

# **California Association of Student Councils**



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**Student Advisory Board On Legislation In Education  
(SABLE)**

**2011 Proposals**

## COMMENDATIONS

The Student Advisory Board on Legislation in Education commends the Senate Committee on Education for allocating a significant portion of their agenda to dialogue with the students of California each year since the inception of the SABLE program.

The Student Advisory Board on Legislation in Education commends Paul Navarro, a consultant and former deputy legislative secretary, for addressing the delegation and serving on the dry-run panel for the delegation.

The Student Advisory Board on Legislation in Education commends Danny Alvarez, staff director of the Senate Education Committee, for his continued support of the California Association of Student Councils and for addressing the delegation.

The Student Advisory Board on Legislation in Education commends Craig Cheslog, the State Superintendent's Principal Policy Advisor, for his invaluable knowledge in advising the California Association of Student Councils in relevant policy.

The Student Advisory Board on Legislation in Education commends Richard Zeiger, the Chief Deputy Superintendent, for addressing the delegation.

The Student Advisory Board on Legislation in Education commends former Senator Gloria Romero for her career-long commitment to youth development and personal support of the California Association of Student Councils.

## STAFF MEMBERS

*Director:* Sarah Walker, Golden Sierra High School

*Gamma (Counselor Trainer):* Menelik Tafari, Soka University

*Research Team Lead:* Janie Lee, Troy High School

*Administrative Team:* Danielle Sepanek, Mira Costa High School

*Counselors:* Kendall Archer, San Benito High; Natalya Subbotina, Chapman University; Tracy Wong, Mira Loma High School

*Research Team:* Derek Wang, Troy High School

*The Student Advisory Board on Legislation in Education*  
*13<sup>th</sup> Annual Presentation to the Senate Committee on Education - Wednesday, February 23, 2011*

**District Student Board Member**

Presenters: Janie Lee, Troy High School, Fullerton

**PRIORITY**

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes student representation on district school boards as a priority.

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**I. RECOMMENDED LEGISLATIVE ACTION**

The Student Advisory Board recommends that the legislature

1. Reintroduce AB 1007 from the 2009-2010 legislative season.

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**II. PROVEN RESULTS AND RATIONALE**

- As the largest stakeholders in education, students wish to play a meaningful part in the decision-making processes within their local school districts. Mandating student petitions to be responded to within thirty days ensures that students are able to serve on their district school boards.
- The Fullerton Joint Union High School District maintains a Student Advisory Council led by the district student board member. The student board member represents the students of the district at every board member with a preferential vote.

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**III. KEY ISSUES**

- Student petitions for student board members on district school boards are ignored. However, existing law requires the governing board of a school district maintaining one or more high schools to appoint to its membership one or more nonvoting pupil members if pupils petition the governing board to make those appointments

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**IV. FISCAL ANALYSIS**

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement. This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement for those costs shall be made pursuant to these statutory provisions.

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**V. PREVIOUS ACTION**

*Relevant Education Code*

- Title 2: Elementary and Secondary Education; Division 3: Local Administration; Part 21: Local Educational Agencies; Chapter 1: School Districts; Article 2: General Provisions; Section 35012
- Title 2: Elementary and Secondary Education; Division 3: Local Administration; Part 21: Local Educational Agencies; Chapter 1: School Districts; Article 2: General Provisions; Section 35012 (b)
- Title 2: Elementary and Secondary Education; Division 3: Local Administration; Part 21: Local Educational Agencies; Chapter 1: School Districts; Article 2: General Provisions; Section 35012 (d)

*Student/CASC action*

- “Student Involvement in Decision-Making” (SABLE 2009)

## Student Guidance

**Presenters:** Paige Archer, San Benito High School, Hollister; Paulina Cholewinski, Golden Sierra High School, Garden Valley; Raffi Margossian, Granada Hills Charter High School, Granada Hills; Paolo Veneracion, St. Francis High School, La Canada, Ishaan Gupta, Granite Bay High School, Granite Bay; Allison Wisialowski, Mira Costa High School, Manhattan Beach; Belinda Li, Mira Loma High School, Sacramento; Karly Ko, Folsom High School, Folsom; Monica Vathanavarin, Granada Hills Charter High School, Granada Hills; Kristy Leker, Serrano High School, Phelan

**Facilitator:** Tracy Wong, Mira Loma High School, Sacramento

### **PRIORITY**

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes a) a 450:1 guidance counselor to student ratio, b) distinguishing and defining the role of a counselor, and c) the posting of high school graduation requirements and A-G college requirements in every classroom as imperative in eradicating the lack of student readiness for life after high school.

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## **VI. RECOMMENDED LEGISLATIVE ACTION**

The Student Advisory Board recommends that the legislature:

1. Set a guidance counselor to student ratio of 1 guidance counselor: 450 students.
2. Define and distinguish the roles and responsibilities of a high school counselor through a job description. Distinguish between three types of counselors:
  - A) Guidance counselors to deal with classes, scheduling, meeting A-G requirements, teacher problems
  - B) College/career counselors to notify and assist students with post-high school options
  - C) Crisis counselors such as psychologists to deal with emotional and psychological problems.
3. Require every classroom to post high school graduation requirements and a-g college requirements.

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## **VII. PROVEN RESULTS AND RATIONALE**

- A smaller guidance to counselor ratio allows for more time and attention to be given to individual students. Counselors are oftentimes the only resource students have for guidance in possible career, college, and military options.
- Students can appropriately choose courses that allow them to fulfill their post-high school goals when they see their A-G requirements and high school graduation requirements posted in their classrooms. (Granite Bay High, Granite Bay and

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## VIII. KEY ISSUES

### **Current guidance counselor to student ratio**

- The California average ratio for guidance counselors to students is 1 guidance counselor: 817 students as opposed to the national average ratio of 1 guidance counselor: 450 students.

### **Post high-school preparedness**

- Students are not able to graduate or attend college because they are unaware of the respective requirements. There is no visual representation of the A-G requirements and high school graduation requirements.

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## IX. FISCAL ANALYSIS

- A smaller counselor to student ratio can be accommodated by reallocating funds to counselors rather than taking more from the state budget. Funds being pushed into counseling services would provide for the resources necessary to specialize counselors that would each serve their own purpose and never overlap into the other's job.
- Posting A-G requirements and high school graduation requirements in every class will require minimal funds as there will only be printing costs.

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## X. PREVIOUS ACTION

### *Relevant Education Code*

- Title 2: Elementary and Secondary Education; Part 27: Pupils; Chapter 3: Compulsory Continuation Education; Article 3: Continuation Classes; Section 48431.6
- Title 2: Elementary and Secondary Education; Part 27: Pupils; Chapter 3: Compulsory Continuation Education; Article 3: Continuation Classes; Section 48431.7
- Title 2: Elementary and Secondary Education; Part 28: General Instructional Programs; Chapter 2: Required Courses of Study; Article 3: Courses of Study, Grades 7 to 12; Section 51226
- Title 2: Elementary and Secondary Education; Part 28: General Instructional Programs; Chapter 2: Required Courses of Study; Article 3: Courses of Study, Grades 7 to 12; Section 51226.1

### *Current legislative action*

- SB 1943 – Required the development of the CTE model curriculum standards
- AB 1412 – Required the development of the CTE model curriculum standards

*Student/CASC action*

- “Preparation for Life after High School”(SABE 2009)
- “College Preparedness” (SABLE 2008)
- “Preparation for Life after High School”(SABLE 2009)

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## Student Government

Presenters: Sofia Aguirre, Moreau Catholic High School, Hayward; McKenna Bernosky, San Benito High School, Hollister; Ryan Gidney, Serrano High School, Phelan; Brian Jeffers; Katelyn Johnson, Diamond Mountain Charter, Susanville; Melanie Lim, Fairmont Preparatory Academy, Anaheim; Kathryn Nassar, Half Moon Bay High School, Half Moon Bay; Anna Ngo, Bassett High School, La Puente; Neda Perwez, La Sierra High School, Riverside; Vineetha Ramesh, Oak Ridge High School, El Dorado Hills.

Facilitator: Kendall Archer, San Benito High School, Hollister

### **PRIORITY**

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes creating guidelines for student governments as a priority.

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## **XI. RECOMMENDED LEGISLATIVE ACTION**

The Student Advisory Board recommends that the legislature:

- 1) Adopt the following guidelines for student governments:
  - A) Student governments need to create a process of collecting concerns and ideas of the student body and conveying them to administration and/or school board.
  - B) Student governments should have a policy aspect where the current issues in educational matters can be addressed.

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## **XII. PROVEN RESULTS AND RATIONALE**

- Implementing guidelines for student government will effectively reestablish its initial purpose of (1) voicing student ideas and concerns to the administration and/or school board and (2) being responsible for extracurricular student activities.
- When student ideas and/or concerns are not heard and addressed, students may be discouraged to continue pursuing their issues. Other times, they may resort to other means such as protests, petitions, or violence.
- At San Benito High School, there is a campus organization known as the Student Congress where classroom representatives meet monthly with the school principal present. Representatives express and prioritize concerns of the entire student population. This is an example of where student voice is being heard and addressed.
- Student Governments, such as the ASB at Diamond Mountain Charter High School, are unsure of their role and responsibilities. Diamond Mountain Charter High School established an ASB in response to a growing student population but, without guidelines, the ASB was unsure of its purpose and took over a year to



begin functioning efficiently and adequately (a student eventually wrote a set of guidelines that solved the problem).

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### **XIII. KEY ISSUES**

- In the current California Education Code, the only code that exists regarding student governments is that they have the right to organize as a group. No guidelines detailing the fundamental purpose of student government result in ineffective student governments. Student governments also fail to serve its purpose or representing the student body.

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### **XIV. FISCAL ANALYSIS**

- Establishing the guidelines will have no costs, because the guidelines create a structure for student governments.

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### **XV. PREVIOUS ACTION**

#### *Relevant Education Code*

- Title 2: Elementary and Secondary Education; Division 3: Local Administration; Part 21: Local Educational Agencies; Chapter 1: School Districts; Article 2: General Provisions; Section 35012 (b)
- Title 2: Elementary and Secondary Education; Division 3: Local Administration; Part 21: Local Educational Agencies; Chapter 1: School Districts; Article 2: General Provisions; Section 35012 (d)
- Title 2: Elementary and Secondary Education; Division 3: Local Administration; Chapter 3: Certificated Employees; Article 11: Evaluation and assessment of Performance of Certified Employees; Section 44662

#### *Current legislative action*

- SB 1422 – Student Evaluation on Teachers

#### *Student/CASC action*

- “Assessment of Accredited Teachers”(SABLE 2008)
- “Student Input in Administration” (SABLE 2004)
- “Student Evaluation of Teachers” and “Student Input in Administration”(SABLE 2006)
- “Student Involvement in Decision-Making” (SABLE 2009)

## Compilation of Education Code Laws Pertaining to Students

Presenters: Eden Concoff, Malibu High School, Malibu; Anton Saleh, Beverly Hills High School, Beverly Hills, Sequoia Anderson, Cypress Charter High School, Santa Cruz; Brooke Bianco, Cypress Charter High School, Santa Cruz; Joseph Rubin, Windward School, Culver City; Tori Leder, Lowell High School, San Francisco; Frederick Horowitz, North Hollywood High School, North Hollywood; Sara Weimer, Edwin Markham Middle School, Placerville; Andriana Ricchiuti Clovis West High School, Fresno; Chany Kim, Troy High School, Fullerton.

Facilitator: Natalya Subbotina, Chapman University

### **PRIORITY**

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes the implementation and maintenance of a compilation of education code laws pertaining to students.

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## **XVI. RECOMMENDED LEGISLATIVE ACTION**

The Student Advisory Board recommends that the legislature:

1. Mandate the legal affairs department of the Department of Education to compile current law pertaining to student interaction with teachers and administration.
2. Maintain that every year the legal affairs department distributes a revision to each school district, whose explicit responsibility it is to convey these revisions in ways they see fit.

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## **XVII. PROVEN RESULTS AND RATIONALE**

- Without a compilation of education code pertaining to students to refer to, students are unable uphold their rights.
- Laws are constantly changing, so revisions are necessary to keep students and faculty informed.
- Schools and administrators need to know the rights of students so these rights are not violated.
- Students, who feel violated in their rights and thus feel uncomfortable in the classroom environment, are less likely to succeed.
- Windward School has a Student Bill of Rights that clearly informs students of their rights.

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## **XVIII. KEY ISSUES**

- There is no comprehensive compilation of education code laws pertaining to student rights in terms of student-faculty relations. The lack of a compiled list means that students have no way of knowing what is or is not a violation of their

rights. Without knowing they have no way to substantiate wrongful situations, they are left feeling dissatisfied and unresolved.

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## **XIX. FISCAL ANALYSIS**

- Paying for methods of publicizing and promoting the compilation of education code laws pertaining to students. Costs of publicizing can be minimized by using methods like posting rights on the California Department of Education's website.
- Compensation for individuals working on revisions and updates

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## **XX. PREVIOUS ACTION**

### *Relevant Education Code*

- Title 1: General Education Code Provisions; Division 1: General Education Code Provisions; Part 1: General Provisions; Chapter 2: Educational Equity; Article 3: Prohibition of Discrimination; Section 220
- Title 1: General Education Code Provisions; Division 1: General Education Code Provisions; Part 1: General Provisions; Chapter 2: Educational Equity; Article 4: Sex Equity in Education Act; Section 221.5
- Title 1: General Education Code Provisions; Division 1: General Education Code Provisions; Part 1: General Provisions; Chapter 2: Educational Equity; Article 5: Hate Violence Prevention Act; Section 233
- Title 1: General Education Code Provisions; Division 1: General Education Code Provisions; Part 1: General Provisions; Chapter 2: Educational Equity; Article 5: Hate Violence Prevention Act; Section 233.5

### *Current legislative action*

- SB 1422 – Student Evaluation on Teachers

### *Student/CASC action*

- “Awareness of Student Rights” (SABLE 2007)
- “CASC 2020” (SABLE 2010)
- “Student Bill of Rights” (SABE 2004)
- “Awareness of Student Rights” (SABE 2006)
- San Mateo Committee Youth Commission created a Student Bill of Rights