

California Association of Student Councils



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**Student Advisory Board On Legislation
in Education**

2013 Proposals

Student Advisory Board on Legislation in Education

The Student Advisory Board on Legislation in Education (SABLE) is a program of the California Association of Student Councils. The conference is a continuation of the Student Advisory Board on Education (SABE), which occurs each November. Whereas SABE delegates present to the State Board of Education, SABLE offers students the opportunity to present recommendations to and engage in dialogue with members of the Senate and Assembly Education Committees. For three days, the student delegates continue their discussion of key education issues determined at SABE, aligning their proposals to fit under the jurisdiction of the California state legislature.

California Association of Student Councils

The California Association of Student Councils (CASC) is a 501(c)3 non-profit organization that works towards developing skilled leaders. Our focus is peer training of students and advisors to foster self-esteem and build citizenship. CASC serves as an advocate for youth, provides a channel for student views and empowers youth to take action.

CASC is led by a group of high school students known collectively as the State Council with the support of a Board of Directors. We believe in youth leadership and empowerment; thus all of our programs, such as the annual Student Advisory Board on Education in Sacramento and the Elementary/Middle school conferences, are truly led by students. We promote this philosophy even further within each program. All of our conferences include council sessions led by highly trained high school and college counselors.

Proposals Developed February 25-27, 2013

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The California Association of Student Councils (CASC)

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COMMENDATIONS

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, would like to extend the following commendations:

The Student Advisory Board on Legislation in Education commends the Senate and Assembly Education Committees for their continued support of youth participation and interaction with policymakers and their ongoing willingness to implement student-based legislation.

The Student Advisory Board on Legislation in Education commends Senator Carol Liu, Chair of the Senate Education Committee, and Assembly Member Joan Buchanan, Chair of the Assembly Education Committee, for their superb leadership in educational matters and policy within the California state legislature.

The Student Advisory Board on Legislation in Education commends Mr. Daniel Alvarez, the Chief of Staff to the Senate Education Committee, for his involvement and support of the Student Advisory Board and his continued willingness to coordinate these empowering meetings each year.

STAFF MEMBERS

Director: Hiro Bower, Granada Hills Charter High School

Assistant Director: Raffi Margossian, Granada Hills Charter High School

Advisor: Quyen Ngo, Brown University

Research Team Lead: Kunal Shah, Mira Loma High School

Administrative Team: Angela Fronda, Granada Hills Charter High School

Counselors: Annie Hadley, Moorpark High School; Ajay Shanmugham, Brea Olinda High School; Diana Im, California Academy of Math and Science;; Patty Long, Mira Loma High School

Research Team: Monica Vathanavarin, Granada Hills Charter High School; Maggie Wang, Troy High School; Nathaniel Lam, Troy High School; Liu Jiang, University High School

Texting While Driving in Health Curriculum

Presenters: Eric Sohng, Troy High School, Fullerton; Rachel Park, Immaculate Heart High School, Los Angeles; Brandon Barry, Placer High School, Placer
Jenna Lin, Palos Verdes Peninsula High School, Palos Verdes; Shine Cho, South Pasadena High School, Pasadena; Alex Kim, South Pasadena High School, Pasadena; Samantha Hunt, Enterprise High School, Redding; Jasmin Kwak, Troy High School, Fullerton
Facilitator: Diana Im, California Academy of Math and Science, Los Angeles

PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes the clarification of the correlation between student dropout rates and bullying as a priority.

RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board recommends that the legislature:

- Incorporate curriculum change in high school health classes that will serve as a preventative measure that teaches students the dangers of texting while driving.
 - Have the state take an active role in endorsing programs that discourage distracted driving in California
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PROVEN RESULTS AND RATIONALE

- Because texting and driving is a relatively recent issue, the current curriculum does not address the dangers and risks of texting while driving.
- As a preventative measure against texting and driving habits, curriculum exposes the dangers of distracted driving to students before they are eligible for the driver's permit.
- Recently, similar legislation has been passed in the state of New Jersey (S 2030) which "requires school districts to provide instruction on the dangers of texting while driving as part of the Core Curriculum Content Standards in Comprehensive Health..."
- There are multiple organizations throughout California that see the importance of reducing distracted driving in California. For instance, Impact Teen Drivers, currently the number one campaign in California against distracted driving, spreads awareness through online and on-campus rallies. Their efforts have won the support of the California Highway Patrol (CHP), among other research developers.
- According to the National Safety Council, 23% of auto collisions involve cell phones,

and over half a million teenagers are killed or injured while driving; yet, 55% of teenage drivers believe it is easy to text while driving.

KEY ISSUES

- No curriculum on dangers of texting and driving in health and physical education:
 - Health classes include curriculum on the dangers of drinking and driving; however, there is no curriculum on the consequences of texting and driving. Learning the proposed curriculum from an authority figure, or teacher, as opposed to hearing from a teacher will assist in giving the issue credibility
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FISCAL ANALYSIS

What will cost money?

- A minimal cost will be incurred to incorporate new health curriculum into our core curriculum standards.
- The Senate Education Committee may endorse driver safety awareness programs and campaigns throughout California.

What will not cost money?

- The Senate Education Committee will give verbal sponsorship and support for programs about driving without distractions.
-

PREVIOUS ACTION

Relevant Education Code

- Education Code # 51220(j)
The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the automobile driver education.
- Education Code # 51220.1
Automobile driver education shall be designed to develop a knowledge of the dangers involved in consuming alcohol or drugs in connection with the operation of a motor vehicle.
- Education Code # 51850-51854
The governing board of a school district maintaining a high school or high schools, a county superintendent of schools, and the California Youth Authority and State Department of Education in providing programs of high school education, may regulate who can profit by and who shall receive instruction in automobile driver training.

Current legislative action

- SB 1310
This legislation prohibits all drivers from using a handheld wireless telephone while operating a motor vehicle. Motorists 18 and over may use a “hands-free

device.”

- SB 1090

The omnibus bill prohibits drivers under the age of 18 from using a wireless telephone or hands-free device while operating a motor vehicle.

- AB 1536

This bill amended section 23123.5 of the Vehicle Code, allowing voice-operated, hands-free text-based communication while driving.

Best Practices

Presenters: Hector Delgado, Wasco Union High School, Wasco; Mohamad Dalloul, Granada Hills Charter High School, San Fernando Valley; Anna Duan, Edison High School, Huntington Beach; Sage Lauwerys, West Campus High School, Sacramento

Writers: Nick Heimann, California Academy of Math and Sciences, Los Angeles; Jennifer Yi, Troy High School, Fullerton; Emily Duan, Mira Loma High School, Sacramento; Laurie Cruz, Justin Siena High School, Napa; Milan Zhou, Folsom High School, Folsom

Facilitator: Annie Hadley, Moorpark High School, Moorpark

PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes the implementation of a central system for educators throughout the state to share best classroom practices as a priority. A best practice can be defined as methods that work in a specific situation or environment.

RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board on Legislation in Education recommends that the Senate Education Committee (SEC):

- Establish a centralized online database of best classroom practices that is specifically catered towards teachers and schools;
 - Add a subsection, called “Best Classroom Practices,” on the California Department of Education (CDE) website which would lead to the best practice database.
 - Ask administrators to encourage teachers and students to submit what they consider to be best practices at their school to the online database;
 - Utilize the Similar School Ranks system to connect schools of similar socioeconomic status, demographics, population, API score, etc. with each other; and
 - Encourage the Instructional Quality Commission (IQC) to review, adjust, and propose the database while the California Department of Education regulates it.
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PROVEN RESULTS AND RATIONALE

- Coming from diverse backgrounds, our delegation has experienced a wide range of classroom practices. Our discussions revealed, however, that not all practices are conducive to student achievement. Acknowledging the limited opportunity for all students to be involved with optimal learning, we believe it is necessary to take

measures in order to maximize both student and teacher potential. Therefore, the implementation of a centralized best practices system would allow teachers to share and receive the most effective teaching methods, preventing the exacerbation of the current educational state of California and instead, promoting pedagogical innovation.

- In addition to serving as an immediate channel to facilitate the collection of such practices, the online database would allow educators to access this resource easily and through a variety of mediums, due to its location on the internet. Furthermore, this accumulation of ideas would be a lasting resource for future educators, addressing the exigency to re-train teachers and providing a cost-efficient solution to help improve education at a classroom level with a statewide initiative. As opposed to the newsletter that formerly managed the distribution of best practices throughout the state, this method would require the use of technology and thus, have an eco-friendly benefit as well.
- Many schools often execute a trial-and-error method to test new ideas in an attempt to increase their overall performance. However, the best practices, which would explain certain methods to approach ubiquitous issues, may prevent inefficient practices from prolonging and consequently, minimize the potential detriments these failed experiments may have. This would especially pertain to new teachers who are motivated but lack direction. The Illinois New Teacher Collaborative (INTC), for example, aims to assist incoming educators with their collection of best practices. Furthermore, California is ranked 36th in quality of education according to a recent report by *Education Week's Quality Counts*, which annually analyzes and ranks states with letter grades. North Carolina and Illinois, who both utilize centralized best practices systems, are ranked 27th and 28th, respectively. Therefore, the implementation of such a resource may benefit the quality of education in California, standing up to par with others who have risen in ranks with the help of best practices.
- According to the Department of Defense Education Activity (DODEA), quality teaching encompasses “varied teaching strategies [that] are used to support inquiry, higher order thinking and problem solving.” As for students, innovative, interactive classroom practices stimulate intellectual development and provide a sense of academic fulfillment. When teachers present concepts in a way that allows students to easily explore their matter of study, students appreciate the opportunity to develop a comprehensive understanding of the subject, as opposed to being limited to memorizing facts. Noticing the efforts of teachers to provide extra resources, this natural process of learning helps them recognize the value of their studies.
- The Instructional Quality Commission (IQC) would provide insight into the employment of a best practices system. This would lead to the increased efficacy of teaching methods that would ultimately contribute to the academic success of students and therefore, schools and the California education system as a whole. While the database may seem

but a small measure, its creation may have an infinitely influential effect on both students and teachers.

- Students are the foundation for the future—they are the decision-makers and leaders that will one day lead the country. Establishing this system now would help accelerate the rate of improvement of student performance; therefore, maximizing the potential of classroom experiences would be an investment for both the present and the future.
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KEY ISSUES

Lack of Communication

- There is no effective way for schools, teachers, and students to receive and share best practices with each other. Many best practices do exist; however, communication of these ideas is absent.
 - Teachers with great practices have no statewide outlets for these ideas, and similarly, teachers desiring great practices do not have a reliable source to draw from.
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FISCAL ANALYSIS

The costs incurred by the implementation of best classroom practices will be minimal to none because it involves the compilation of already available data and obtainable resources.

The implementation will incur minimal costs only for the initial setup and design. Created as a subsection of a pre-existing website, the database would not entail the creation of a separate or new entity; rather, it would make current resources easily accessible by teachers and refine the relevance of classroom best practices for every unique school.

PREVIOUS ACTION

- *Relevant Education Code*
 - CA Education Code # 33323 Effective Educational Programs and Practices
- *Current legislative action*
 - No Child Left Behind Act 2001, Title V, Part B, Sections 5201-5211 - Public Charter Schools Grant Program that encourages the dissemination of best practices
- *Student/CASC action*
 - SABE 2008 Proposal -Creative Approaches for Instruction and Teaching
 - SABE 2012 Proposal - Best Classroom Practices
- *Previous legislative action*
 - *High School!* Periodic newsletter for California educational leaders.
 - *Middle Grades Spotlight* - A Best Practice Periodical

High School Drop Out Rates

Presenters: Austin Carrell, Anderson High School, Anderson; Sara Castro, California Academy of Mathematics and Science, Carson; Esha Lal, Granite Bay High School, Granite Bay; Paramgyot Panesar, Leland High School, San Jose

Writers: Namu Kim, Brea Olinda High School, Brea; Michelle Min, Sage Hill High School, Newport Coast Laurel Ann Riley, Tomales High School, Point Reyes; Sally Yoo, Western High School, Anaheim

Facilitator: Ajay Shanmughan, Brea Olinda High School, Brea

PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes the clarification of the correlation between student dropout rates and bullying as a priority.

RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board recommends that the legislature:

- Add the category “bullied” into the subgroup units in the Annual Report on Dropouts in California, a state analysis of high school dropouts required by SB 651 (Romero), to ensure a state investigation on the correlation between bullying and high school drop out rates.
 - Incorporate additional questions pertaining to “bullying” in the California Kids Survey, funded by the California State Board of Education, to better understand the motives of potential high school dropouts.
 - After the next annual report, with bullying established as a subgroup unit in Senate Bill 651, create a select committee composed of legislators to identify specific problems pertaining to California’s bullying dilemma and eventually offer possible solutions with input from student representatives.
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PROVEN RESULTS AND RATIONALE

- According to the San Francisco Chronicle, 18.2% -- 94,000 students -- of the California graduating class of 2010 dropped out of high school, limiting their opportunities in the future.
- According to University of Virginia, Virginian high schools schools with low bullying rates have a graduation rate 28% higher than the state average, while high schools with high bullying rates have a graduation rate 29% lower than the state average. The same

studies were conducted by Cornell University and produced similar results. These statistics suggest that the relationship between bullying and drop out rates is a national concern.

- A study conducted by the University of Virginia in 2012 found that the prevalence of teasing and bullying in schools directly increases high school dropout rates, independent of factors like socioeconomic status and academic performance. The study followed 7,082 students over their four years of high school as well as 2,764 teachers in Virginia from 2007-2011.
- In an interview with NPR's Linda Wertheimer, high school dropouts cost taxpayers between \$320-\$350 billion in lost wages, taxable income, and health, welfare, and incarceration costs.
- Stopbullying.gov offers sobering statistics on bullying and high school dropouts. Over 3.2 million students are victims of bullying each year and approximately 160,000 teens skip school every day because of bullying. Over two-thirds of students believe that schools respond poorly to bullying, with a high percentage of students believing that adult help is infrequent and ineffective. 1 out of 10 students drop out of school because of repeated bullying.
- Past legislation applicable to high school drop outs include
 - SB 65 targets students at risk of dropping out, specifically at high schools with high dropout rates.
 - AB 1156 defines bullying and recognizes it as a major social issue.
 - SB 651 (Romero) requires annual analysis of high school drop out rates in California, administered by the superintendent

KEY ISSUES

- Studies on high school dropouts
 - Bullying is not statistically acknowledged as a significant factor in high school dropouts.
- Solutions to decrease dropout rates
 - The state of California does not have a specific committee that finds solutions based on annual statistics on high school drop out rates.

FISCAL ANALYSIS

What will cost money?

- Adding bullying-related questions to the California Healthy Kids Survey would require minimal funds, but because the questions are implemented in a statewide mandatory survey that already exists, costs are effectively minimized and effectiveness is maximized.
- In the case that a committee is created, funds to support its members and its functions may have to be allocated but the State Senate, instead of forming a new committee, can utilize an existing committee related to health, social, or education concerns.

The research behind the establishment of a standard statewide core set of regulations on the possessions of drugs and alcohol on campus to be paired with a mentor program would require minimal funding.

What will not cost money?

- Adding the category “bullied” into the subgroup units in the Annual Report on Dropouts in California would not require any funds.
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PREVIOUS ACTION

Relevant Education Code

- California Education Code §32261-32262 (The state recognizes that students have the right to attend school on safe, secure, and peaceful campuses).
- California Education Code §32265 (Organizes conferences between schools meant to share best practices used to reduce violence, vandalism, drug use, gangs, bullying prevention, etc.)
- California Education Code §32270 (Establishes a statewide schools safety cadre for the purpose of collaboration and reducing bullying among other things)
- California Education Code §48900 (Emphasizes suspension as a consequence of bullying)

Current legislative action

- SB 65 - Pupil Motivation and Maintenance Program (M & M)
- SB 651 - Pupil Retention
- AB 1156 - English Pupils: Bullying

Student/CASC action

- “Preventing High School Dropouts” (SABE 2012) Establishes the clarification of the correlation between student dropouts rates and bullying as a priority
- In Lancaster, California, school counselor Lauri Massari launched a student-led anti-bullying campaign that involved the entire community, with 50,000 students participating. Older students mentored younger ones with anti-bullying techniques. Several years into this annual program, students reported feeling safer at school.
- In Palo Alto, California, after a 2005 Not In our Town film showing, students proposed an annual anti-bullying effort that has continued with new activities annually: High school teachers lead classroom discussions about how to speak up to stop peers from saying “that’s so gay.” Middle school students respond to discrimination. High school students address negative stereotypes through a symbolic activity during lunch.

Student Input in School Evaluation

Presenters: Parmeet Sahota, Granite Bay High School, Granite Bay; Vivian Yang, Mira Loma High School, Sacramento; Jakleen Lee, Troy High School, Fullerton

Writers: Rikki Hu, Mira Loma High School, Sacramento; Jason Li, Pleasant Grove High School, Elk Grove; Peter Seo, South Pasadena High School, South Pasadena; Megan Wong, Mira Loma High School, Sacramento; Kelsie Savko, Fairfield High School, Fairfield; Ashley Soong, Walnut High School, Walnut

Facilitator: Patty Long, Mira Loma High School, Sacramento

PRIORITY

The Student Advisory Board on Legislation in Education, a program of the California Association of Student Councils, establishes an effective solution to incorporate student feedback into the calculation of a school's API score as a priority.

RECOMMENDED LEGISLATIVE ACTION

The Student Advisory Board recommends that locally convened panels suggested by SB 1458 incorporate student voice into the process of evaluating schools for the purpose of API.

We suggest that the Senate Education Committee consider the following possible options:

- Local student committees consisting of student board members and school site council participants constitute the interviewing panel.
 - Allow students to suggest questions to the interviewing panel prior to schools visits.
 - Evaluate the responses from the interviewees based upon a standardized criterion and rubric that assesses the academic composition of the school.
 - Standardized criterion evaluated could include: teacher attitude and enthusiasm, organization of curriculum structure, returning tests and homework in a timely manner.
 - The interviewees will consist of a diverse group of students differing in educational programs such as the International Baccalaureate, Advanced Placement, and International Studies. Additionally, the constituents will be chosen from a range of grade levels.
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PROVEN RESULTS AND RATIONALE

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