Regular Session, 2010

HOUSE CONCURRENT RESOLUTION NO. 81

BY REPRESENTATIVE HARDY

SCHOOLS: Requests the State Board of Elementary and Secondary Education to study the advantages and disadvantages of requiring certain schools to provide single-gender classes for students

1	A CONCURRENT RESOLUTION
2	To urge and request the State Board of Elementary and Secondary Education to study the
3	advantages and disadvantages of requiring low-performing public schools to offer
4	single-gender classes for students and to report its findings and recommendations to
5	the House Committee on Education and the Senate Committee on Education prior
6	to the 2011 Regular Session of the Legislature of Louisiana.
7	WHEREAS, the National Association for Single Sex Public Education reports that
8	as of February 2010, there are over five hundred public schools in the United States offering
9	single-sex educational opportunities; and
10	WHEREAS, in Louisiana, several public schools have begun offering single-gender
11	classes in attempts to enhance learning opportunities for students; and
12	WHEREAS, according to research, the cognitive, behavioral, or social development
13	of boys and girls is so diverse that separating the genders in an educational setting allows
14	for more accommodating instruction; and
15	WHEREAS, experts assert that single-gender classes have resulted in a decrease in
16	student disruptions and behavioral distractions, and teachers are finding that such classes are
17	easier to manage and control; and
18	WHEREAS, in schools where single-gender classes are offered, school officials have
19	found that in such settings, boys and girls are more free to explore their own interests and

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1 abilities, hormonal distractions and peer pressure are reduced, grade point averages improve, 2 and there are fewer classroom problems and more focus on academic performance; and 3 WHEREAS, because boys and girls are so diverse, offering single-gender classes can 4 provide such students with unique educational opportunities that address such diversities and 5 help them develop to their full potential; and 6 WHEREAS, school leaders throughout the state and nation are experimenting with 7 these types of classes as a way to save failing and struggling public schools and students in 8 hopes that such students will be able to focus and engage more effectively when separated 9 from the other gender; and 10 WHEREAS, low-performing schools need proven strategies to help improve the 11 educational atmosphere and students' attitudes toward learning and to create successful 12 expectations for students; implementing single-gender classes can help toward improving 13 a school's efficiency and effectiveness in teaching all students to learn, producing successful 14 outcomes, and broadening educational opportunities for students; and WHEREAS, overall, leaders predict that all schools, especially low-performing

15 WHEREAS, overall, leaders predict that all schools, especially low-performing16 schools, may benefit from single-gender classes.

17 THEREFORE, BE IT RESOLVED that the Legislature of Louisiana does hereby 18 urge and request the State Board of Elementary and Secondary Education to study the 19 advantages and disadvantages of requiring low-performing public schools to offer single-20 gender classes for students and to submit a written report of its findings and 21 recommendations to the House Committee on Education and the Senate Committee on 22 Education prior to the 2011 Regular Session of the Legislature of Louisiana.

BE IT FURTHER RESOLVED that in conducting such study the board shall consider such factors as proper training for teachers, adequate preparation for students and faculty, educational outreach to parents, best practices in single-gender education strategies, and applicable federal laws, rules, and regulations.

BE IT FURTHER RESOLVED that a suitable copy of this Resolution be transmitted
to the president of the State Board of Elementary and Secondary Education and the state
superintendent of education.

DIGEST

The digest printed below was prepared by House Legislative Services. It constitutes no part of the legislative instrument. The keyword, one-liner, abstract, and digest do not constitute part of the law or proof or indicia of legislative intent. [R.S. 1:13(B) and 24:177(E)]

Hardy

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