

**STATE OF HAWAII
BOARD OF EDUCATION
GENERAL BUSINESS MEETING
Tuesday, January 17, 2012
8:30 a.m.**

Presentation/Discussion/Board action on the proposed 2011-12 Secondary Student Conference (conference for Hawaii's secondary school students to identify, discuss and arrive at recommended solutions to major youth problems, with emphasis on school problems that require the attention and join action by the students, the Department of Education and the Hawaii State Legislature) resolutions to be presented to the 2012 Hawaii State Legislature and the Board

Presented by Students:

Secondary Student Conference Overview

Alexander Bitter, Secondary Student Conference Planning Committee Vice Chairperson and Hawaii District Planner of Waiakea High School

Resolutions to be presented to Legislators

- Resolution 10: Board of Education Student Representative Becomes a Member with Partial Voting Rights, Author: Isaac Hein, Hawaii State Student Council Windward District
- Resolution 47: Supplying Locally Grown Produces in School Cafeterias, Author: Kylie Shatz Windward
- Resolution 15: Reduced Child Pornography Charges for Minors, Author: Sarita Bhattacharya, Maui District

Resolutions to BOE and DOE

- Resolution 21: SAT Preparatory Elective Classes, Author: Wai Sam Lao, Hawaii State Student Council
- Resolution 22: Sports as a Physical Education (PE) Credit, Authors: Aubrey Bento and Lea Lacar Central District; Kianna Teehara and Marcus Mateo Leeward District
- Resolution 23: Personal Transition Plan (PTP), Author: Caitlin Howard-Gomes Hawaii District
- Resolution 25: Incorporating Sustainability into the Science Curriculum, Author: Trevor Tanaka Hawaii District
- Resolution 41: Student Improvement through Teacher Improvement, Authors: Angelo Sanakli and Alex Rose Maui District; Dongkuk Huh and Byung Hee Chun Hawaii Association of Independent Schools
- Resolution 50: Access to Textbooks, Author: Nicole Morisugi Hawaii Association of Independent Schools
- Resolution 54: Rescheduling of Campus Yard-Work, Author: Brian Zamora Maui District

2011 Secondary Student Conference

State Concerns

Board of Education Student Representative Becomes a Member with Partial Voting Rights Resolution 10

1 **CONCERNING:** The Hawaii State Board of Education Student Representative shall become a
2 Member of the Hawaii State Board of Education with voting rights on all concerns, with the
3 exception of voting on personnel issues.
4

5 **WHEREAS,** a Board of Education Student Member existed since 1973. In March 2011, the
6 Student Member became a Student Representative who continues to voice the concerns of
7 183,000+ students from all primary and secondary public schools, which he/she represents as the
8 only public school student on the Board of Education; and
9

10 **WHEREAS,** the Hawaii State Student Council is the counsel for the Board of Education
11 Student Representative and the student representative serves as the main source of
12 communication between the Board and the students; and
13

14 **WHEREAS,** the responsibility of the Student Representative is to give student input on
15 educational policies and programs. He/she must attend monthly meetings and public hearings
16 monthly but is not allowed to vote in the final conclusion. The Student Representative has the
17 same responsibility as the adult board members, except for voting; and
18

19 **WHEREAS,** students of Hawaii have been pursuing Student Board Member voting right since
20 1988 through the Hawaii State Student Council and the Secondary Student Conference.
21 According to surveys, participation of the following have reported in favor of granting voting
22 rights: 82% of the 2011 Student Leadership Workshop, 80% of the 2008 Kids Voting Elections,
23 97% of the 2006 Secondary Student Conference, 96% of the 2003 Student Leadership Workshop
24 and; therefore,
25

26 **BE IT RESOLVED,** that the 2011 Hawaii Secondary Student Conference recommends that the
27 Board of Education Student Representative be changed to a Student Member with partial voting
28 rights on all issues, with the exception of personnel issues; and
29

30 **BE IT FURTHER RESOLVED,** that copies of this resolution are forwarded to the Hawaii
31 State Legislature, the Governor of the State of Hawaii, the Hawaii State Board of Education, and
32 the Hawaii State Student Council.

2011 Secondary Student Conference
School Resources/Environment/Facilities
Supplying Locally Grown Produce in School Cafeterias
Resolution 47

1 **CONCERNING:** increasing the supply of state grown fresh produce to be used in Hawaii's
2 public school cafeterias.

3
4 **WHEREAS,** buying local produce helps support local farmers and the Hawaii economy, as well
5 as increasing community awareness of Hawaii grown produce; and

6
7 **WHEREAS,** according to Farm to School Network, having local produce for school lunches
8 increases the average consumption of servings of fruits and vegetables by an increase of 0.99
9 1.3 servings of fruits and vegetables according to the produce pyramid; and

10
11 **WHEREAS,** in a survey commissioned by the Ulupono Initiative and conducted by OmniTrak
12 Group Inc. the study's findings indicated that shoppers are willing to pay more for local
13 products, and only 3% thought that buying local foods was not important; and

14
15 **WHEREAS,** Farm to School Network reports that one out of three children in the United States
16 are obese or overweight, posing a higher risk for high blood pressure, or Type 2 Diabetes. Eating
17 healthy nutritious foods can reduce risk of obesity and connected disorders as well as increasing
18 in-class performance; and

19
20 **WHEREAS,** food that is removed from a plant before it is ripe (due to having to travel) loses
21 nutritional value; and

22
23 **WHEREAS,** imported food must travel at least 2,506 miles before consumption and by using
24 locally produced food we diminish our carbon footprint; and

25
26 **WHEREAS,** the State of Hawaii Wellness Guidelines states that healthy students are better able
27 to learn, and fresh local produce are healthier than processed, heavily handled imported produce;
28 and

29
30 **WHEREAS,** 14 states have implemented a statewide Farm to School program and 10 have
31 established an official state fund for the program as of November 2010; therefore

32
33 **BE IT RESOLVED,** that the 2011 Hawaii Secondary Student Conference recommends that all
34 Hawaii public school cafeterias have the accessibility to buy local produce; and

35
36 **BE IT FURTHER RESOLVED,** that copies of this resolution be forwarded to the Hawaii
37 State Legislature, Board of Education, Department of Agriculture and the Department of
38 Education.

2011 Secondary Student Conference

State Concerns

Reduced Child Pornography Charges for Minors

Resolution 15

1 **CONCERNING:** A minor shall be charged with misdemeanors for the possession and
2 distribution of child pornography if the sexually explicit material is voluntarily created and
3 electronically communicated to another person; all records of arrest and adjudication under this
4 proposed resolution shall be expunged when a minor reaches eighteen years of age.
5

6 **WHEREAS,** A 2011 survey conducted by the University of Hawaii's Curriculum Research and
7 Development Group found that 31 percent of Hawaii's minors currently enrolled in grades 5
8 through 12 have participated in "sex text messaging" by cell phones, 19 percent have friends
9 who have "sent or received sex text[s] or photos", and 33 percent of these minors have
10 forwarded messages they received to additional recipients.
11

12 **WHEREAS,** Under current State of Hawaii child pornography laws, a minor convicted of
13 possessing or distributing child pornography may be charged with one or more felonies.
14

15 **WHEREAS,** Under the current State of Hawaii child pornography laws, a minor convicted of
16 possessing or distributing child pornography may be required to register as a sex offender.
17

18 **WHEREAS,** No minor in the State of Hawaii, as of January 10, 2012, has been convicted of
19 possessing or distributing child pornography because current child pornography laws were
20 intended for adult pedophiles and child pornography traffickers.
21

22 **WHEREAS,** Lawmakers in the states of Missouri, Nebraska, Utah, Vermont, Arizona,
23 Connecticut, Illinois, Louisiana, Florida, Nevada, North Dakota, Rhode Island, and Texas have
24 passed bills that make special provisions for minors charged with the possession and distribution
25 of child pornography.
26

27 **BE IT RESOLVED,** that the 2011 Hawaii Secondary Student Conference recommends that a
28 minor be charged with misdemeanors for the possession and distribution of child pornography if
29 the sexually explicit material is voluntarily created and electronically communicated to another
30 person; a person who receives voluntarily created, sexually explicit material depicting a minor
31 shall not be charged with a misdemeanor for child pornography possession if he or she takes
32 reasonable steps to destroy the material and does not knowingly communicate the material
33 electronically before its destruction; all records of arrest and adjudication under this proposed
34 resolution shall be expunged when a minor reaches eighteen years of age.
35

36 **BE IT FURTHER RESOLVED,** that copies of this resolution shall be forwarded to the
37 Governor of the State of Hawaii, the Hawaii State Legislature, Hawaii State Student Council,
38 and the Hawaii State Attorney General's Office.

2011 Secondary Student Conference

Curricular Concerns SAT Preparatory Elective Classes Resolution 21

1 **CONCERNING:** The continued accessible provision of preparatory classes for the SAT as an
2 accredited elective course available to high school students by the Hawaii State Department of
3 Education.

4
5 **WHEREAS,** the Hawaii State Department of Education (DOE) has submitted an application to
6 and won a grant from the national Race to the Top competition to execute all that it has promised
7 to accomplish. The DOE has established three guiding goals in its strategic plan, the first being
8 to “assure all students graduate career and college-ready”, which can be accomplished by
9 increasing SAT scores; and

10
11 **WHEREAS,** recent research conducted by the College Board show a strong positive correlation
12 between attaining a score at or above the national average of 1,500 and achieving “decent”
13 grade-point averages in college. The correlation between high school GPA and college GPA is
14 just as high, which serves to prove that SAT scores may be just as indicative of performances in
15 college as grades; and

16
17 **WHEREAS,** according to the Common Wealth Foundation (which cited its information from
18 the College Board), Hawaii’s average 2011 SAT scores ranked 45 out of 50 states that
19 participated in the SAT. Furthermore, there was only a 64% participation rate, implying that the
20 other 36% were either unprepared for the SAT or were not motivated to take it; and

21
22 **WHEREAS,** College Board longitudinal data has found that a combined score of at least 1,550
23 reflects better academic preparation and a higher chance of success in achieving a college GPA
24 of B or higher, and yet the average score in Hawaii is 1,458, almost a hundred points below this
25 benchmark score; and

26
27 **WHEREAS,** low-income students may not be able to afford SAT preparatory classes as the
28 average cost of an SAT preparatory course is approximately \$1,100 and about \$100-\$200 for
29 private tutoring per hour; offering this class as one of the six electives that are required for
30 graduation will open opportunities to these students; therefore

31
32 **BE IT RESOLVED,** that the 2011 Hawaii Secondary Student Conference recommends that the
33 Hawaii State Department of Education and Board of Education should encourage all public high
34 schools to continue offering preparatory classes for the SAT as an accredited elective course as
35 well as explore and expand other options such as online classes and courses during intersession;
36 and

37
38 **BE IT FURTHER RESOLVED,** that copies of this resolution be forwarded to the Department
39 of Education, Board of Education, and the Hawaii State Legislature.

2011 Secondary Student Conference

Curricular Concerns Sports as an Elective Credit Resolution 22

1 **CONCERNING:** Allowing students who play a school sponsored sport that meets Physical
2 Education (PE) standards to fulfill an elective credit.

3
4 **WHEREAS,** allowing an extracurricular sport to be counted as elective credit could further
5 students' schooling by providing them with the option to enroll in classes that pertain to their
6 career path; and

7
8 **WHEREAS,** according to a study conducted by the American College of Sports Medicine
9 whose results were presented in 2010, students who exercise "vigorously" through sports do
10 better in school; and

11
12 **WHEREAS,** according to the United States Department of Education students who abuse drugs
13 tend to get lower grades in school and do not participate in organized extracurricular activities;
14 and

15
16 **WHEREAS,** according to the *Women's Sports Foundation Report: Health Risks and the Teen*
17 *Athlete* by the Women's Sports Foundation in 2000, female high school student athletes are 92%
18 less likely to get involved with drugs, and 3 times more likely to graduate than non-athletes; and

19
20 **WHEREAS,** according to the National Institute on Drug Abuse in 2008, increased participation
21 in sports activities is associated with decreased smoking, alcohol consumption, and drug usage;
22 and

23
24 **WHEREAS,** according to a study done by the United States Department of Education in 2002,
25 youth who do not participate in extracurricular activities are 49% more likely to use drugs than
26 those who spend 4 hours a week in activities; and

27
28 **WHEREAS,** physical education programs help educate the student, sports foster teamwork,
29 perseverance, hard work, help with scholarships, encourage good grades, and result in more
30 students attending college—found true in research done by the President's Council on Physical
31 Fitness and Sports and published in *Research Digest's* March 2006 issue; therefore

32
33 **BE IT RESOLVED,** that the 2011 Hawaii Secondary Student Conference recommends to the
34 Hawaii State Board of Education that policy be enacted allowing public high school students to
35 be given some elective credit for every season of an interscholastic sport of the school's athletic
36 program if the student meets the physical education standards; and

37
38 **BE IT FURTHER RESOLVED,** that coaches be given training opportunities to be able to
39 utilize and promote the physical education standards into the sport they are responsible for; and

40

41 **BE IT FURTHER RESOLVED**, that copies of this resolution be forwarded to the Hawaii State
42 Board of Education, Department of Education, and high school principals.

2011 Secondary Student Conference

Curricular Concerns Standardizing the Personal Transition Plan (PTP) Resolution 23

1 **CONCERNING:** Standardizing the Hawaii State Department of Education’s Personal
2 Transition Plan guidelines statewide.

3
4 **WHEREAS,** according to the Hawaii Career and Technical Education (CTE) Model State
5 Profile, all students, as a part of their graduation requirements, will be required to prepare a PTP
6 to become aware of opportunities in postsecondary education or entry into high-skill, high-wage
7 or high-demand occupations in current or emerging fields; and

8
9 **WHEREAS,** according to the Hawaii Department of Education Office of Curriculum,
10 Instruction, and Student Support's Personal Transition Plan Regulations, “PTP should reflect the
11 standards that lead to the “Vision of the Public School Graduate” and be in concert with the CTE
12 and the Hawaii Comprehensive Student Support System Model (CSSS). The basic operational
13 premise is that the task and responsibility of educating each student resides in all members of the
14 school, student, and parent/guardians”; and

15
16 **WHEREAS,** the PTP is counted as a 0.5 credit, and is required to complete in order to graduate,
17 since the amendment to the Board Policy 4540 entitled, High School Graduation Requirements
18 and Commencement Policy, was adopted; and

19
20 **WHEREAS,** the responsibility of development and design of the PTP goes to the staff of each
21 school resulting in a wide variety of different PTP requirements, causing inconsistencies in PTPs
22 throughout the state; and

23
24 **WHEREAS,** according to some of the Student Activities Coordinators, Kaimuki High School
25 has PTP classes built into their schedules for all 4 years; McKinley High School as well has an
26 Advisory class that teaches the PTP curriculum; Kohala High School meets once a month with
27 their PTP advisor to work on the PTP handbook that their school has created; Mililani High
28 School also has a workbook that is needed to be completed with their advisory teacher; Kaiser
29 High School students attend a 30 minute, twice-monthly class for all four years of high school to
30 help them complete their PTP; and Kealakehe High School uses the E-portfolio program online
31 and each student must thoroughly complete each section on their own over the four years of high
32 school; and,

33
34 **WHEREAS,** Sherilyn Lau, the Carl D. Perkins Career and Technical Education (CTE) specialist
35 said, “I agree that the PTP program guidelines provide a wide variety of options for schools.
36 However, detailed/descriptive PTP program guidelines would help to ensure a more consistent
37 level of rigor and relevance across schools in the state. If the PTP program is to be valued by the
38 students and the community, then it must maintain a consistent level of quality within the school
39 and within every school across the state.”; and,

40
41 **WHEREAS,** with the Hawaii Department of Education’s E-Portfolio System, students can
42 create and customize portfolios for academic, career, or personal uses; maintain their plan of

43 study; and share their work, goals, and achievements with advisors, career counselors, and
44 employers. Faculty, departments, and institutions can create portfolio assignments linked to
45 scoring rubrics. Assessment committees can randomly select portfolios, score them with rubrics,
46 and generate assessment reports.”; therefore,

47
48 **WHEREAS**, the E-Portfolio System is inherently individualized and systematically addresses
49 the concepts in the BOE Policy 4540.3a Implementation Guidelines;

50
51 **BE IT RESOLVED**, that the Secondary Student Conference recommends that high schools
52 utilize the Hawaii Department of Education’s E-Portfolio System to assist with standardization
53 of the PTP guidelines;

54
55 **BE IT FURTHER RESOLVED**, that as schools standardize their guidelines, they may consider
56 including samples of best works, interests, hobbies, extracurricular activities, clubs and
57 organizations, certificates and awards, a five-year plan (four-year high school course plan plus
58 one year after graduation), a personal statement, persuasive and goals essays, and presentation of
59 a completed E-Portfolio to a panel.

60
61 **BE IT FURTHER RESOLVED**, copies of this resolution are forwarded to the Department of
62 Education, the Principals of Hawaii High Schools, the Hawaii State Student Council, and the
63 Curriculum Coordinators of each school.

2011 Secondary Student Conference

Curricular Concerns Incorporating Sustainability into the Science Curriculum Resolution 25

1 **CONCERNING:** Incorporating sustainability and clean energy units and related technologies
2 as part of the public high school Science curriculum
3

4 **WHEREAS,** the ability to support and sustain ourselves in today's world depends on our ability
5 to adapt to the global changes going on around us and especially our ability to educate ourselves
6 about the need to find the right balance of growing our economy, keeping our land healthy, and
7 preserving our natural resources; and
8

9 **WHEREAS,** according to Revolusun, sustainability and clean energy are essential to Hawaii due
10 to our location in the middle of the Pacific Ocean. Our current dependence on imports threatens
11 our most precious resources – our land, air and water. Currently, more than 85% of Hawai'i's
12 food is imported and approximately 77% of electricity in Hawaii is generated by burning
13 imported oil. As the price of fuel keeps rising, so do the prices for gas, food and household
14 goods. The already high cost of living in Hawaii keeps rising making living in Hawaii
15 unaffordable for many people; and
16

17 **WHEREAS,** Hawaii Energy, the state's energy conservation and efficiency program
18 implemented to help reduce Hawaii's dependence on foreign oil, plays an important role in
19 helping the state achieve the Hawaii Clean Energy Initiative (HCEI) goal of reducing total
20 electric energy usage by 4.3 billion kWh by 2030. According to Hawaii Energy, (1) Hawaii ranks
21 #1 in the nation in electric energy costs, (2) \$5.09 billion left the state last year to pay for
22 imported petroleum (\$4,000 for every person living in Hawaii), and (3) 46.3 million barrels of
23 petroleum were imported for Hawaii's total energy use over the past year; and
24

25 **WHEREAS,** according to the U.S. Department of Energy, in order to make the leap in global
26 energy technology leadership, the U.S. must also make the leap in energy education. The U.S. is
27 falling behind in the rapidly growing clean energy industry, and our educational system and
28 workforce are not prepared to compete; and
29

30 **WHEREAS,** our ability to compete in the global marketplace is related to the ability of our
31 educational system to prepare students in science, technology, engineering and math (STEM)
32 and that the addition of sustainability/clean energy courses in the Science curriculum may peak
33 students' interest in STEM-related subjects and future STEM-related careers. According to
34 MyStemHawaii, currently 80% of Hawaii's high school graduates are from public schools.
35 While private school graduates are generally doing well, many public school students need
36 improvement in math and science abilities; and
37

38 **WHEREAS,** the current science curriculum for public high school students includes physical
39 science, biological science, earth and space science, physics, chemistry, environmental science,
40 marine science, plants and animals in Hawaii, human physiology, zoology, and botany.

41 Sustainability/clean energy and related technologies and practices should be incorporated into
42 the current science courses; and

43
44 **WHEREAS**, Hawaii is part of a global and national shift where businesses are now embracing
45 sustainability and clean energy as a blueprint for the 21st century economy. Hawaii is rich in
46 renewable energy sources that have the potential to dramatically decrease our dependence on
47 imports, especially imported oil. According to an article in the November 2, 2011 edition of the
48 West Hawaii Today, by 2012 green jobs are expected to increase by 26 percent; and

49
50 **WHEREAS**, especially in Hawaii, keeping our environment healthy, keeping our economy
51 healthy, and keeping our people healthy will allow our culture, traditions, ways of life, and
52 unique island home to endure and thrive for generations to come; therefore,

53
54 **BE IT RESOLVED**, that the 2011 Hawaii Secondary Student Conference recommends that the
55 Science curriculum for public high schools in Hawaii be supplemented by the integration of
56 sustainability/clean energy units, and related technologies; and

57
58 **BE IT FURTHER RESOLVED**, that copies of this resolution be forwarded to the State of
59 Hawaii Department of Education, and Hawaii State Student Council.

2011 Secondary Student Conference

Student / Staff Concerns Student Success Through Teacher Improvement Resolution 41

1 **CONCERNING:** Recommending all incoming core subject secondary schoolteachers in the
2 state of Hawaii to acquire a Master of Education degree from an accredited educational
3 institution,
4

5 **WHEREAS,** in 1998, the state of Massachusetts passed the Teacher Quality Enhancement Act,
6 otherwise known as the “12 to 62 Plan,” that was “prepared by the Department of Education and
7 supported by Massachusetts State Legislature to improve the educator force” in the state. This
8 served as the catalyst for reforming programs to “recruit, prepare, support, and retain highly
9 qualified educators;” and,
10

11 **WHEREAS,** according the Massachusetts Department of Elementary and Secondary Education,
12 acquiring a Master of Education degree is required in order to obtain a professional teaching
13 license in the state, which is then assessed by the National Board for Professional Teaching
14 Standards; and,
15

16 **WHEREAS,** in 2010, according to the Commonwealth Foundation, Massachusetts was ranked
17 27th in the nation with an average score of 1549 with a participation rate of 89% for the SAT and
18 an average composite score of 24 on the ACT, while Hawaii was ranked 45th in the nation with
19 an average score of 1448 with a participation rate of 64% for the SAT and an average composite
20 score of 21.6 on the ACT; and,
21

22 **WHEREAS,** many accredited universities, such as the University of New England, provide
23 online programs for those pursuing a Master of Education degree. This method provides a more
24 cost efficient and opportunistic process that is applicable to those looking to validate their
25 teaching positions through the National Board for Professional Teaching Standards,
26

27 **BE IT RESOLVED,** the 2011 Hawaii Secondary Student Conference, recommends that all
28 incoming core subject secondary school teachers in the State of Hawaii attain a Master of
29 Education degree from an accredited institution; and,
30

31 **BE IT FURTHER RESOLVED,** that copies of this resolution will be forwarded to the Board of
32 Education, the Hawaii State Teachers Association, the Superintendent of Education and the
33 Hawaii State Student Council.

2011 Secondary Student Conference

School Resources/Environment/Facilities Access to Textbooks Resolution 50

1 **CONCERNING:** Increasing accessibility of textbooks in public schools throughout the State of
2 Hawaii to provide students with reference materials to facilitate independent learning,
3

4 **WHEREAS,** in the online publication of Morgan Quitno Press titled, “Smartest State Award,”
5 Hawaii was nationally ranked 42nd out of 50 states from 2005-2007; and
6

7 **WHEREAS,** in June of 1998 the Board of Education adopted a Policy 2005, Effective Schools,
8 which states: “effective schools take responsibility for student academic learning and
9 achievement, particularly in the areas of language arts, mathematics, science, social studies, fine
10 arts, health, physical education, world languages, and career and life skills as specified by the
11 Hawaii Content and Performance Standards”, and should textbooks remain inaccessible
12 resources to students, schools would not be taking the initiative to “design a program of studies-
13 or curriculum- that enables all students to attain, to the highest degree possible, the Hawaii
14 Content and Performances Standards”; and
15

16 **WHEREAS,** Board of Education Policy 2101, Curriculum Delivery, directs schools to “design a
17 program of studies-or curriculum that enables all students to attain, to the highest degree
18 possible, the Hawaii Content and Performance Standards;” and
19

20 **WHEREAS,** electronic readers have the ability to supply more than one textbook onto each
21 device, online textbooks allow students to read simultaneously from one document, and each
22 student can have their online textbook formatted to their needs by changing the font or size of the
23 text or even having the option of annotating and printing a hard copy of a certain section; and
24

25 **WHEREAS,** an online textbook known as the Flexbook is virtually a free textbook, in which
26 teachers are able to download and customize learning material by deleting and moving chapters,
27 as well as adding in comments, images, videos, and audio. Due to the open license known as the
28 Creative Commons Attribution/Non-Commercial/Share Alike 3.0 Unreported License, teachers
29 have the ability to manipulate te curriculum they wish to focus on with their students, at a cost
30 much more affordable than regular textbooks; \$20-\$30; and
31

32 **WHEREAS,** Online Textbooks have also proven to be beneficial to the environment: by saving
33 trees and eliminating the transportation cost and the pollution affiliated with shipping books to
34 Hawaii; and
35

36 **WHEREAS,** stated in Board of Education Policy 2510, Pilot & Innovate Projects, “Schools are
37 encouraged to pilot or implement innovative projects relative to new curricula, new instructional
38 or resource materials, new methodology, new instructional arrangements, or new facilities, with
39 the aim of identifying practices which contribute to improved student learning and achievement

40 and/or instruction”; therefore,

41

42 **BE IT RESOLVED**, that the 2011 Hawaii Secondary Student Conference strongly supports the
43 Department’s implementation of online textbooks or other alternatives to increase student
44 accessibility of textbooks in public schools in Hawaii; and

45

46 **BE IT FURTHER RESOLVED**, in which a copy of this resolution be sent to the following
47 Institutions: the Hawaii State Legislature, the Governor of Hawaii, the Board of Education, the
48 Department of Education, and all Principals of Hawaii Public Schools.

2011 Secondary Student Conference

School Resources/Environment/Facilities Concerns Rescheduling of Campus Yard-Work Resolution No 54

1 **CONCERNING:** Rescheduling of campus yard work, such as lawn mowing and tree trimming
2 to non-instructional school hours.

3
4 **WHEREAS,** the American Speech-Language-Hearing Association in 2002 and 2005 reported
5 that, the student's ability to hear and understand is very crucial for learning. A classroom with
6 poor acoustics occurs when noise level and reverberation are high. When they are high it can
7 interfere with a student's learning and a teacher's teaching. Poor classroom acoustics can affect
8 attention, speech understanding, concentration, behavior, and academic achievement of a
9 student; and

10
11 **WHEREAS,** The Department of Accounting and General Services conducts property maintenance
12 such as lawn mowing and tree trimming; and

13
14 **WHEREAS,** 77% of students reported from an online student conducted survey through Google
15 docs from various secondary level public school and districts in the year of 2011, reported that
16 they cannot hear what teachers or what others say, thus decreasing their ability to focus when
17 yard work is being conducted during school hours; and

18
19 **WHEREAS,** the American Speech-Language-Hearing Association in 2009 reported that a gas
20 lawn mower generates a noise level of 106 decibels. Sounds that are 85 decibels or higher are
21 considered being at a dangerous level; loud noise can cause irritability and also fatigue. Noise
22 can reduce the ability to pay attention to tasks. Noisy environments make it harder to learn.
23 More concentration and energy is required to listen and hear; and

24
25 **WHEREAS,** the American Speech-Language-Hearing Association in 2002 and 2005 stated that
26 poor classroom acoustics can greatly affect a teacher. In a workday, teachers have to use their
27 voices approximately 60% of the time. Vocal strain occurs when teachers have to raise their
28 voices to overcome noise. Studies show that teachers are 32 times more prone to a voice problem
29 compared to similar occupations; and

30
31 **WHEREAS,** 59% of students reported from an online student conducted survey through Google
32 docs from various secondary level schools and districts in the year of 2011 answered that yard
33 work, such as lawn mowing and tree trimming interferes with daily school activities; and

34
35 **WHEREAS,** 88% of students reported from an online student conducted survey through Google
36 docs from various secondary level schools and districts in the year of 2011 answered that yard
37 work, such as lawn mowing and tree trimming should not be conducted during school hours;
38 therefore

39
40 **BE IT RESOLVED,** that the 2011 Hawaii Secondary Student Conference recommends to the
41 Department of Education to make a negotiation with the Department of Accounting and General

42 Services to schedule campus yard work, such as lawn mowing and tree trimming to be conducted
43 during non-instructional school hours; and

44

45 **BE IT FURTHER RESOLVED**, that copies of this resolution be forwarded to the Department
46 of Education.