**STUDENT   
SCHOOL COMMITTEE MEMBERS**

**MEMBER HANDBOOK**

**A resource for students serving on the School Committee including important protocols, parliamentary procedures, and advice on how to maximize effectiveness**

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## Acknowledgements

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# MASSACHUSETTS GENERAL LAWS

# Chapter 71, Section 38M

School committees of cities, towns and regional school districts shall meet at least once every other month, during the months school is in session, with a student advisory committee to consist of five members to be composed of students elected by the student body of the high school or high schools in each city, town or regional school district.

The members of such student advisory committees shall, by majority vote prior to the first day of June in each year elect from their number a chairperson who shall serve for a term of one year. Said chairperson shall be an ex-officio, non-voting member of the school committee, without the right to attend executive sessions unless such right is expressly granted by the individual school committee. Said chairperson shall be subject to all school committee rules and regulations and shall serve without compensation.

Added by Chapter 95 of the MA Statutes of 1972 as amended by Chapter 164 of the MA Statutes of 1987.

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## INTRODUCTION

For more than 40 years, young leaders have been representing their fellow students before Massachusetts school committees. While the practice of meeting every other month with a student advisory committee has been less faithfully observed, it is common practice for one or more students to have a regular place at the meeting table. They bring news and updates, issues of concern, and often their own views on matters before the school committee or to the public at large.

Many student representatives subsequently run for other offices and serve with distinction, having learned and gained valuable experience on how the political committees operate. Some have also won election to the school committees on which they served as student representatives before they graduated from high school.

Student representatives have been invaluable and knowledgeable contributors, participating in powerful discussions during school committee sessions. Many have had a great impact on decisions, altering outcomes with persuasive arguments, influencing the creation of district policy, helping set budget priorities, and representing student colleagues with distinction.

This handbook was created to help student school committee members understand their roles, recognize opportunities, and avoid pitfalls and missteps. The appropriate role of a student school committee member is this: the law makes that person a member of the school committee with the right to speak, but without the right to vote. A seat at the table, when used skillfully, can be as effective as a vote on the committee. In Massachusetts, the constitutional right of elected officials to speak at public meetings is as powerful as it is broad. Although the chair of the school committee runs the meeting, the presiding officer is the “servant of the assembly, not the master,” according to the Roberts Rules of Order. Within the operating rules and policies of the school committee, student members may speak as they wish and share ideas, subject to best judgment. What student members say, how long they take to say it, and the tone they use are up to them— all of which determine how effective they will be.

## 

## WHAT IS THE SCHOOL COMMITTEE?

The school committee is the governing and policy-making body for a school district. A primary responsibility of the school committee is to ensure that all students in the district have equal access to an education that meets the standards of the state and the community. Under the law, its primary functions are:

1. Establishing goals for the district.
2. Setting policy for the school district in any one of dozens of areas such as discipline, grading, school calendar setting, school travel, employment, and budgeting.
3. Setting the school budget for the district.
4. Appointing, contracting, evaluating and, if necessary, ending the employment of the superintendent of schools. The superintendent reports to the school committee as a body.
5. Directing union contract negotiations with employees including teachers, teacher aides, administrative support staff, custodians, and setting compensation (anything of value such as salary and benefits) for other staff who are not entitled to collectively bargain.

Additionally, an important function of the school committee is advocating for the district, students, and faculty for funding, support, and resources from the municipal, state, and national government.

School committee members, as elected officials of the city, town, or regional school district have a special “fiduciary responsibility” that requires them to look out for the interests of their communities and constituents to ensure that tax dollars are budgeted and spent appropriately and wisely.

Finally, the school committee is “the place with the table” where educational issues and policies are discussed and developed in collaboration with local officials, parents, and students. In short, the school committee represents the heart and soul of the community members who care about educating the next generation and the voices of district stakeholders.

Distinction Between School Committee Members and Student Representatives

School committee members:

* Are elected by the public.
* Are registered voters who are 18 years of age or older.
* May receive a stipend for their service or be reimbursed for their expenses.
* Govern using parliamentary procedures which allow them to
  + Speak when recognized by the chair.
  + Propose motions or second motions made by others.
  + Propose amendments to change motions.
  + Vote on motions.
* May preside at meetings of subcommittees which are advisory to the school committee.

Student members may:

* Speak freely during the meeting.
* Join subcommittees.
* Propose motions and have school committee members introduce it to the committee.
* Propose amendments and have school committee members introduce it to the committee.

The Main Cycles of School Committee Work

Schools, municipalities, and state government operate on what is called a “fiscal year” that begins on July 1 and ends the following June 30. Their budgets follow this timetable. (The federal government operates on an October 1 – September 30 fiscal year.)

The flow of school committee work follows the fiscal and school year. Both monitoring progress for the current year and planning for the following year happen simultaneously.

* Throughout the school year, committees usually make good use of their meetings by receiving reports on student achievement, monitoring the progress on the established goals, receiving regular budget updates on the current fiscal year, and conducting meetings to discuss key topics with the community. In addition, the school committee addresses routine matters affecting policy or other legal responsibilities.
* During the summer months, school committees often schedule a retreat at which time they may reflect on the prior year, establish goals for the upcoming year and discuss best practices. Plans are made with the superintendent to implement the goals and ensure that the resources are in place to open and operate the schools.
* In the fall, committees begin considering the next fiscal and school year, developing budget goals and sharing with the superintendent the priorities upon which the next budget will rely.
* Between January to April, along with other responsibilities, committees across the state debate and set budgets for the upcoming fiscal year to present to the city or town governments for approval.
* Because most union contracts can last up to three years, usually expiring on June 30 or August 31of the final year, many school committees spend the late spring and early summer trying to complete negotiation or renegotiations of these agreements before the end of school, or prior to the start of the academic year in September.

What Makes a School Committee Effective?

The Massachusetts Association of School Committees engages in studies of school committee effectiveness, leading to the development of “district governance” support programs that identify characteristics that make school committees effective agents for student performance and success. These areas include:

* Having a vision of high expectations for student achievement and defining clear goals toward that vision.
* Hiring, supporting and working collaboratively with an effective superintendent of schools.
* Holding meaningful and purposeful meetings to monitor progress toward goals and to keep all members well informed of the academic progress of students.
* Holding the superintendent and staff accountable for the outcomes of their students.
* Setting policies for promotion and graduation that are equitable for all students and encourage and support students to excel at their schoolwork.
* Engaging the community in the work of the schools by establishing communication structures to inform and collaborate with parents and community members.
* Advocating effectively before the local government and with state legislators.

Norms and Protocols

Many school committees have operating rules and protocols to maintain order and to remind members of the importance of responsibility, civil discussion, respect for others, and good policy making. To do this, many committees have protocols on how they will behave during meetings.

Norms and protocols are local policy matters, but they are often guidelines for best practices rather than binding rules of behavior. A key to success for any school committee member, students included, is to understand what might be the best course of action for the long term, rather than what seems most effective at a particular moment.

Examples of Norms and Beliefs

***Who We Represent***

The Committee will represent the need and interests of all the students in the district.

***How We Govern***

* We will make every effort to ensure that committee meetings are effective and efficient.
* School committee members agree to thoughtfully seek and support solutions that will provide the greatest benefit to students.
* It is the responsibility of the superintendent to oversee the hiring, evaluation and handling of personnel issues; it is the responsibility of the school committee to evaluate the superintendent’s effectiveness with these matters.
* We acknowledge the importance of subcommittees, and the committee and superintendent agree to utilize them to focus on a specific topic in-depth and to prepare for presentation, deliberation and possible action by the full school committee.
* School committee members agree to recognize and respect that authority exists when a quorum of the committee meets and not as individual committee members.

***How We Communicate***

* It is our responsibility to set the tone for the entire school system, and we shall make every effort to promote a positive image for our school system.
* The superintendent and the school committee recognize the importance of proactive communication and agree that there shall be no surprises. If school committee members have questions or concerns, they agree to contact the superintendent well in advance of a meeting.
* The superintendent shall share an annual planning calendar with school committee members. If a member wishes to add an item to a future agenda, they should make a request to the superintendent or the school committee chairperson.
* School committee members agree to refer important questions and concerns they receive from members of the school community to the superintendent. The superintendent shall investigate and provide committee members with the information needed to respond to an issue.
* School committee members shall channel requests for information, reports and data through the superintendent and the school committee chair rather than directly to staff.
* The superintendent intends to seek comprehensive solutions to problems and create clear structures for decision-making. These structures may be revisited at any time.
* The superintendent and school committee recognize the importance of working collaboratively with city officials to improve schools, and actively seek ways to enlist their support in group efforts.

***How We Improve***

* School committee members and the superintendent recognize the importance of professional growth and development, and they agree to participate in experiences designed to further their knowledge and to advance the work of the public schools.
* All new school committee members shall participate in an orientation session.
* The superintendent and the school committee agree to set aside time on an annual basis for self-evaluation and to review progress toward adhering to agreed norms and beliefs.
* The school committee recognizes the importance of honoring agreed-upon norms and beliefs and agrees to take responsibility for reminding one another of these values.

What is the Key to Being Effective?

The most effective school committee members are excellent communicators who collaborate with their fellow committee members and help others be successful.

The most effective student representatives:

* Show respect for other school committee members.
* Understand the issues and operational protocols.
* Come prepared for meetings by reading over presentations, the agenda, and creating the student report.
* Keep their fellow students well informed.
* Represent all student perspectives by collaborating with other student groups.
* Demonstrate humility and passion for the work.
* Create a safe environment for their fellow students to engage in full and free debate, or “civil discourse.”
* Communicate with school building leaders and/or school staff on issues and practices that are related to the school level before bringing them before the school committee. Student members should avoid bringing issues to the school committee that are only relevant to a specific school and not the entire school district. Talking with building leaders to target smaller problems can save time and make meetings more effective. The school committee can create district policy but may not have the ability to change certain aspects of schools where the job is given to building leaders (i.e.: school schedules, school classes, discipline, or other matters).
* Play an active role in the school and community, including volunteer and political activity.

## 

## MAIN FUNCTIONS OF THE SCHOOL COMMITTEE

School Committee Meetings Agendas

School committee meetings are structured with an agenda. As a student member, it is essential for you to understand how meetings flow and your importance to the setting. Agendas may differ from district to district, but they often follow a similar structure to the model agenda below:

1. **Call to Order**
2. **Pledge of Allegiance**
3. **Public Comment**

Public Comment is the section of the meeting during which members of the public may speak for a given amount of time about an item on the agenda or other matters that the school committee will have defined. Public Comment may be a long portion of the meeting or limited in time, depending on the subjects at hand and the public interest in the matter.

1. **Student School Committee Report**

The student school committee report is often an independent section of the agenda in which you, the student member, can speak about anything that you would like to address. They may also update the public and school committee members about current student engagement, challenges, upcoming school meetings, or any other item that may relate to students. You can help school committee members understand the current status of students in the district.

In order to maximize the impact of the report, it is often a good idea to get insight from other students, including leaders of clubs that represent student voices. Remember to think of yourself as an embodiment of the voices of all students, and you should speak as a voice for the student body.

The following are examples of items that could be in a student report:

* Winter food/clothing drive at the school, student groups who make it happen, and what they need from the community
* Freshman mentoring program at school successes and weaknesses
* Teen health center updates and the worries that students are having with mental health
* Upcoming family conferences and how students are feeling about school thus far
* Conclusion of the most recent sports season and what students would like/need to see more of next season
* How high school seniors are feeling about the college admissions process
* Elementary and middle school progress with state testing
* Recognition of recent student successes.

These are just a few examples of what you might discuss in your student report. It is your opportunity to highlight strengths and weaknesses of programs, what students need to see more of in their school system, and the realities of overall student experience and perspective.

1. **Consent Agenda**

This is a helpful parliamentary procedure where the committee might act on several items, such as approval of minutes, approval of warrants or other items that can be enacted with a single consolidated vote to save time.

Sometimes, these topics are broken out as separate agenda items rather than being consolidated into a consent agenda.

1. **Report and Recommendations of the Superintendent**

The superintendent’s presentation may cover a multitude of topics, including presentations regarding student achievement, updates on goal progress, budget updates to state mandates, proposed policy changes or any other important issues and updates.

It is good practice to take notes during these presentations. The presentations may be very long and dense. When coming across a term that is unfamiliar to you, try to research it before asking the committee what it means. It may slow down the meeting to explain every term in the presentation.

Typically, committee members ask questions about the presentation when it is finished. It is good to have some questions of your own, which may accumulate as the meeting progresses. Try writing questions down or making annotations of the presentation if you have a printout.

If you are trying to think of an influential question, consider how a proposed item would affect all kinds of students. For example, how could this item promote equity or conversely, cause some students to end up being ignored or excluded? Try to approach the presentation with a critical but constructive and analytical perspective. As a student, think about the unique perspective of other students that the superintendent's team might not have considered. If this job is done well, you will be invaluable to the committee.

If you can, anticipate your questions and let the superintendent know what you might ask. They do not like to be surprised and it can help expedite the discussion if the answer to your query is readily available.

1. **Subcommittee Reports**

This is the portion of the agenda where subcommittees update the full committee on their work. A subcommittee may simply provide an update or may bring a recommendation for action to the full committee.

1. **Unfinished Business**

This is the time when topics that were not fully discussed or decided in a previous meeting are brought up for debate, and hence acquire the name “unfinished.” There may or may not be motions and votes.

1. **New Business**

This is the section of the meeting where new topics that the committee must deliberate and decide upon are introduced. The topic may be fully decided with a motion or vote, or the discussion may continue at a future meeting, where it would fall under “unfinished business.”

The process for formalizing a particular action includes:

* A motion (on the agenda) is introduced to the committee and is seconded for discussion.
* The motion makers explain the motion and why they proposed it.
* The committee discusses the motion, with different members providing their opinion. The committee may make changes (amendments) if members support the motion but want different wording or additions and deletions.
* The committee determines what to do next to vote on the motion. The committee may:
  + Refer the matter to a subcommittee or back to the superintendent for more work.
  + Table or postpone the motion (a detailed list of what members may do with the motion is included in the Parliamentary Procedures section).
  + Take a formal vote to approve the motion. These votes may be taken by voice, hands, or roll-call.
* The chair will announce the result of the vote.

1. **Adjournment**

Special Meetings

Special meetings are similar to regular meetings but are called for a particular purpose or important issue that has arisen. A special meeting is called when committee members want more time to discuss a matter, or to conduct a hearing to engage the public. Some of the best discussions happen during special meetings.

Subcommittees

Subcommittee meetings are themed discussion groups led by one or more members. Subcommittee meetings are much more laid-back than regular meetings, as they are a discussion-based format essentially the entire time. Generally, the chair of the subcommittee is not the chair of the full committee, giving different members the opportunity to have a leadership role.If you have an initiative that fits the theme of a subcommittee, pitching it to the chair could be an easy way to get support. Some examples of subcommittees include: Academic Achievement, Buildings and Grounds, Equity and Inclusion, Policy, Budget, Contract Negotiations, Communication, etc. The names and numbers of subcommittees vary for each school committee in Massachusetts.

## IMPORTANT RESOURCES

As the student member of the school committee, know that at some point you may feel confused or in need of help. The following listed resources may help you maximize the effectiveness of your term so that you are not only representing students in your district, but also suggesting ways to make a better school system and community.

1. **Conference and discuss with your fellow elected members.** Your elected school committee colleagues want to help you do the best you can do for your district. Don’t be afraid to send emails asking them questions, making suggestions, or scheduling meetings. Try to build relationships with the other members.
2. **Attend subcommittee meetings**. Subcommittee meetings have more informal discussions that focus on a particular topic. Subcommittees are usually charged with studying an issue that has become important to the district, developing a motion, and bringing suggestions forward to the full school committee. This is an opportunity for you to provide valuable feedback from the student perspective.
3. **Keep in touch with leaders of various clubs (and other student leaders)** so that you have an idea of what is happening with the student body as a whole. It may be difficult to come up with action plans and/or motions to represent what the student body needs if you are not communicating with the student body in the first place. Clubs related to social justice or the student council may have ideas about how to better the school system, and it is up to you to hear these voices and share those concerns with the committee.
4. **Read over meeting agendas.** Remember to come to all meetings prepared— look over the meeting agenda, the superintendent's presentation slides, late motions. Create your student report, and try to come up with at least one question before heading to the meeting.
5. **Talk with building leaders to determine what can be done at the school level**. Keep in mind that the school committee creates policy for the entire district, not just your high school. It is not overly productive to propose changes for items regarding your high school which could more appropriately be resolved with a high school building leader.

**MAXIMIZING THE EFFECTIVENESS OF YOUR TERM**

Understand that with responsibility comes great power and influence, and it is up to you to take advantage of that. Students can make a real difference when it comes to creating social change, and that opportunity shouldn’t go to waste.

When you begin your term, write down two-three goals that you would like to set for yourself as a student member. These could be broad or specific, but try to focus on issues that are currently occurring in your district. For each meeting, try to revisit or revise these goals so that you feel motivated to accomplish a specific task in your term.

Try to act based on issues and problems in your school district. Below are a few possible concerns to get you thinking about your role as a student member.

1. Marginalized students are not being represented.

Aim to think about ways to make all students represented and included while highlighting the voices of those who are often excluded from conversations.

1. The student body is not represented.

Try to get school committee members to engage with student groups, so that they act with evidence, not just assumption. For example, identify the gaps that are occurring in your school district on the basis of race, gender, or other characteristics and how they might be related to grades, classes taken, or activity participation.

1. Inequity in the district.

Your district may have an office of equity and inclusion. Aim to work with this office to find programs that could represent students who are in need of more support.

1. Student awareness.

Often, students are not kept in the loop about school committee meetings, passed motions, and/or items that could relate to them. Try to spread the word about passed motions, and/or build stronger forms of communication between students and building leaders. For example, you could write summaries of important items acted upon or discussed at meetings and having building leaders send emails to the student body with these summaries. It is likely that a large number of students in your district are unaware of what happens at the local level, and it is your responsibility to keep them informed about what the school committee is, what it is working on, and how students can be involved.

1. Sanitary inequity.

Not all students are able to provide for themselves with sanitary products— soap, dental hygiene, menstrual products, or body care. Try to think of ways to make resources and products available to those who need them.

1. Mental health challenges.

More and more these days, students struggle with mental health and emotional well-being, and may be in need of more resources or services. Does your district have enough guidance counsellors? Are there social workers? Is there a school nurse available? How are the stress factors and mental health of students being considered in schools? All of these questions may lead to motions and/or action plans that could improve the social emotional climate of your school district.

1. Incident Reporting Form and Process

Are students able to easily report instances of sexual harassment, sexual assault, misogyny, bullying, or physical attack? How are these reports carried out and handled? It may be necessary to revise this process and make changes.

1. Health curriculum.

What are students being taught in their health curriculum in regards to mental health, gender, sexual education, and social and emotional learning? Does the health curriculum include all aspects of healthy wellbeing? If students feel concerned about the curriculum, you may want to have discussions with educators about making adjustments.

**PARLIAMENTARY PROCEDURES**

What are the Basics of Parliamentary Procedures?

Student representatives would be well advised to understand parliamentary procedures and also some of the maneuvering at meetings that drive outcomes. A basic appreciation for rules of order will help you understand how meetings operate.

Parliamentary procedure is the set of rules governing orderly meetings. The procedures address attendance, speaking, making motions, reconsidering actions, chairing the meeting, and dealing with any one of hundreds of things that can happen at a meeting.

Key principles of parliamentary procedures include:

* Protecting the rights of the minority while preserving the rule of the majority.
* Recognizing the chair as the “servant of the assembly, not the master.” The chair also acts as an announcer who explains to those present or to those watching on cable television what is happening and why.
* The agenda is the property of the body (school committee). By a majority vote, you may add any item to your agenda. Many committees delegate the agenda to the superintendent and chair.
* Only those recognized by the chair may address the body and all discussion is directed through the chair.
* Action is driven by motions— specific proposals to achieve an end. There are many kinds of motions such as: main motions to describe a purpose or action, subsidiary motions that affect what may happen to the motion, privileged motions that take precedence over others such as to recess or to adjourn, and incidental motions such as a request for information or a point of order, to suspend the rules, raise a point of order, or to appeal a ruling of the chair.

Tactical Use of Parliamentary Procedures

There are many ways that a member can position themself in favor of a motion or an idea without really supporting it. Some of these tactics delay action while others push an idea off to the side from which it might not recover. Experienced meeting practitioners know these strategies and as a student member, it is important to learn them. For example:

Student A comes to the meeting with an idea to sponsor a mentoring program for other students. A friendly school committee member introduces the idea with a motion to create the program. Other members who are skeptical might suggest, “I like this idea, but I would like to …

* Refer the motion to a school committee subcommittee for further discussion.
* Refer the matter to the superintendent for a report.
* Move to put the matter on the table until it can be taken up later.
* Ask for more information that obviously isn’t available at that moment.
* Place the matter on the agenda for the next meeting.
* Postpone the matter until the following budget process when money might be available.

These strategies might take weeks or months to plow through.

Keeping up with Parliamentary Procedures

The first few meetings as a student member of the school committee will be confusing and fast paced due to the nature of parliamentary procedures. Over time, you will become more familiar with language and structure of the meetings and you will find yourself more comfortable with the process.

**ADVICE FROM STUDENT MEMBERS**

It can be helpful to hear from other students about what they have achieved as student members, and where they struggled. Sharing insights and experiences can inspire you and other students in your community. Included below are some reflections from former student members of the school committee about how they managed their responsibilities.

*“Since I am the first student representative, my focus has been upon bridging the gap between administration and the student body. As a student, one can often feel that they just belong to their school district, rather than how the district belongs to help satisfy their educational needs. This is something that I have been able to eradicate within my community, as I help to promote ideals of trust and cooperation.*

*“The most strenuous issue a new student needs to tackle is how to best utilize their resources. It may seem difficult to distinguish between what issues are of true relevance and concern, and if these affairs should be delegated to the school committee or the administration of the individual schools. It is important to have this grasp, as it will result in the efficiency of your position, and the ability to make the largest impact.*

*“My largest piece of advice to incoming student members is to allow for a connection between their position as a student and their position on the school committee. It may seem as though you have to allow the separation of the two lifestyles as being a school committee requires decorum and professionalism, but the position cannot be best fulfilled unless you are able to fully incorporate the student part of the role. This occupation is reliant upon the perspective of someone who is in the school district and faces the effects of the legislative decisions of the school committee. Without this point of view and contribution, the school committee will lack the ability to bridge the gap between students and administration, and will fail at their goal to promote unity in the community. It’s easy to feel intimidated, or that you have to meet a certain standard of decorum, but one is able to still bind their two outlooks to result in the most efficient and productive legislative changes.”*

* **Viveca Stucke, Student Member of the Bourne School Committee, 2021**

*“The two biggest issues we tackled this year for high schools were returning to in-person/hybrid learning (from completely virtual) and changing the start-time/schedule for next year. In both instances, along with my other student reps, I worked hard to represent student voices. I utilized Google Forms to get some more “surface-level” opinions from a large number of students (often 500+) and also communicated one-on-one with students to get an in-depth understanding of their perspectives.*

*“The largest lesson I learned is that school committees are administrative bodies, meaning broad goals and ideas can feel dominated and diminished by the slow pace of predetermined agendas and statistics-heavy PowerPoints. However, the type of students to run or be student reps on school committees are the types of students who dream big and seek change constantly. Remember your larger goals for your school system (why you wanted to join in the first place!) when it feels like those goals are being drowned out. Look at issues brought to the table by the school committee and see how you can approach them in a way to advance your goals, take the initiative to bring those topics forward, and go higher if you need to.*

*“My biggest piece of advice is to take initiative with communication and dedicate yourself to listening to your peers. Try to maintain communication with school committee members outside of meetings. Be prepared to represent opinions that diverge from your own. It is your job to listen to your peers!”*

**Haruka Nabeshima, Student Member of the Newton School Committee, 2021**

*“Truly, working as a student member of the school committee is all about what you put into it. If you work hard to create proposals and shift policy in your district, you will leave a mark on your community and better the education system for those in your district. Take a look at the biggest issues in your district and think about ways around them: How could a policy be adapted? How could you include a student group in the picture? Why is a program really happening? Question what is not working and work with others to identify possible solutions.*

*“Avoid using this position just to say your own opinion— being a representative means you are an embodiment of the voices of all the students of the district. Educate yourself on their views and work your hardest to speak on their behalf. That’s your job.*

*“Additionally, research, research, research. If you’re confused about what a term means, for example, during the budgeting process or a presentation, use Google to your advantage and learn about it. Similarly, if you’re feeling lost about how to approach an issue in your district, don’t be afraid to look online and see what other districts have done for a particular topic. Using various approaches as inspiration is very helpful and can greatly benefit envisioned outcomes.*

*“Finally, the Massachusetts Association of School Committees (MASC) is here to support you. If you’re in need of help with a district issue or conflict, you can call the office or email a staff member. They want to help strengthen student voices, and by putting these voices forward, you are helping your district improve.*

*“Overall, with this position comes a lot of exciting opportunities to create immense changes based on the student perspective and alter your district. You got this!”*

**Anaïs Killian, Student Member of the Cambridge School Committee, 2020-2022**