

California Association of Student Councils



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Student Advisory Board On Education

2008 Proposals

Student Advisory Board on Education (SABE)
Proposals Developed November 1-5, 2008

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COMMENDATIONS

The Student Advisory Board on Education, a program of the California Association of Student Councils, is honored to extend the following commendations:

The Student Advisory Board on Education commends the Honorable Jack O'Connell, State Superintendent of Public Instruction, for supporting student voice and for addressing the Student Advisory Board delegation this year.

The Student Advisory Board on Education commends Dr. Yvonne Chan, member of the California State Board of Education, for her commitment to improving the lives of students and for addressing the Student Advisory Board delegation this year.

The Student Advisory Board on Education commends the California State Board of Education for its dedication to enhancing the quality of public education in California and for its encouragement of student input in decision-making, especially by considering the proposals of the Student Advisory Board.

The Student Advisory Board on Education commends Regina Wilson, Communications Analyst for the California State Board of Education, for her invaluable knowledge, desire to promote students to influential positions in education, and continued support of the California Association of Student Councils and the Student Advisory Board program.

The Student Advisory Board on Education commends the staff of the California State Board of Education for sharing their extensive expertise and providing generous help in arranging for the Student Advisory Board to present proposals before the Board every year.

The Student Advisory Board on Education commends Nicolas Jofre, student member on the California State Board of Education, for his commitment to speaking up thoughtfully on behalf of the students of California.

STAFF MEMBERS

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Research Team (ResTeam): Ryan Cho, Culver City HS; Jonathan Haderlein, North Hollywood HS; Charlene Lee, Walnut HS

Presented to California State Board of Education
Wednesday, November 5, 2008, Item #3

Topic: Environmentalism
Speaker: Maureen Johnson, Richard Henry Dana Middle School, San Pedro
Writer: Devin Winslow; Helen Veazey, Phoebe Hearst Elementary, Sacramento
Group Members: Hector Flores; Sage Lauwerys; Thomas Ferguson; Gillian Moffitt; Otilia Biondi; Adam Lentz, Phoebe Hearst Elementary, Sacramento, Jennifer Fisk, E.V. Cain Middle School, Auburn; Brenda Lopez, Sydney Beres; Adriana Garcia, Richard Henry Dana Middle School, San Pedro
Facilitator: Bianca Beltran, Santa Clara High School, Oxnard

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes a focus on environmental studies, awareness, practices and concern at elementary and middle schools as a priority.

II. RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the SBE:

- 1) Encourage environmentally-friendly practices in K-12 schools; and
 - 2) Direct the CDE to incorporate environmental studies into the Elementary and Middle School California Standards.
-

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

- School districts should have janitors and cafeterias worker use eco-friendly, bio-degradable cleaning products, i.e. Clorox Green Works, Melaleuca products
- School districts should incorporate environmental curriculum into core classes

Programs

- School districts should implement environmental awareness committees that will encourage schools to take action in helping the environment in the community

Student Action

- Students propose to school districts to implement “Environment Days” that will allow students to spread environmental awareness and activism
- Student leadership classes and student body should promote “School Beautification Day” and “Earth Day” at schools to further promote appreciation of the environment and the well-being of their schools
- Student and faculty should lead lunch seminars and after school environmental awareness clubs to bring educate the student body and community

IV. KEY ISSUES

- There is a lack of awareness and interest about the environment among many students, teachers, and school personnel
- The education system pushes more towards progress and expansion than conservation and sustaining resources.

V. WHAT'S WORKING

- Disney Environmentality Challenge encourages student to increase their awareness about the importance of improving the environment (Phoebe Hearst Elementary)
- The Do Something Organization has an annual competition to raise money towards green projects at schools
- Service Learning Schools increase dedication to serving the community (Phoebe Hearst Elementary)
- Every class appoints an student to be on the environmentalist committee for their student government (Santa Clara HS)

VI. RATIONALE

Many Californian students aren't aware about the environment and how their everyday activities affect it. Teaching environmental education and practices would inspire students to care about and understand the environment. Our earth is being destroyed by waste and pollution. Too much waste is produced every day because of Styrofoam school lunch trays that never decompose. Students would bring the knowledge they learned at school to their homes and eventually their communities. Doing environmental projects will motivate students to be active citizens and make a difference in the world. It is essential that our generation is knowledgeable about these issues so we can take action to preserve our world.

When learning about the environment, it is easy to be creative and it teaches multiple subjects like science and writing. You can write about something you see in nature or the structure of native plants. Overall, environmentalism is important because teaching the kids of today will affect the future of tomorrow.

Presented to California State Board of Education
Wednesday, November 5, 2008, Item #3

Topic: Transition Support from Elementary and Middle School
Speaker: Maureen Johnson, Richard Henry Dana Middle School, San Pedro
Writer: Devin Winslow; Helen Veazey, Phoebe Hearst Elementary, Sacramento
Group Members: Hector Flores; Sage Lauwerys; Thomas Ferguson; Gillian Moffitt; Ottilia Biondi; Adam Lentz, Phoebe Hearst Elementary, Sacramento, Jennifer Fisk, E.V. Cain Middle School, Auburn; Brenda Lopez, Sydney Beres; Adriana Garcia, Richard Henry Dana Middle School, San Pedro
Facilitator: Bianca Beltran, Santa Clara High School, Oxnard

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes a focus on easing the transition stage between elementary to middle school as a priority.

II. RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the SBE:

- 1) Implement student orientation and transition programs at middle schools;
 - 2) Encourage peer-to-peer support programs for middle and elementary school students;
- and
- 3) Encourage school districts to increase elective classes at elementary schools

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

- School districts should increase the electives offered in elementary schools in order to prepare students for the schedules and student life style in middle school; i.e. leadership programs, music programs, athletics

Program

- Schools districts should increase and improve student orientations and peer-to-peer support programs at middle schools for incoming students, i.e. campus tours, open house for students,
- School districts should offer increased support for new students, i.e. counselors and older students who offer emotional and educational support
- School districts should create a program similar to the Link Crew Program at the elementary and middle school level (older student and younger student pairing)

Student Action

- Student leadership classes should launch a student mentoring and shadowing pairing between older and younger middle school students

IV. KEY ISSUES

- There is a lack of structured support for elementary school students transitioning to middle school.

V. WHAT'S WORKING

- Middle schools have student orientations for incoming 6th graders (Suzanne MS, Dana MS)
- Sends leadership class to feeder elementary schools to discuss middle school student life and activities (Culver City MS)
- Where Everyone Belongs (WEB) program available to 7th and 8th grade students for an opportunity for school orientation and social networking (E.V. Cain MS)

VI. RATIONALE

We need support during the transition of elementary school to middle school because these are the key areas where students are struggling. The transition stages are difficult for students due to changes occurring in daily school experiences such as alternating teachers, the number of students we interact with, and the schedules we deal with. For example, at some elementary schools, we only have an hour of homework when we go home, and then when we enter middle school, it increases to three hours a day. The pressure of the transition between schools can psychologically affect us and our self-esteem, resulting in poor performance in high school. Gradually increasing scholastic responsibilities will help students focus more on their growing academic achievements rather than an overwhelming work load.

The lack of support drastically affects our academic performance and personal growth. Support needs to exist at all school levels, and serious preparation should be in the later elementary years.

Presented to California State Board of Education
Wednesday, November 5, 2008, Item #3

Topic: Student Motivation
Speaker: Rosa Lima, N. Hollywood High School, N. Hollywood
Writer: Stephanie Muir, Bonita High School, La Verne
Group Members: Rosa Lima, N. Hollywood High School, N. Hollywood; Danielle Fellguth, Capuchino High, Millbrook; Laura Hunerberg, Sir Francis Drake High School, San Anselmo; Kelly Mendoza, Middle College High School, Santa Ana; Justin Hyer, Winters High School, Winters; Stephanie Muir, Bonita High School, La Verne; Juneil Roi "JR" Baruela, Rio Mesa High School, Oxnard; Emily Smith, Excelsior Education Center, Victorville; Venice Cowardin, Sir Francis Drake High School, Fairfax; Harveen Bal, Vista High School, Richmond; Juni Thom, Lower Lake High, Lower Lake; Alvaro Alvarez, West Valley High School, Hemet; Lizette Mendoza, Amistad High School, Indio; Anagabriel Zamora, Learning Works Charter School, Pasadena; Keyana Clewis, Leigh High School, San Jose
Facilitator: Molly Mandell, Robert Louis Stevenson School, Pebble Beach

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes increasing student motivation among low-achieving students as a priority.

II. RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the SBE:

- 1) Encourage schools to establish Peer Tutoring Programs; and
- 2) Direct the CDE to work with students and educators to create a resource handbook detailing a class for struggling students.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

Programs

- **Schools should offer an optional but recommended class for struggling students.**
The class would focus on study skills, time management, and organization. Credit would be based on participation, and schools would establish a maximum number of unexcused absences. The semester-long class would be highly recommended for students with a D or lower in any core academic class but also be available to all students. The teacher should be an accredited, enthusiastic and motivated individual who is selected by administration. The class should be taught in the manner that attends to the learning styles of different students. This class should focus mainly on underclassmen in high school, and it should also be implemented at the middle school level.
- **Schools should offer a Peer Tutoring Program (PTP).**

Peer tutoring would focus on academic subjects with a one-on-one or one-on-two tutor to student ratio. The tutors would volunteer or be nominated by teachers or administrators. Tutors would receive volunteer service hours from the school. Low-achieving students would be recommended into the PTP but it would be open to all students. Students and tutors would be paired according to subject. PTP would be offered before and after school, with a possibility of an evening session. Each day would focus on a certain subject with a supervising teacher who specializes in that subject, but other subjects would still be available.

IV. KEY ISSUES

- Lack of teacher availability
- Schools do not teach students how to help themselves
- Schools focus more on high achieving students than low achieving students

V. WHAT'S WORKING

- Many, but not all, schools implement peer tutoring programs.
- School programs like AVID and Upward Bound are popular and encouraged.
- Some teachers help students outside of class hours.
- A study skills class for all sixth graders has proven to be successful (Monte Vista Middle School)

VI. FISCAL ANALYSIS

The SBE/CDE would initially have the cost of publishing a guidebook about the study skills class. The school would have the cost of possibly hiring new teachers for the class and potentially paying overtime for those teachers that supervise the Peer Tutoring Program. Schools may have to pay for training and resources for the study skills class teachers. On the other hand, Peer Tutoring is volunteer-based, saving the school money because they do not have to pay for every teacher to stay overtime to help struggling students. In addition, as these two programs motivate the students, they will perform better and increase the quality of their schools, saving the SBE money they would otherwise spend. Schools would also save money because fewer students would retake classes they have failed. As students become more motivated, they will promote a more positive learning environment, leading to increased student attendance and thus compensation for the schools. Finally, Peer Tutoring is beneficial to all students who participate. These concepts are relatively low in cost and will be beneficial to local education facilities.

VII. RATIONALE

Students find themselves suffering from lack of academic motivation. Low test scores and high dropout rates confirm that many students are not motivated to do well. Many believe that this is a result of lack of resources provided by the schools, but if students are not motivated, spending money on them will not help.

The recommended class would increase motivation by teaching students to help themselves. Many students give up when they fall behind due to ineffective note-taking skills or inefficient time-management. In this class, students will learn how to improve their note-taking, study, and time-management skills, leading to increased motivation and better performance in school.

The Peer Tutoring Program will increase motivation by helping students with problems directly related to their core classes. Once again, students give up when they begin to fall behind. Peer Tutors help struggling students catch up. Students can ask questions until they understand the material without holding back the rest of the class. The one-on-one tutoring gives students a feeling of importance, which motivates them to try harder and to do better.

Presented to California State Board of Education
Wednesday, November 5, 2008, Item #3

Topic: Student Perspectives on Teaching and Curriculum
Speaker: Evan Boggs, Oakdale High School, Oakdale
Writer: William Mitchell, Guajome Park Academy, Vista
Group Members: Andrew Bustos, Paloma Valley High School, Menifee; Linsi Clain, Juan Bautista De Anza Charter School, Borrego Springs; Trevor Gerdes, Pacific Coast High School, Tustin; Bori Ha, Albany High School, Albany; Kathryn Kuly, Natomas Charter School, Sacramento; Evan Maclin, Arnold O. Beckman High School, Irvine; Lauren Nitta, Modesto High School, Turlock; Thailina Saetern, Rio Linda High School, Sacramento; Clarissa Toll, Excelsior Education Center, Victorville; Marissa Wong, High Tech High International, San Diego.
Facilitator: Natalya Subbotina, South Pasadena High School, South Pasadena

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes improving the quality of education by incorporating the student voice in the evaluation of teachers and curriculum as a priority.

II. RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the SBE:

- 1) Direct the CDE to collaborate with the California Teachers Association and students to create a standardized process for students to provide feedback to teachers; and
- 2) Add two non-voting student positions on the Curriculum Development and Supplemental Material Commission.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

- **Students should serve on the California Curriculum and Supplemental Materials Commission**

These students would be high school seniors. They would be appointed by the State Board of Education and would collaborate with the Student Board Member.

Programs

- **Students should be able to provide feedback to teachers**

A student survey conducted with the approval of the California Teacher's Association would provide this feedback. The survey would be written by a panel of students, teachers, and administrators with collaboration from the CTA. The survey would be conducted every semester. The results of the survey would be provided directly to teachers, possibly alongside analysis by a school district-selected third party. No other

parties (e.g. administrators, other teachers, students) would see the results. Optional workshops would be provided for teachers who wish to improve.

IV. KEY ISSUES

- Teachers do not have student feedback to implement
- State curriculum standards lack student input

V. WHAT'S WORKING

- Many local school boards have student members with preferential voting rights. (Oakdale Joint Unified School District, Guajome Park Academy)
- Many effective teachers solicit and implement feedback at the end of every semester. (Paloma Valley High School)
- The Student Member on the State Board of Education successfully contributes the student perspective at Board meetings.

VI. FISCAL ANALYSIS

- Curriculum Development and Supplemental Materials Commission Student Members.
The expenses incurred would be the travel and accommodation expenses of the members and a small stipend paid to the students. As an economical alternative, the students could be responsible for paying or fundraising for their own expenses and no stipend would be offered.
- Teacher Evaluation
The expenses incurred would be the cost of the survey materials, the expenses and stipends of the survey writing committee, and the cost of third-party analysis (optional).

VII. RATIONALE

Given the opportunity to provide meaningful feedback to their teachers, students will be able to communicate their unique learning styles and needs. A student member on the Curriculum Development Commission will be able provide input from the perspective of someone learning the curriculum.

In the business world the most successful companies and businesses have discovered that implementing consumer feedback has been the cornerstone of their success. Students, as the consumers of education, should fulfill the same role, providing a valuable perspective on what they learn and how it is taught to them.

By implementing these measures, students and teachers will have the opportunity to make their time in the classroom more productive, engaging, and relevant.

Presented to California State Board of Education
Wednesday, November 5, 2008, Item #3

Topic: Student Involvement in Budgeting
Speaker: Janet Basurto, Realto HS, Realto
Writer: Sean Duckworth, Pinole Valley High School, Pinole; Kyra Gebhardt, Paradise HS, Chico
Group Members: Bijan Khodavandi, Arrayo Grande High School; Bronson Benzien, Excelsior Education Center; Carmen Garrett; Hana Giradot, Woodside High School; Jennifer Phan, Santa Teresa High School; Kayli Mozingo, Sonora High School, Sonora; Matthew Dolan, South Pasadena High School, South Pasadena; Nick Molencupp, Lower Lake High School; Stacy Montoya, Learning Works Charter School; Sydney Westbrook, Dos Palos High School; Zachary Hollinger, Centennial High School
Facilitator: Kim Siegel, Walnut High School, Walnut

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes student input on education budgets as a priority.

II. RECOMMENDED SBE ACTION

The Student Advisory Board on Education recommends that the SBE:

- 1) Establish student budget input programs at the district and school levels as a priority; and
 - 2) Support a training program (potentially led by the California Association of Student Councils) for students on budget advisory councils.
-

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

- The state, local districts, and schools should provide students with access to their budgets.
- The state, local districts, and schools should solicit student opinions on the allocation of resources in their budgets.

Programs

- A statewide collaborative conference with student and teacher representatives should evaluate earmarked funds, statewide programs, and budget allocations, focusing on their effectiveness at the local level.
- Collaborative advisory councils (standing bodies) with student and teacher representatives should evaluate budget allocations at the district and school levels.
- A training program for student advisory budget council participants should ensure informed analysis by participants on those councils.

Student Action

- Student councils should provide budget analysis to their schools and districts.

IV. KEY ISSUES

- Students can't provide input on the quality and effectiveness of allocation of funds.
- Resources are not being allocated effectively.

V. WHAT'S WORKING

- Funds have been provided to improve facilities due to community involvement. For example, when it was discovered that the theatre was in major need of renovation, local businesses and citizens donated and helped raise money to fix the problems with the theatre. (Jennifer Phan, Santa Teresa High School)
- Students are becoming more involved in community and issues. For example, students are petitioning their local government officials to support the renewal of a parcel tax the school district has created. They are also walking precincts and phonebanking, as well as learning more about economics and public policy. (Sean Duckworth, Pinole Valley High School)

VI. FISCAL ANALYSIS

The cost of this proposal is very low. Students could fundraise for the budget trainings and statewide conference, which would be facilitated by the California Association of Student Councils. If possible, CASC or the state could provide financial support for the conferences and training. Allowing students access to budgets would cost virtually no money. For the student budget advisory councils, there would be, on the school and district level, staff time needed to promote, facilitate, and oversee meetings.

VII. RATIONALE

In these tough economic times, students now more than ever need a say in the management and allocation of funds for their schools and districts. As stakeholders in education, they feel the effects of budgeting and budget cuts first and do not get any say in the process. Also, they have unique perspectives on programs at the school and district levels, which empowers them to evaluate the success of those programs. The theme for this year's Student Advisory Board on Education is "It's your education. Own it." What better way for students to be involved and own their education than to be at the table and get a say in budgeting and allocation? Students become better citizens when they become interested, educated, invested, and involved in administration and government. They become willing partners and participants, and want to help. We hope that by asking for this say in the budgeting process, we as students are showing that we want to take action for ourselves. Most importantly, by allowing students to have an active voice in fiscal and budgetary matters, all parties involved (students, staff, and administrators) will better understand each others' needs, which will enable them to work together to accomplish common goals.

Presented to California State Board of Education
Wednesday, November 5, 2008, Item #3

Topic: Creative Approaches for Instruction and Teaching
Speaker: Michael Adkins, Modesto High School, Modesto
Writer: Hannah Lee, Monta Vista High School, Cupertino
Group Members: Barbara Magaña, Foothill Technology High, Ventura; Matthew Arguello, McFarland High School, McFarland; Hannah Lee, Monta Vista High School, Cupertino, Michael Adkins, Modesto High School, Modesto; Holly Mondo, Paso Robles High School, Paso Robles. Lexi Later, Rolling Hills Preparatory School, San Pedro; Jasveen Bal, Vista High School, Richmond. Sierra Parker, High Tech High International, San Diego, Daniel Witzel, High Tech High North County, San Marcos, Imaobong Etim, DeAnza High School, Richmond; Rocio Moncada, Amistad High School, Indio; Emily Zisser, San Diego High School, San Diego; Alexander Tash, Big Pine High School, Big Pine;
Facilitator: Bryan Martinez, Chapman University, Orange

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes the creation of guidelines and resources on teaching for different learning styles as a priority.

II. RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the SBE:

- 1) Direct the CDE to publish resources and guidelines for project based curriculum and creative teaching approaches; and
- 2) Encourage schools to utilize these tools as a resource for teachers and students

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policies

Programs

Teachers should be provided with necessary tools to engage students by implementing creative instructions to fit the students' learning styles.

The program would include a guidebook and tests to evaluate individual learning habits, information about variations in learning styles, and guidelines providing various projects and assignments. These resources should start being used as early as primary school (K-5) to identify and accommodate individual learning styles. In order for this program to effectively work, we recommend a committee to be formed under the SBE to evaluate the progress by assigning annual reports from teachers.

Student Action

IV. KEY ISSUES

Teachers lack necessary resources to incorporate creative learning styles which engage students in their education.

V. WHAT'S WORKING

By using tools like the *Solomon-Felder Learning Style Inventory*, *VARK*, and *Memletic Learning Style*, teachers at High Tech High School engage students in their education. These strategies have placed High Tech High at the top three percent of schools in the nation. Through the use of these tools, teachers build stronger relationships with students because of increased personal interaction. In many schools such as teachers engage students by using energizers, field trips based on subject matter, applying curriculum to real world problems, student presentations, and effective use of technology.

VI. FISCAL ANALYSIS

The fiscal impact in providing the resources for teachers is minimal, requiring costs in only early stages in the process. Costs will be incurred in printing, distributing and sending out handbooks as resources to educators (one handbook per teacher), and forming the committee members under the State Board of Education. The evaluative tests to distinguish students' learning style are easily found online by students, parents, and teachers.

VII. RATIONALE

Students should not be confined to textbook learning – each student has a preferred learning method that helps them learn most effectively. Schools should accommodate these preferences by implementing creative approaches for instruction and teaching. Students will gain a renewed thirst for knowledge; this improved motivation is likely to increase graduation rates and test scores.

We strongly believe that implementing creative teaching will help students better understand the curriculum. Youth will make new connections between what they are learning in school and how they can apply it to the real world. This will build confidence in a student about their own education; leading to a passion for learning that is currently lost in many of our schools.

Presented to California State Board of Education
Wednesday, November 5, 2008, Item #3

Topic: Student Input
Speaker: Liora Simozar, Beverly Hills High School, Beverly Hills
Writers: Kevin Siegel, Walnut High School, Walnut; Michelle Wu, Walnut High School, Walnut
Group Members: Kristy Nguyen, California Academy of Math and Science, Carson; Kyland Young, Excelsior Education Center, Victorville; Jason Colombini, Linden HS, Linden; Kevin-Paul Edwards, Ocean View HS, Huntington Beach; Casey Dykier, West Valley HS, Redding; Frederick Horowitz, North Hollywood HS, North Hollywood; Kevin Siegel, Walnut High School, Walnut; Michelle Wu, Walnut High School, Walnut; Liora Simozar, Beverly Hills High School, Beverly Hills
Facilitator: Menelik Tafari, Soka University, Aliso Viejo

I. PRIORITY

The Student Advisory Board on Education, a program of the California Association of Student Councils, establishes encouraging student voice in education as a priority.

II. RECOMMENDED SBE ACTION

The Student Advisory Board recommends that the SBE:

- 1) Encourage school districts to allot time for student input during board meetings;
- 2) Provide a system for communication between local student board members and the SBE student board member;
- 3) Encourage school districts to appoint a student board member to their school district board of education;
- 4) Direct the CDE to collect data about whether school districts have student board members; and
- 5) Supplement this Student Advisory Board with a standing student committee that would advise the SBM on SBE business items.

III. LOCAL AND STATEWIDE IMPLEMENTATION DETAILS

Policy

- Local districts and the SBE should allot time in their board of education meetings for acknowledging and hearing comments from students.
- Local student board members should communicate with the Student Board Member on the SBE to provide insight from the local level.
- Each school district should have a student board member.

Program

- The CDE should maintain a database of SBMs in school districts in order to establish communication between the two.
- A student advisory board (potentially composed of Student Board Member semi-finalists, California Association of Student Councils regional officers, and other interested students) should provide local level student feedback to the Student Board Member.

Student Action

- Student councils should offer online and physical suggestion boxes allowing student input to reach administration.
- District student board members should advise the Student Board Member on the SBE, providing opinions on relevant agenda items and surveying their own districts to collect data and opinions.

IV. KEY ISSUES

- A lack of regular and institutionalized communication between students and administration.

V. WHAT'S WORKING

- Many local schools boards have student members with preferential voting rights. (Monta Vista HS, Woodside HS)
- The Student Member on the State Board of Education holds full voting rights and contributes the student perspective at board meetings.
- Students at some schools have the opportunity to present to local school boards. (Beverly Hills HS, Pinole Valley HS)
Students are members of school site councils. (Pinole Valley HS)
- Administration is in touch with students. (Beverly Hills HS)
- Student reps directly interact with the district and discuss issues with the superintendent. (Woodside HS)
- A Shared Decision Making Council allows students, teachers, staff, and parents to make all school decisions with an unanimous vote. (Woodside HS)

VI. FISCAL ANALYSIS

The costs of our recommended actions would be extremely low. Communication and transferring of information between the Student Board Member, local school districts, and the SBE will have no cost due to the usage of e-mail, webcam, and any other free online applications. Allotting space for student input at local and state board meetings will require minimal costs for the additional time added on to meetings. Suggestion boxes for student input will also have no cost due to the free applications online. The database involving school board member information will have a minimal cost for maintenance.

VII. RATIONALE

Students should have a say in education policies because we are directly affected and can provide unique input that may not be otherwise considered. If student contribution does not become a priority, then actual classroom experience would be missing from the policy decision process. We feel that our implementations will build important skills for the future of students, such as working with adults. If we have a say in education policy decisions, we will more likely be successful and show more support for our education.