



OLR RESEARCH REPORT

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QUESTIONS FOR STUDENT MEMBERS OF THE STATE BOARD OF EDUCATION NOMINEES

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STATE BOARD OF EDUCATION (CGS §§ 10-1; 10-3A, AS AMENDED BY PA 07-114; 10-4)

- Consists of nine voting members who serve staggered four-year terms, the commissioner of higher education who serves as a nonvoting *ex-officio* member, and two nonvoting student members who serve one-year terms.
- Recommends candidate for education commissioner to the governor.
- Has general supervision and control of the educational interests of the state, including preschool, elementary, and secondary education; special education; and vocational education. The educational interests of the state, as defined by law are that (1) each student have an equal opportunity to receive a suitable program of educational experiences; (2) each school district finance at a reasonable level at least equal to the state's minimum expenditure requirement an educational program designed to achieve this end; (3) in order to reduce racial, ethnic, and economic isolation, each school district provide educational opportunities for its students to interact with students and teachers from other racial, ethnic, and economic backgrounds and

may provide such opportunities with students from other communities; and (4) statutory mandates relating to education within the State Board of Education's jurisdiction are implemented.

- Sets state educational policy in collaboration with the governor and the General Assembly.
- Oversees the state vocational-technical schools.
- Authorizes charter and interdistrict magnet schools.
- Adjudicates complaints against local boards of education that fail to implement the state's educational interests.
- Serves as the final administrative appeal board for issuing and revoking teaching certificates and other educational credentials needed to work in Connecticut public schools.

QUESTIONS FOR NOMINEES

1. What are the major issues you would like the State Board of Education to address during your term? As a nonvoting member, how do you plan to influence the board's deliberations?
2. Do you see your role on the board as reflecting the concerns and views of your fellow students?
3. The level and frequency of bullying in schools and the response of teachers and school administrators to bullying incidents has been a great concern in the legislature. Is bullying is a widespread problem in schools? What steps can students, school staff, and the state board take to respond to these situations?
4. Cyber bullying (i.e., bullying through means such as Facebook, blogs, or texting) has surfaced as a growing problem. Do you think more should be done to address cyber bullying?

5. A new law passed last year requires, starting with the graduating class of 2018, all high school students to (A) earn 25, rather than 20, credits; (B) pass five end-of-year examinations; and (C) complete a senior demonstration project in order to graduate from high school. Do you think raising high school graduation requirements will help prepare our students for careers and college?
6. A new law requires most suspensions to be served in school. What is your opinion of the value of in-school versus out-of-school suspensions?
7. Do you think state law should be changed to (A) require that students be at least 5 years old to attend kindergarten and (B) phase out the option for parents to hold children out of kindergarten until they are 6 or 7?
8. Do you think a ban on the sale of soda and junk food in school is good idea? Should restrictions for elementary and high schools be different?
9. What additional opportunities should students have to earn high school credit for courses or activities they take outside the classroom, including on-line and college courses? How should the state ensure that the courses maintain high academic standards?

JM:ts