Student Representatives to the School Board

Three models for Board consideration

Purpose: consider the structure that will best support meaningful student participation in Board governance.

The Board’s direction

The resolution establishing the Ad Hoc Committee’s charge

“Approve moving forward with exploring the establishment of student representatives to the school board and direct an Ad Hoc Committee, in collaboration with administration, to develop a proposed policy and implementation framework for future board consideration.”

This presentation supports the committee’s charge by outlining three possible structures for Board consideration.

Purpose and scope of this discussion

Consider the structure first; implementation details can be developed through the framework.

The discussion is about

The overall structure for student participation

The role of direct representatives at Board meetings

Whether a Student Advisory Council adds value

How the three approaches differ

The discussion is not yet about

Final selection criteria or application details

Final meeting and attendance expectations

Specific operating procedures or resource commitments

Final approval of a policy or implementation framework

Model A | Direct Student Representatives

A focused structure for direct participation in Board governance

How it would work

Two students are selected directly from the student body.

They receive orientation, relevant materials and preparation. Representatives participate in designated Board meetings.

They make reasonable efforts to gather a range of student perspectives.

No separate Student Advisory Council is part of the initial model.

Potential advantages

Direct relationship between students and the Board.

Focused initial structure with potentially lower coordination demands.

Potential for continuity and deeper governance experience. Possibly, the simplest of all three Models

Considerations

A small number of students cannot represent every perspective.

Peer input and outreach need deliberate attention.

Selection, terms and participation details need to be defined.

Model B | Student Advisory Council + Representatives

A broader student engagement structure with rotating Board participation

How it would work

A Student Advisory Council is established, with membership and selection defined.

The Council selects two students to participate at the Board table by rotation.

The Council provides a broader forum for gathering and discussing student perspectives.

The district provides meeting coordination, orientation and support.

Potential advantages

More students have a formal opportunity for participation and leadership.

The Council can provide a standing forum for peer input.

Creates an additional avenue for student engagement.

Considerations

Likely requires additional meetings, coordination and staff support. Perhaps more complex than Model A

Rotating Board participants may have less continuity, and less opportunity to learn about governance.

The Council's membership, selection process and rotation need clear rules.

Model C | Direct Representatives + Student Advisory Council

Two complementary pathways operating in parallel

How it would work

Two students are selected directly to participate at the Board table.

A separate 15–20-member Student Advisory Council is established.

The Council provides broader student input to the Superintendent, the Board and the Direct student representatives.

The Council does not select, rotate or replace the direct Board representatives.

Both pathways have distinct but complementary purposes.

Potential advantages

Combines direct Board participation with a broader student input structure.

Creates opportunities for a wider range of students to contribute.

Preserves continuity for the designated Board representatives.

Considerations

Requires clear roles and communication between the two pathways.

Likely involves greater coordination and staff support.

The Council’s composition, selection and operating structure need definition.

Comparing the three models

Each model offers a different balance of direct governance participation and broader engagement.

Dimension	Model A	Model B	Model C
Primary emphasis	Direct Board participation	Council + rotating Board participation	Direct participation + broader input
Board representatives	2 selected directly	Two selected by Council	2 selected directly
Student Advisory Council	No initial Council	Central to the model	Separate 15–20-member Council
Council's relationship	Not applicable	Selects rotating Board reps	Operates separately; does not select reps
Continuity	Potentially stronger	Depends on rotation	Potentially strong for direct reps
Coordination	Likely lower	Likely higher	Likely highest of the three

Key advantages and considerations

The value of each model depends on its design and implementation.

Model A

Direct access to Board discussions

Focused and potentially simpler to support

Requires intentional peer outreach

Smaller number of formal participants

Model B

Broader formal student participation

Standing Council for student perspectives

Additional coordination and meetings

Rotation may affect continuity

Model C

Direct representation plus wider input

Distinct pathways can complement each other

More complex to coordinate

Roles and feedback loops must be clear

Questions to guide Board discussion

Focus on the purpose and structure before resolving implementation details.

Choice of model

Which model best supports meaningful student participation in Board governance?

What additional value would a Council provide beyond direct representatives and peer outreach?

How important are continuity and broader formal participation?

Design considerations under any model

How will students be selected and supported?

How will representatives gather a range of student perspectives?

What meeting participation and preparation will be expected?

How will the approach be evaluated and refined?

Board Direction and Next Steps

1. **Establish general consensus** on the preferred model, selection process and student expectations.

2. **Gather student feedback** through a session with 20–25 students, with up to three Board members present.

3. **Direct the Ad Hoc Committee** to incorporate the Board's direction and student feedback into the implementation framework, working with Administration.

4. **Resolve operational details** within the agreed direction, without separate Board discussions on each item.

5. **Return with the completed framework** for Board consideration and any formal action required.