

Student Representative Feedback on GP 12 from March 1, 2023 Board Retreat

- Attending Students: Paige, Nate, Mia, Sofia and Jordan

Feedback/Questions to consider	GP Section + Other	Proposed edits:
<p>Feedback: Having two from each school seems best. Possible to do more recruitment before opening more seats at another school...</p>	<p>1. The Board has created non-voting advisory positions to act as Student Representatives to the Board. There will be eight total positions with the goal being two positions each for Gibson Ek, Issaquah, Liberty, and Skyline High Schools. If there are not two applicants from each school, The Board and interview team can recommend students from any high school to get to a total of eight Student Representatives.</p>	<ul style="list-style-type: none"> • 1 rep from each school is too few, 2 is good for having a partner at each school
<p>Feedback: Consider a term that's 1.5 years or 1 year with more onboarding in the spring</p>	<p>2. Student representatives will be selected in the spring prior to the year they will serve as representatives. The term of office will be for one school year <u>18 months</u>, beginning in August <u>May of the application year</u> and concluding at the end of June <u>October</u>. <u>Seniors will serve 14 months, from May to June. The overlap of terms will allow for mentorship by the more experienced representatives.</u> Student are eligible to apply for additional terms.</p>	<ul style="list-style-type: none"> • 1.5 years, new reps join each spring so overlap is always in spring (instead of the fall) • Focus on mentorship • Watch board meetings in advance • Rising seniors won't be able to serve 1.5 term • May 2023-January 2025 term • Staggered classes ongoing

<p>Feedback: Too wordy/overlap of responsibilities in other areas. Could be more concise.</p> <p>Need a system for communicating back to peers at school.</p> <p>Onboarding meeting changed expectation of Board meeting attendance to account for busy high school schedules but would be better to stick with more required attendance at all meetings or most (at least all with assigned ELs).</p> <p>Want to know when other topics are on the agenda that lend to student input (ex: budget cuts, strategic planning, etc.)</p>	<p>a. <u>3.</u> The role and responsibilities of the Student Representatives will be as follows:</p> <p>b.<u>a.</u> To provide student voice to the Board and to District administration</p> <p>c.<u>b.</u> To serve as liaisons by collecting student voices from their schools and bringing that voice to discussions at Board meetings</p> <p>d.<u>c.</u> To utilize the communication tools at their schools to facilitate communication between the Board and the student bodies</p> <p>e. <u>To attend all as many as possible regular School Board meetings which occur during the term of office</u></p> <p>f.<u>d.</u> To review the Board meeting agenda prior to each meeting, including the reading of materials linked to the agenda</p> <p>e. <u>To attend as many as possible regular School Board meetings which occur during the term of office</u></p> <p>g.<u>f.</u> To be very familiar with <u>(including historical performance)</u>, collect student body input on, and report out to the Board on one, two or three Executive Limitations (ELs), to be assigned by the Board</p> <p>h. <u>To review the historical performance of the EL(s) assigned to them</u></p> <p>i.<u>g.</u> To provide reports to the Board during the scheduled Student input portion of the Board meeting agenda and during the discussion of the EL(s) assigned to them</p> <p>j.<u>h.</u> To participate in discussions at regular open meetings of the Board when applicable (but not to make motions or vote)</p> <p>k.<u>i.</u> To report back to the student body about the Board deliberations and actions that are relevant to the student body</p>	<ul style="list-style-type: none"> • Routines matter; currently we experience randomness • ASB connection + training – and a way to share back with ASB; C addresses this but we need it to be more explicit • G, H, I can be combined • J, M can be combined • C, D, and K can be combined • Have a President of the Reps to stay on to train new reps • Combine C, D • Interview prep = attend a board meeting and read materials (do a full walk through of a mtg) • All doesn't seem like too many Board meetings – as long as we know what we should expect; but we could also stagger each rep by school for each meeting to manage the discussion so it's 4 v. 8 for who is participating v. observing; and it helps to know that we'd have 80% attendance, or a X out of 10 meeting • 2 from each school should act as a pair; can be buddies in partnering on feedback/attendance • Who does the review of Board mtg agenda w/ reps? Reps or w/ adult? – this could be an expectation for E – where students attend a prep meeting (this model is how things work in other districts that staff help provide that support/prep in a meeting that would happen once meeting goes public – so for ISD, could be two options – Tuesday evening and/or Wednesday morning because of late start) • ASB leaders have onboarding/training that could help with student rep training

	<p><u>l.i.</u> To adhere to the rules and regulations pertaining to Board members</p> <p><u>m.k.</u> To attend special meetings or Board retreats if requested/invited</p> <p><u>n.l.</u> To participate in Board training sessions, when invited, such as the WSSDA conference and legislative assembly. (When these occur on school days, student representatives will follow the established prearranged absence procedures at their high school.)</p>	
<p>Feedback: Onboarding changed this to the expected/encouraged language – better to be expected for all ELs and special topics.</p> <p>Redundancy from 3 (e)</p>	<p>4. All Student Representatives are expected to attend all Board open public meetings, but will not hold voting rights, make motions, hold Board office, or attend closed Executive Sessions.</p>	<ul style="list-style-type: none"> • Overlap with prior bullets • Advisory vote? Perhaps we get the revisions now and consider advisory vote next year as we make improvements (so this is a hold on this question this year)
<p>Feedback: Onboarding should include attending a board meeting prior to applying OR prior to onboarding.</p> <p>Onboarding should include: model EL input or rubric, review of past ELs assigned, introduction to people at the school who will help (ACs, librarians, etc.), menu of ways to collect feedback and report back to peers</p>	<p>5. All student representatives are expected to participate in an onboarding meeting held prior to the beginning of their term with one or two Board members <u>servicing as liaisons</u>. This meeting will include reviewing expectations and responsibilities and assigning of Executive Limitations by the Board. <u>Attendance is also expected at two additional check-in meetings to be held in the fall and in the early spring.</u></p>	<ul style="list-style-type: none"> • Need a model and best practices w/ details • Need scope/rubric • Introduce menu of avenues for peer feedback • Model = takes away learning, rubric or best practices is better • Model isn't great because we need to account for diverse types of answer • Public record request training
<p>Feedback: Could be more clear what this means...</p>	<p>6. Student Representatives will refrain from committing any group (ASB, school administration, a Club, athletic program, etc.) to any position or action.</p>	<ul style="list-style-type: none"> • ASB leadership descriptions to include student rep connection • Overall need more clarity and how this coordinates with other student bodies referenced in C above • More clarity needed as it could be confused with asking students to apply who ARE NOT part of ASB, etc.

<p>Feedback: See length of term notes from #2 above</p>	<p>7. Any student interested in serving as a Student Representative must apply for the position. The application and selection period will occur yearly in April-May. To apply, the student must submit, prior to the deadline:</p> <ol style="list-style-type: none"> a. The completed electronic application b. Recommendations from two staff members 	<ul style="list-style-type: none"> • Add student rep to the interview team
<p>Feedback:</p>	<p>8. In order to qualify to serve as a Student Representative, the applicant must be:</p> <ol style="list-style-type: none"> a. In grade 10, 11 or 12 during their term of office b. Enrolled in the High School which they represent (or living within the school boundary) c. In good standing, including but not limited to passing 6 of 7 classes, attending regularly, and not under any school discipline d. A strong communicator—they must be able to represent the student body in providing input to the Board and to communicate with the student body at large as they take information back to their school 	<ul style="list-style-type: none"> • Reach more subgroups • Intro to current reps • Video intro from current reps? • Be prepared to speak to Board/public • Target 9th & 10th graders to apply for serving as 9th-11th grades • Outgoing reps provide trainings (day in life, Olympia, collecting data) • Change in alignment with the decision of term
<p>Feedback:</p>	<p>9. If any of the high schools have more than two qualified applicants, interviews will be conducted to select the Student Representatives. Two Board members will screen the applications and select up to four candidates per school to be interviewed. Interviews will be conducted by a panel consisting of:</p> <ol style="list-style-type: none"> a. Two Board members b. One Activities Coordinator 	<ul style="list-style-type: none"> • Add student rep to the interview team • Flex time? • ASB class & ASB retreat agenda • Use flex time to meet with ASB regularly

	<p>c. One ASB Executive Board officer from each school</p> <p>d. <u>One Civics/Gov't teacher</u></p> <p>d.e. <u>One current student representative</u></p> <p>The panel will recommend a total of Eight candidates to the Board, for its approval at its next regularly scheduled meeting.</p>	
<p>Feedback: Need introduction to these staff and a time/place to connect (ASB class? Regularly scheduled check ins?)</p>	<p>10. The High School Activities coordinators will serve as the advisors for the Student Representatives.</p>	<ul style="list-style-type: none"> • Connect to other reps from other districts?
<p>Feedback: More than 2 check ins would be good (one sooner than February)</p>	<p>11. One or two Board member(s) will meet twice annually with the Student Representatives to assess the experience and plan for future work.</p>	<ul style="list-style-type: none"> • Check in before thanksgiving • Mentor assigned • Check in over summer to prep for next year • Mentor/rep reflect added to end of year • Wednesday morning is best day to meet as group • Work studies with students 1x month before board mtgs • Students should get Board contact info (cell phones)
<p>Feedback:</p>	<p>12.11. The Student Representatives serve at the discretion of the Board. The Board may remove a Student Representative for failure to fulfill their duties, for failure to maintain good standing in academics, attendance or behavior, or for behaviors the Board deems unacceptable as a member of the Board of Directors or embarrassing to the Issaquah School District.</p>	
<p>Feedback:</p>	<p>13.12. Reference Materials:</p> <p>a. School Board Handbook: isd-board-handbook-2021.pdf (finalsite.net)</p>	<ul style="list-style-type: none"> • Add student rep to Ed Planning team

	<p>b. EL Monitoring Calendar: MonitoringCalendarGP-4E21-22Rev11-15-2021.pdf (finalsite.net)</p> <p>c. About Us, School Board: School Board - Issaquah School District 411 (isd411.org)</p>	
<p>Feedback: Would be nice to have presentations from ISD staff about ELs before working on it to learn about it.</p> <p>Increase ways the position is advertised.</p> <p>Assign each Student Rep a Board member to do check ins with (assign and schedule)</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Announcements • Instagram • Enews' • Canvas • Tag School Reps now • Add a list serve for student reps

[Board Reps/Andrea need to meet with Activities Coordinators to determine how best to liaise ASB with Student Reps](#)

[Student reps want an individual Board mentor—should this be anyone or just the two liaisons?](#)

[Need better advertising for positions—ASB could help with this as well?](#)

[Lots of suggestions for improved on-boarding of student reps—included in separate document](#)