

ASE 572, PUBLIC SCHOOL LAW SUMMER 2008

TIME: Tuesday & Thursday, 4:30-8:50 p.m.

PLACE: Aldine ISD

INSTRUCTOR: Dr. Sara Ptomey
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REQUIRED TEXT:

Alexander, K., & Alexander, D. (2005). *American public school law*, 6th ed. St. Paul: West Publishing Co.

COURSE DESCRIPTION:

This course is designed to develop and improve, through case study and clinical instructional methodology, the students' knowledge and understanding of the basic legal parameters that impact organization and control of the Texas and American public schools. Prerequisites for this course are ASE 532, Administration and Organization of Public Schools and ASE 668, Instructional Leadership I. Through this course students will:

Objectives/Learning Outcomes
1. Gain a working knowledge and understanding of the American and Texas legal systems and how they affect public schools.
2. Understand and apply provisions from the U.S. Constitution and Texas Constitution to school legal issues.
3. Know, understand, and apply case law to school legal issues.
4. Know, understand, and apply state, federal, and local legal provisions to school legal issues.
5. Become proficient at researching a legal problem and apply this knowledge to solve school legal issues.
6. Implement policies and procedures and encourage all campus personnel to comply with the Code of Ethics and Standard Practices of Texas Educators.
7. Understand relevant provisions of the Texas Education Code and the Texas Administrative Code.
8. Understand local, state, and federal legal issues, which support sound decisions.
9. Understand legal and ethical implications related to school operations and decision-making.
10. Implement legal strategies for the recruitment, selection, and assignment of campus staff.
11. Apply local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs.
12. Use legal requirements as a basis for campus curriculum planning.

COURSE ASSIGNMENTS

All designated cases are to be read prior to the assigned date allowing the entire class to participate in the case discussions.

DATES	TOPICS / PRESENTATIONS	CASES / ASSIGNMENTS
6/3/08	Class Procedures Set group assignments Chapter 1- The Legal System	
6/5/08	Chapter 2- Historical Perspectives of Public Schools Chapter 3- Role of the Federal Government Chapter 4- Governance of Public Schools Chapter 5- Church and State	Chapter 2: Hartzell v. Connell Chapter 3: San Antonio ISD v. Rodríguez Chapter 4: Hovet v. Hebron Public School District Chapter 5: Lee v. Weisman
6/10/08	Chapter 6- School Attendance Chapter 7- The Instructional Program	Chapter 6: Plyler v. Doe Chapter 7: Counts v. Cedarville School District Embedded Activity 1 due
6/12/08	Chapter 8- Student Rights: Speech, Expression, and Privacy Chapter 9- Student Rights: Common Law, Constitutional Due Process, and Statutory Protections Chapter 10- Rights of Students with Disabilities Chapter 12- Defamation and Student Records	Chapter 8: Beussink v. Woodland R-IV School District Chapter 9: Gebser v. Lago Vista ISD Chapter 10: Martinez v. School Board of Hillsborough County Chapter 12: Owasso ISD v. Falvo Embedded Activity 2 due
6/17/08	Chapter 15- Teacher Rights and Freedoms Chapter 16- Due Process Rights of Teachers Chapter 18- Collective Bargaining	Chapter 15: East Hartford Education Association v. Board of Education Chapter 16: Cleveland Board of Education v. LaFleur Chapter 18: Grunwald v. San Bernardino City Unified School District Embedded Activity 3 due

DATES	TOPICS	ASSIGNMENTS
6/19/08	Chapter 14- Certification, Contracts, and Tenure Chapter 17- Discrimination in Employment Chapter 19-Desegregation of Public Schools	Chapter 14: Feldhusen v. Beach Public School District No. 3 Chapter 17: Cowan v. Strafford R-VI School District Chapter 19: Swann v. Charlotte-Mecklenburg Board of Education Embedded Activity 4 due Midterm due
6/24/08	Chapter 11-Tort Liability Chapter 13- School District Liability Chapter 20- School Finance Chapter 21- School Property and Buildings	Chapter 11: Stevens v. Chesteen Chapter 13: Ette <i>ex rel.</i> Ette v. Linn-Mar Community School District Chapter 20: Edgewood ISD v. Kirby Chapter 21: Dare County Board of Education v. Sakaria Embedded Activity 5 due
6/26/08	Final Exam	Embedded Activity 6 due Texas Education Code Summary due

SUMMARY OF ASSIGNMENTS:**1. Chapter Presentations (50 points, 25 for each chapter):**

Each pair will work together to prepare two presentations over two chapters in *American Public School Law*. Each presentation will include a 10-minute overview of the chapter highlights followed by an in-depth discussion of the assigned case. Each presentation should be interactive and last between 30 and 40 minutes. Each presentation will be posted on BlackBoard before the start of class. The presentation rubric is included at the end of the syllabus.

2. Texas Education Code Summary (25 points):

Each student will complete a one page summary of Chapter 37 in the Texas Education Code.

3. Embedded Internship Activities (25 points each)

Complete each assigned embedded internship activity listed below. Write a brief description, 1 page, of your findings for each activity.

COURSE EVALUATION:

The grade for this course will be based on the following distribution of points:

Chapter Presentations: 50 points	50
Texas Education Code, Chapter 37 Summary	25
6 Embedded Internship Activities: 25 points each	150
Midterm and Final Exam: 25 points each	50
Total	275
A = 248 or more; B = 220 – 247; C = 206 – 219; F = 206 or lower	

Embedded Internship Activities for ASE 572		
ELCC STANDARDS/ SUB-ELEMENTS	COURSE ACTIVITIES	TE_xES COMPETENCIES
6.1 Understand Legal, Political, Social, Economic Context	1. Review the faculty handbook, policy manual or administrative handbook regarding child abuse, search and seizure, confidential records, drug abuse, bomb threats, security and unauthorized personnel on the grounds.	9.2 Ensure Safety of Students & Personnel in Emergencies
6.1 Understand Legal, Political, Social, Economic Context	2. Identify areas of legal actions the campus principal has faced in the last three years.	3.5 Apply Laws, Policies, Procedures
5.1 Act with Integrity 5.2 Acts Fairly 5.3 Acts Ethically	3. Describe how the principal ensures that the Code of Ethics and Standards Practices for Texas Educators is followed.	3.2 Implement Compliance w/ Code of Ethics
3.1 Manage the Organization 3.2 Manage Operations 3.3 Manage Resources	4. Describe and evaluate the role of the school secretary in office management. Observe office management procedures. Describe procedures that are followed in filing staff bulletins, correspondence and student schedules.	8.5 Use Effective Planning, Time Management and Personnel to Attain Goals
3.1 Manage the Organization 6.3 Influence Legal, Political, Social, Economic Context	5. Describe changes to the discipline management process at the campus due to current law.	9.4 Apply Law to Support Services 3.5 Apply Laws Fairly 3.4 Apply Legal Guidelines
3.1 Manage the Organization	6. Describe the principal's responsibility for monitoring the safety and welfare of the school community.	9.2 Ensure Safety of Students & Personnel in Emergencies 9.3 Develop/Implement Procedures for Crisis Planning

COURSE EXPECTATIONS & INFORMATION:

1. All cell phones, computers, and other electronic devices should be turned off or placed on vibrate during class.
2. All work is due on the date specified. Late work will **not** be accepted or awarded credit, unless the student and the professor have made an agreement regarding an unusual circumstance.
3. Participation is both expected and required in this class. Each student is expected to be familiar with the cases to be discussed during each class. Attendance is expected at **all class** sessions. One absence may be taken without penalty. More than one absence will result in lowering of the grade by a letter for each absence above one. If you find it absolutely necessary to be absent, please be sure that all other alternatives have been explored before taking an absence.
4. Arriving to class on time is equally important. Entering the classroom after class has begun is disruptive to the learning environment. Three tardies of 15 minutes or more will count as one absence. Make every effort to arrive to class on time.
5. The professor(s) reserves the right to alter course requirements and/or the class schedule to better address the learning needs of the students.
6. Academic honesty is expected in this course. Plagiarism is a violation and will result in course failure. A report will be made to Dr. Beverly Irby, Department Chair and Dr. Genevieve Brown, Dean.
7. Students desiring to be absent for observance of a religious holiday must be aware of the following:
 - Present a letter to the professor regarding absence for observation of religious holiday. A request form will be made available to you.
 - The request must be made within the first 15 days of the semester or the first 7 days of summer session.
 - The student will receive a timeframe in which the work will be completed.
 - Both professor and the student must sign the request form with each party keeping a copy for their files.
 - Any violation of the said agreement may be appealed to the department chair.
8. If you are a student with a disability that may affect your academic performance, please contact the professor as soon as possible or you may contact the Director of the Counseling Center as chair of the Committee for Continuing Assistance for Disabled Students at 936-294-1720.

9. Graduate students are governed by the SHSU's policies related to student conduct. Any student with questions about grievances, ethical behavior, etc., should review the SHSU Graduate Catalog and the Texas State University System Rules and Regulations, Chapter VI, Student Services and Activities, Section 5 Student Conduct and Discipline. Those rules may be found at http://www.tsus.edu/pubs/Pubs/rules_regs.html. Particular attention should be paid to the sections on plagiarism and theft of library materials.
10. Students should practice self-discipline in classes. Courtesy should be extended to all students. Thought should be given to the value of all conversation in class to all students in class. Classes will be more enjoyable and beneficial to all involved if graduate students conduct themselves as conscientious professionals.
11. Please see the professor if there are any concerns before consulting the department chair or other program administrator.

CHAPTER PRESENTATION EVALUATION RUBRIC:

	5	4	2	0
key points	extended information	completely covered information	partially covered information	did not cover any information
case discussion	class involved discussion extended information	class involved discussion completely covered information	class somewhat involved discussion partially covered information	class somewhat involved discussion covered little of the case information
overall quality	powerpoint neat and easy to read presenters clear and well organized	powerpoint neat and easy to read presenters clear and organized	powerpoint neat presenters did not remain on topic throughout presentation	powerpoint difficult to read and understand presenters not organized
handout quality	well organized, neat, and easy to read	neat and easy to read	neat	not well organized and confusing to read
timeliness	between 30 and 40 minutes	5 minutes over or under the time limit	10 minutes over or under the time limit	15 minutes over or under the time limit