintaining a productive and focused learning environment. With increasing distractions in the digital age, enforcing school policies has become more complex than ever. The introduction of an AI-powered system to monitor smartphone usage on campus is not just a step toward modernization, it is a necessary tool to help us ensure students stay engaged in their education.

I fully support Superintendent Carter's decision to implement this system. As the school district's leader, it is within his authority to enforce policies set by the School Board, including the no-smartphone rule. The board enacted this policy to help school staff and students improve learning, limit temptations to use technology during exams, reduce distractions, curb cyberbullying, and promote healthy interactions among students. This AI system is simply a tool to help us uphold that policy more effectively. It allows staff to focus on teaching rather than constantly policing phone usage in classrooms and hallways.

That said, I understand the concerns that some students and parents have. Not all students use their phones irresponsibly. Some rely on them for medical reasons, such as managing diabetes or other health conditions. Others may need their phones for urgent family communication. These are valid concerns, and I, too, have questions about how

the AI system will handle such situations. Will it differentiate between a student checking their blood sugar levels and one scrolling through social media? How will exceptions be managed fairly? These are questions that need clear answers as we move forward with implementation.

However, while I sympathize with students who feel uneasy about this system, I ultimately stand with our superintendent and his authority to make the best decision for our staff and students. I believe we should afford the superintendent the opportunity to implement the system, and fine tune any issues to better meet the needs of our schools. The reality is that smartphone use has become a major issue in our schools, and enforcement of the ban has been challenging and inconsistent. Teachers and administrators cannot be expected to catch every violation on their own. This AI system is designed to help us apply the policy more fairly and efficiently, ensuring that all students are held to the same standard.

I do not believe the school board's decision to reexamine the AI system is necessary. This technology is about ensuring compliance with an already established rule. The concerns I have about how it handles medical or personal exceptions, can be address through careful oversight or exemptions rather than dismissing the system entirely.

At the end of the day, our priority must be maintaining an environment where students can learn. I urge students and parents to give this system a chance and trust that it is being implemented with the best intentions. If adjustments are needed, we can work together to make them, but rejecting the system outright would only make it harder to enforce a policy that was put in place for the benefit of all students.

Judge's Ending Instructions to Students and Final Charge

GENERAL INFORMATION

Ladies and gentlemen of the jury, the evidence in this case has been presented and the attorneys have completed their summations. We now arrive at the time when you, as jurors, are to perform your final function in this case.

At the outset, let me express my thanks and appreciation to you for your attention to this case. I would like to commend counsel for the professional manner in which they have conducted themselves and for their courtesy to the court and jury during this trial.

As jurors, it is your duty to weigh the evidence calmly and without passion, prejudice or sympathy. Also, speculation, conjecture and other forms of guessing play no role in the performance of your duty.

NATURE OF CHARGES

The plaintiffs in this action are the School Board of the City of Southfield. They have issued a directive mandating an investigation into the use of AI to monitor the use of student smartphones. The superintendent has refused to comply with the directive. The plaintiffs argue that the directive should be enforced by the court and the investigation be allowed to proceed.

The defendant in this action is Superintendent Brian Carter of Southfield. He argues that the investigation is improper. The defendant argues that the investigation is an improper interference with the powers of the superintendent and violates the principles of Separation of Powers. It is his position that the directive should not be

enforced, that he has done nothing wrong, and the court should order an end to the investigation. The defendant has also filed a counter claim asserting that the School Board has overstepped their authority.

FUNCTION OF THE JURY

At the start of this case, I explained that you are the judges of the facts. You and you alone are the sole and exclusive judges of the evidence, the credibility of the witnesses and the weight to be given to the testimony of each witness. It is your sworn duty to arrive at a just conclusion after considering all the evidence which was presented during the course of the trial.

FUNCTION OF THE COURT

The function of the court is to determine all questions of law arising during trial and to instruct the jury as to the law which applies in this case. You must accept the law as given to you by me and apply it to the facts as you find them to be.

CREDIBILITY OF WITNESSES

As the judges of the facts, you are to determine the credibility of the witnesses. In determining whether a witness is worthy of belief, you may take into consideration the witness's demeanor, inconsistent statements and any and all other matters in the evidence which serve to support or discredit the testimony.

BURDEN OF PROOF

The burden of proof is on the plaintiff in this case to prove their claim by a preponderance of the evidence. To prove an allegation by a preponderance of the

evidence, the plaintiff must convince you that it is more likely true than not true. You must ask yourself, as to each issue, if the plaintiff has satisfied that burden.

If the evidence on a particular issue is evenly or equally balanced or not persuasive, then that issue has not been proven. An easy way to understand this is to picture a scale or seesaw. If the weight on both sides is even, then plaintiff has not met the requirement to prove the case. However, if it tips a little more to plaintiff's side than the other, the plaintiff wins.

INSTRUCTIONS AS TO VERDICT FORM

To assist you in reporting a verdict, I have prepared a verdict sheet.

APPOINTING FOREPERSON:

(Insert juror's name) you are the foreperson of the jury because of your position in the jury box. You will preside over the deliberations and tell us the verdict when reached. Your vote carries no greater weight than that of any other deliberating juror.

THE JURY DELIBERATES, WITH JUDGE'S GUIDANCE

THE VERDICT IS RECEIVED AND READ AS TO EACH COUNT

Verdict Sheet

Plaintiff

School Board of Southfield

: Date:

: No.

v.

: Judge

Defendant

Superintendent Brian Carter

-----X

Count No. 1 reads:

Should an injunction be issued requiring Superintendent Brian Carter to allow the Southfield School Board to conduct an independent review of the AI phone tracking system before implementation?

Yes _____ No _____

OR

Count No. 2 reads:

Did Superintendent Brian Carter establish that the Southfield School Board overstepped its authority and therefore this case should be dismissed?

Yes _____ No _____

Ms./Mr. Foreperson, please rise.

Ms./Mr. Foreperson, has this jury agreed upon a verdict?

Ms./Mr. Foreperson, is that verdict unanimous?

Vocabulary List

Admissible Evidence: evidence the court allows to be admitted at trial. Evidence which the trial judge finds is useful in helping the trier-of-fact, which cannot be objected to on the basis that it is irrelevant, immaterial, or violates the rules against hearsay and other objections.

Attorney: a person who has been qualified by a State or Federal court to provide legal services, including appearing in court.

Burden of Proof: a duty placed upon a civil or criminal defendant to prove or disprove a disputed fact. In a criminal trial, the burden of proof requires the prosecutor to prove the guilt of the accused “beyond a reasonable doubt.” In a civil trial, the burden of proof is usually “by a preponderance of the evidence.”

Circumstantial Evidence: evidence in a trial that is not obtained directly from an eyewitness or participant and requires some reasoning to prove a fact.

Credibility: whether testimony is worthy of belief, based on competence of the witness and likelihood that it is true.

Cross Examination: the examination of a witness by the party opposed to the one who produced her/him.

Damages: the amount of money that a plaintiff, the person suing, may be awarded in a civil case.

Deliberate: to weigh, discuss and consider.

Direct Examination: the examination of a witness by the party on whose behalf he/she is called.

Evidence: every type of proof legally presented at trial (allowed by the Judge) which is intended to convince the trier-of-fact of alleged facts material to the case.

Exhibits: a paper, chart, or other item presented to the court.

Injunction: is a court order compelling a party to do or refrain from doing a specific act.

Judicial Review: Courts have the power to interpret the law and strike down laws which are unconstitutional.

Judge: an official with the authority and responsibility to preside in a court, try lawsuits and make legal rulings.

Jury: a group of persons sworn to render a verdict or true answer on a question or questions submitted to them.

Jury Charge: direction that the Judge gives the jury concerning the applicable law of an issue or case.

Preponderance of the Evidence: the greater weight of the evidence required in a civil (non-criminal) lawsuit for the trier-of-fact (jury or judge without a jury) to decide in favor of one side or the other.

Testify: to give evidence, 'under oath', as a witness.

Verdict: a jury's decision or judgment.

Witness: an individual who actually sees, hears or perceives something; an individual who provides testimony in court.

Applicable Law

Statutes

New Jersey Statutes 18A:10-1: Conduct of Districts

18A:10-1. The schools of each school district shall be conducted, by and under the supervision of a board of education . . .

New Jersey Statutes 18A: 17-20 Superintendent; General Powers and Duties

18A:17-20. a. [A] superintendent of schools shall have general supervision over the schools of the district or districts . . . and shall keep himself informed as to their condition and progress and shall report thereon, from time to time, to, and as directed by, the board and he shall have such other powers and perform such other duties as may be prescribed by the board or boards employing him.

He shall have a seat on the board or boards of education employing him and the right to speak on all educational matters at meetings of the board or boards but shall have no vote.

b. [A] superintendent of schools . . . shall be the chief executive and administrative officer of the board or boards of education employing him and shall have general supervision over all aspects, including the fiscal operations and instructional programs, of the schools of the district. . . and shall keep himself informed as to their condition and progress and shall report thereon, from time to time, to, and as directed by, the board and he shall have such other powers and perform such other duties as may be prescribed by the board or boards employing him.

He shall have a seat on the board or boards of education employing him and the right to speak on all matters at meetings of the board or boards but shall have no vote.

Case Law

Marbury v. Madison, 5 U.S. (1 Cranch) 137 (1803),

In a landmark decision of the U.S. Supreme Court established the principle of judicial review. Decided in 1803, *Marbury* is regarded as the single most important decision in American constitutional law.

As it applies to Federal Separation of Powers...Marbury v. Madison established that the American courts have the power to invalidate laws that they find to violate the U.S. Constitution. It also defined the boundary between the constitutionally separate executive and judicial branches of the federal government and established the courts as the authority to review and resolve disputes between branches of government. The case originated in early 1801 and involved a dispute between outgoing President John Adams and incoming President Thomas Jefferson.

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