DRAFT

LPGE Student School Board Representative

Role - Purpose - Expectations - Support



Why This Role Matters

The student rep gives students a regular voice at the Board table. The role also gives two students a chance to grow as a leader and learn how the Board makes decisions.

The goal is not to have one student speak for every student. No one person can do that. The student rep adds a student point of view. The rep can ask good questions and help the Board know when it should hear from more students.

This role gives advice. The student rep may speak, ask questions, and share ideas. The student rep does not vote.

Purpose of the Role

- Bring student ideas, needs, successes, and questions to the Board.
- Help the Board understand how school decisions may affect students.
- Help students understand what the School Board does.
- Build skills in leadership, listening, speaking, and teamwork.
- Build a stronger link between students, school leaders, and the Board.
- Make space for voices that may not always be heard.

Leadership and Belonging

LPGE students have said that belonging grows through trust, respect, effort, pride, and feeling valued. A student leader should help build a school where people feel they belong.

- Listen before making a judgment.
- Value different voices, even when people do not agree.
- Treat people with respect.
- Be honest about what you know and what you still need to learn.
- Do what you say you will do.
- Help others feel safe, included, and able to speak.

- Think about what is best for the whole student body.

A leader does not need every answer. A leader should listen, learn, ask questions, and help others take part.

What the Student Rep Does

- Attend public School Board meetings when you can.
- Read the public agenda and materials before the meeting.
- Give a short student report when it is on the agenda.
- Listen closely during Board talks.
- Ask questions when something is not clear.
- Share a student point of view when it may help.
- Listen to students outside your own grade, friend group, team, or activity.
- Say when an idea is your own view and when it comes from other students.
- Use respect and good judgment at meetings and online.

Share Student Voice Carefully

Student voice matters because adults and students see school in different ways. But one student cannot know what every student thinks.

Be clear about where feedback comes from. There is a big difference between saying, “Students are upset about this,” and saying, “Three students talked with me this week and raised the same concern.” The second statement tells the Board how many students shared the concern.

One concern can still matter. It may show something the school should understand better. Ask more questions. Hear other views. Check facts when needed.

Quick Guide: Before Sharing Feedback

- What did I actually hear or see?
- How many students does this feedback represent?
- Is this my view, one student experience, a pattern, or a wider trend?
- What other voices would help me understand it?
- What facts should I check before I decide what it means?

Ways to Hear More Student Voices

The student rep will not do this alone. The Board and school leaders can help find simple ways to hear from more students.

- Talk with students from different grades and groups.
- Listen to students who are not usually part of leadership groups.
- Visit student groups or classes when invited.
- Use short questions or surveys when school leaders approve them.
- Ask what is going well, what is hard, and what students want adults to know.

What the Role Does Not Include

- The student rep does not vote.
- The student rep does not serve as a Board officer.
- The student rep does not direct teachers, coaches, administrators, or other staff.
- The student rep does not promise what the Board or school will do.
- The student rep does not investigate complaints.

- The student rep does not speak for every student.
- The student rep does not take part in closed meetings or receive private records.
- The student rep is not expected to solve individual student problems.

When a Student Brings You a Concern

Other students may see the student rep as someone they can talk to. Listen with care. This role does not make you a school leader who investigates problems.

- Listen without promising a result.
- If someone may be unsafe, tell a trusted school adult right away.
- For most concerns, help the student start with the staff member closest to the issue.
- Do not use names or private details about students or staff in a public meeting.
- If you are not sure what to do, ask the Superintendent, Principal, counselor, or mentor.

Your Student Report

A good report is short and useful. About 3 to 5 minutes is enough. You do not need to report on everything.

You may talk about:

- What is going well for students?
- What are students excited about?
- What events, activities, or successes should the Board know about?
- What themes are you hearing from more than one group?
- Is there a Board topic where student input may help?
- What is one thing you want adults to understand about student life?

Meeting Expectations

- Arrive on time and be ready when the meeting starts.
- Follow the agenda and listen when others are speaking.
- Wait for the Board Chair to call on you before joining formal discussion.
- Ask questions when you need help.
- Disagree with respect. Different views are a normal part of Board work.
- Remember that public meetings may be recorded or watched by the community.
- Tell the Superintendent, Board Chair, or mentor if school, family, work, sports, or activities keep you from a meeting.

Student First

Being a student comes first. Board service should add to your learning, not get in the way. Your classes, health, family, and school life come first.

Support You Can Expect

LPGE wants this role to be useful and manageable. The student rep should receive:

- A welcoming seat at the Board table during public meetings.
- A clear start-up meeting about the role and Board rules.
- A Board mentor who can answer questions.
- Help from the Superintendent and Board Chair.
- Public Board materials that fit the role.

- Clear notice when a topic is private or outside the student role.
- Flexibility when school or other student duties get in the way of Board work.
- A safe place to ask questions without being expected to know everything.

People to Go to for Help

When You Need...	Start With...
Help with an agenda item	Superintendent or Board mentor
Help with Board rules	Board Chair, Superintendent, or mentor
A student safety concern	Principal, counselor, Superintendent, or another trusted adult right away
Help with your student report	Superintendent, Principal, or mentor
A concern about a student or employee	Superintendent or Principal - do not discuss it in public
Help balancing the role with school	Mentor, Principal, counselor, or Superintendent

How the Student Representative Is Chosen

Selection process:

_____

_____

_____

_____

Term of Service

Term: _____

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Student Rep Commitment

I understand that this role is a chance to bring student voice to the Board and grow as a leader. I will do my best to:

- Prepare for meetings and attend when I can.
- Listen to students with experiences different from my own.
- Share feedback honestly and explain how many students it may represent.
- Ask questions and take part with respect.
- Protect private information.
- Use good judgment in public, online, and when I talk about Board work.
- Ask for help when I am not sure.
- Remember that I am a student first.

Student Representative: _____ Date: _____

Student Leadership Director: _____ Date: _____

Board Mentor: _____

Superintendent / Board Chair: _____

Source and Guidance Note

This draft uses guidance from the Minnesota School Boards Association, LPGE student work on a Culture of Belonging, the LPGE Board Minute on representation and feedback, and a student rep guide from Verndale Public Schools. Minnesota law, LPGE policy, and final Board decisions take priority if they differ from this guide.