



**Board of Education - Committee of the Whole Meeting  
Northwood Middle School  
945 North Ave.  
Highland Park, IL 60035**

**Tuesday, April 7, 2026 7:00 PM**

**Mission**

*North Shore School District 112 is a transformative learning organization where curiosity inspires minds, innovation shapes the future, and students, staff, and families engage to create a kind and connected community that is committed to excellence.*

**Agenda**

1. Call to Order/Roll Call (7:00 p.m.)
2. Pledge of Allegiance
3. Approval of Agenda
4. Presentations & Discussion
  - a. Student Services Program Update
  - b. Accelerated Placement Act (Policy 6:135)
  - c. Proposal for Student Board Representatives(Policy 2:40)
5. Public Comments -*The Board welcomes comments and gives them serious consideration. Comments are limited to three minutes per speaker and will become part of the public record. Individual topics will have a limit of 30 minutes.*
6. Other
7. Adjournment



Date: April 7, 2026

To: Dr. Michael Lubelfeld, Superintendent  
Members of the Board of Education

From: Dr. Holly Colin, Assistant Superintendent of Student Services

Subject: Student Services Update

Policy Alignment: 6:120 Education of Children with Disabilities

Disposition: Information

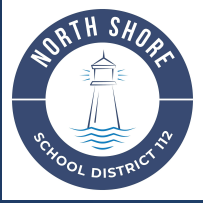
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### **Executive Summary**

At the April 7, 2026, Committee of the Whole meeting, the Board will receive a presentation providing an overview of Student Services programming, including progress made since the 2019–20 Program Review and key areas of growth across the district.

The presentation highlights system-level improvements designed to strengthen service delivery, increase alignment across schools, and expand inclusive practices to better support all learners.

**Recommendation:** Information



North Shore School District 112

April 7, 2026

# Student Services Program Update

**6**

Opportunities Identified

**7**

Years of Data

**9**

Schools

**100%**

DMGroup Execution

## Reflecting on Progress Since 2019-20

- ✓ **2019-20 Program Review:** Initiated partnership with DMGroup to evaluate service delivery and improve equitable access for all students
- 👥 **Stakeholder Engagement:** Conducted comprehensive review involving 190 staff members, 132 responses (69% participation rate)
- ⚙️ **Systems Strengthened:** Implemented Student Success Block across all 9 schools with targeted interventions
- ♥️ **Mental Health Supports:** Added school psychologists and full-time social workers at every school
- 📖 **SEL Curriculum** Adopted Compass Tier 1 SEL curriculum (Compass) in 2023 with districtwide CHAMPS training (kick-off 2024)

### ★ Key Achievement

Successfully transitioned to **100% of schools** implementing Student Success Blocks.

## Alignment to District WIG

### Strategic Goal: Increasing Literacy

Student Services is aligned with the district's Wildly Important Goal of **Increasing Literacy** through targeted interventions and support.

Professional learning with the **Chicago Literacy Group (CLG)** both alongside general ed. teachers and interventionists.

Professional learning with **MCIE** on increasing access to general education instruction.

Progress toward goal

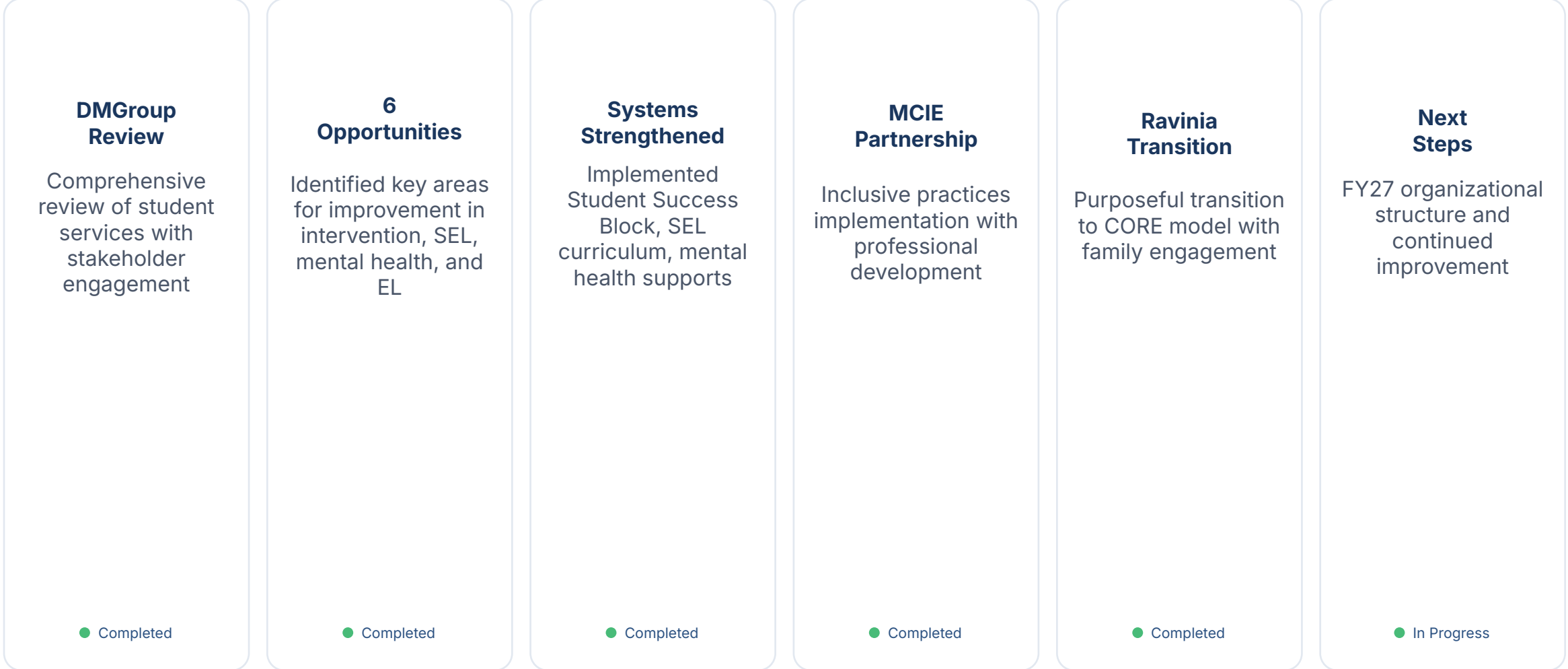
85%

 **Current Status** On Track

All 6 opportunities from DMGroup have been addressed with measurable improvements.

## Student Services Journey: 2019-2026

From DMGroup Review to Current Implementation

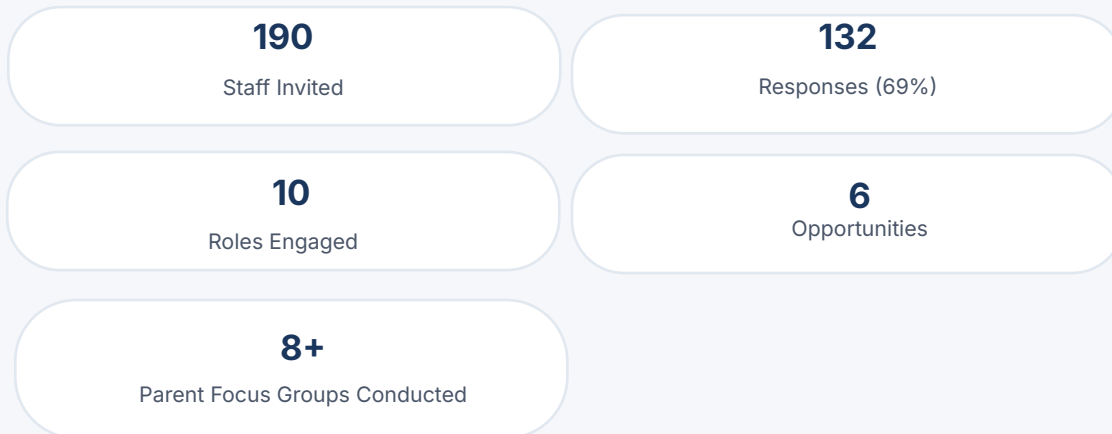




## Comprehensive Review Process

- ✓ **Comprehensive Review:** Conducted thorough evaluation of special education services, analyzing student disability diagnoses, enrollment by program/school/grade, out-of-district placements, and staffing levels
- 👥 **High Participation Rate:** 132 staff members responded out of 190 invited (69% participation rate) across 12 distinct roles including administrators, teachers, psychologists, and social workers
- 📄 **Two Key Reports:**
  - Full Findings Report: 6 opportunities for improvement
  - Continuum of Services Report: Program evaluation
- 📌 **Actionable Roadmap:** Created detailed implementation plan with 6 specific opportunities for growth and concrete next steps

## Program Evaluation Results



### Impact Focus

Analysis revealed significant achievement gaps: IEP students at 16% proficiency vs 62% general education in ELA

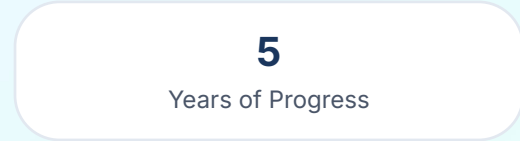
## Key Affirmations

- ✓ **Hard-Working, Committed Staff**
- ✓ **Adequate District Resources**
- ✓ **Thoughtfully Facilitated IEP Process**
- ✓ **Developing Tier 1 Literacy Framework:** Development of a comprehensive Tier 1 literacy framework grounded in the science of reading
- ✓ **Continuous Improvement Mindset**

## Key Metrics

### ★ Staff Satisfaction

**69% participation rate** in staff survey (132 of 190 staff responded) with positive feedback on support systems





## Intervention Quality

Ensure extra-time intervention is targeted to skill gaps and provided by content-strong teachers rather than generalists or paraprofessionals.

- Implemented: Student Success Block High Priority

## SEL Supports

Expand Tier 1 and 2 social, emotional, and behavioral supports with a unified district-wide approach.

- Implemented: Compass SEL High Priority

## Mental Health Mix

Optimize the distribution and use of school psychologists and social workers to reduce paperwork and increase direct student support.

- Implemented: Psychologists at all schools Medium Priority

## Continuum of Services

Expand programming for students with significant needs to avoid placing students with vastly different needs in the same classroom.

- Implemented: CORE model at Ravinia High Priority

## Roles & Responsibilities

Clarify leadership responsibilities for special education between the central office and school-based staff.

- Implemented: SS Coordinator + Coaches Medium Priority

## EL Programming

Codify and equilibrate English Learner supports across dual-language and non-dual language schools.

- Implemented: EL supports strengthened Low Priority



## ⚠️ Four Rigid Programs (2021 Analysis)

- ✓ **Resource Supports:** General education with pull-out services for students with mild disabilities
- ✓ **Middle School Classes:** Self-contained classes for students with moderate needs
- ✓ **SAIL (Social Academic Integrated Learning):** For students with social-emotional challenges
- ✓ **ILP (Intensive Learning Program):** For students with significant cognitive disabilities

### ❗ Key Challenge Identified

Programs were **too broad and rigid** - students' needs were not always well-suited to these four fixed and named programs. Classrooms often contained students with wildly varying academic and behavioral needs, making differentiation difficult.

## Recommendations

### 💡 DMGroup Recommendation

**Move beyond "named" programs** to create classrooms with narrower ranges of student needs.

→ **Solution:** Flexible, needs-based student groupings



## DMGroup Opportunities → Actions Taken → Status

● Completed ●

Opportunity	Actions Taken	Status
Intervention Quality	<ul style="list-style-type: none"> <li>• Student Success Block implemented across all 9 schools</li> <li>• Targeted interventions by content-strong teachers</li> <li>• Clear entrance/exit criteria established</li> </ul>	✓ Completed
SEL Supports	<ul style="list-style-type: none"> <li>• Compass Tier 1 SEL curriculum adopted (2023)</li> <li>• Districtwide CHAMPS training completed</li> <li>• Unified Tier 1 &amp; 2 SEB approach</li> </ul>	✓ Completed
Mental Health Mix	<ul style="list-style-type: none"> <li>• Psychologist at every school</li> <li>• Full-time social worker per school</li> <li>• Cartwheel wraparound supports added</li> </ul>	✓ Completed
Continuum of Supports	<ul style="list-style-type: none"> <li>• CORE model implemented at Ravinia</li> <li>• MCIE partnership for inclusive practices</li> <li>• Flexible grouping by need</li> </ul>	✓ Completed
Roles & Responsibilities	<ul style="list-style-type: none"> <li>• SS Coordinator position added</li> <li>• SS Coaches assigned to schools--Central office vs. school-based clarified</li> </ul>	✓ Completed
EL Supports	<ul style="list-style-type: none"> <li>• EL supports strengthened across dual-language schools</li> <li>• Codified supports for EL students</li> <li>• Equity in programming</li> </ul>	✓ Completed



## Pre-2021: Rigid Programs

Before

- ✗ **4 Programs:** Resource supports, middle school classes, SAIL, and ILP — each too broad for specific needs
- ✗ **Mixed Needs:** SAIL combined students with behavior and social cue struggles
- ✗ **ILP as Catch-All:** Combined legacy LEAP and STEP supports, creating inconsistent service
- ✗ **No Specialized Curriculum:** Teachers creating curriculum from scratch
- ✗ **Grade-Based Grouping:** Students grouped by grade level, not skill gaps

**Key Issue:** Programs were "named" and rigid, not flexible to student needs

## 2021-2026: Flexible Model

After

- ✓ **CORE Model:** Implemented at Ravinia with flexible, needs-based groupings
- ✓ **MCIE Partnership:** Professional development for inclusive practices
- ✓ **Coordinators Added:** Student Services Coordinator and Coaches for role clarity
- ✓ **Targeted Curriculum:** Specialized curriculum for each cohort
- ✓ **Skill-Based Grouping:** Students grouped by need, not grade level

**Key Improvement:** 100% of students receiving appropriate services



## Independent Research Findings



**Best Practices Analysis:** Hanover Research conducted comprehensive review of high-support special education practices across K-12 districts nationwide



**Framework Validation:** Three core frameworks identified as foundational for inclusive education - UDL, High-Leverage Practices, and LRE Continuum



**Evidence-Based Recommendations:** 22 High-Leverage Practices (HLPs) across collaboration, assessment, and instruction domains



**Systematic Instruction:** Breaking learning into clearly defined, observable skills for students with complex needs

### ★ Key Validation

NSSD 112's approach **aligns with national best practices** for high-support special education, as confirmed by independent research.

## Framework Alignment



**UDL**

Universal Design for Learning



**HLPs**

22 High-Leverage Practices



**LRE**

Least Restrictive Environment



### Research Recommendations



**Train on HLPs:** General education teachers on 22 High-Leverage Practices



**Strengthen LRE:** Ensure placements based on individual needs



**Build SDI Models:** Specially Designed Instruction in inclusive settings








### Validation Status

Confirmed

NSSD 112's strategic direction is validated by independent research.

**Five evidence-based strategies** from Hanover Research (March 2026) that support students with complex learning needs through systematic, explicit instruction and inclusive practices.

 <h3>Prompting Protocols</h3> <p>Structured prompting strategies to support skill acquisition and independence.</p> <ul style="list-style-type: none"><li>✓ Constant Time Delay</li><li>✓ Least Intrusive Prompting</li><li>✓ Simultaneous Prompting</li></ul> <p>Implemented</p>	 <h3>Embedded Instruction</h3> <p>Trials of skills built into natural classroom routines and activities.</p> <ul style="list-style-type: none"><li>✓ Natural Context</li><li>✓ Multiple Trials</li><li>✓ Skill Integration</li></ul> <p>Active</p>	 <h3>Task Analytic Instruction</h3> <p>Breaking multi-step tasks into discrete, observable skills.</p> <ul style="list-style-type: none"><li>✓ Step-by-Step Breakdown</li><li>✓ Discrete Skills</li><li>✓ Progress Monitoring</li></ul> <p>In Use</p>	 <h3>Peer Support</h3> <p>Training peers to provide prompts and facilitate participation.</p> <ul style="list-style-type: none"><li>✓ Peer Training</li><li>✓ Social Skills</li><li>✓ Collaboration</li></ul> <p>Active</p>	 <h3>Technology-Aided</h3> <p>AAC devices, micro-switches, and AI-powered learning tools.</p> <ul style="list-style-type: none"><li>✓ AAC Devices</li><li>✓ Text-to-Speech</li><li>✓ AI Integration</li></ul> <p>Expanding</p>
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 **Source:** Hanover Research (March 2026) - "Best Practices in High Support Special Education" validates these strategies for students with significant needs.



## Maryland Coalition for Inclusive Education (MCIE)



### MCIE Partnership

National Leader in Inclusive Education

Since 2024, NSSD 112 has partnered with MCIE to build capacity for meaningful inclusion across all schools.

## Current Implementation Sites



### Edgewood

6th Grade and CAPE



### Ravinia

Grades 3-5/CAPE



### Wayne Thomas

Student Services & Grades 3/5



### Oak Terrace

Early Childhood

## Staff Education & Training



**Professional Development:** MCIE-led training on inclusive practices, Universal Design for Learning (UDL), and High-Leverage Practices



**Coaching Model:** Ongoing support for teachers implementing inclusive strategies in their classrooms



**Peer Support:** Building capacity for peer-mediated interventions and inclusive classroom practices



**Data-Driven:** Regular progress monitoring and adjustment of inclusive practices



### Building Leadership Team

Focus on building leader capacity to support the conversations around enhancing inclusive systems in each building



## 💡 Key Lessons from Transition

**📅 Planning Phase (2023-25):** Successful transition requires 12+ months of structured planning including "Meet and Greets", parent engagement sessions, and staff education with "Educating Outside the Lines"

**🕒 Transition Complexity:** More time needed than initially expected - building relationships and trust takes longer than anticipated, especially for students with significant needs

**👥 Inclusive Culture:** Inclusive practices are built over time, not overnight - requires consistent reinforcement and celebration of small wins

**🤝 Collaboration Essential:** Strong partnership between Student Services and general education staff is critical for success

**💬 Proactive Engagement:** Family engagement must be proactive, not reactive - early communication builds trust and reduces anxiety

## 📅 Implementation Timeline

**✅ Phase 1: Planning (2024-25)** Complete  
Structured planning with "Meet and Greets", parent engagement, and staff education

**👥 Phase 2: Transition (2025-26)** In Progress  
Building relationships, establishing routines, and integrating students

**📈 Phase 3: Optimization (2026-27)** Planned  
Refining practices, expanding inclusion, and measuring outcomes

**12+**  
Months Planning

**100%**  
Family Engagement



## IAASE Grant Funded Initiatives

### IAASE Grant Award

**Family Education Series:** Funded series on inclusion and behavior support for families of students with IEPs. Covers understanding IEPs, behavior strategies, and advocating for your child.

✓ **Proactive Communication:** Building family-school partnerships through regular updates, newsletters, and parent-teacher collaboration

🎓 **Education Resources:** Providing families with tools and resources to support learning at home and understand school processes

🗣️ **Community Connection:** Creating opportunities for families to connect with each other and share experiences

## Parent Committee (2026-27)

### Parent Committee Planned

**Purpose:** Education resources, community connection, and direct feedback to Student Services leadership. Will meet quarterly to discuss needs and improvements.

### Key Initiative

**Direct Response to DMGroup:** This initiative directly addresses DMGroup's recommendation for "proactive communication" and "designating program leads as primary parent contacts."



## Continue MCIE Partnership

### **Expand to Additional Buildings:**

Extend inclusive practices to remaining grade-level teams and buildings district-wide

### **Deepen Professional Development:**

Continue High-Leverage Practices (HLPs) training for all staff

### **Strengthen LRE Placement:**

Refine IEP development processes to ensure appropriate inclusive settings

### ★ **Key Focus Areas**

Expanding inclusive practices from current 4 sites to all school by 2027-28.



## Student Services Leadership

Coordinator Focus Areas for 2026-27



### Liz Leverentz

Coordinator - Special Education Programming & Outplacements



### Alyssa Pease

Coordinator - CORE Programming (EC through 8th Grade)



## Support Structure

Key Roles and Responsibilities



**School Psychologists:** 1 per school for assessment and support



**Social Workers:** Full-time support at each school

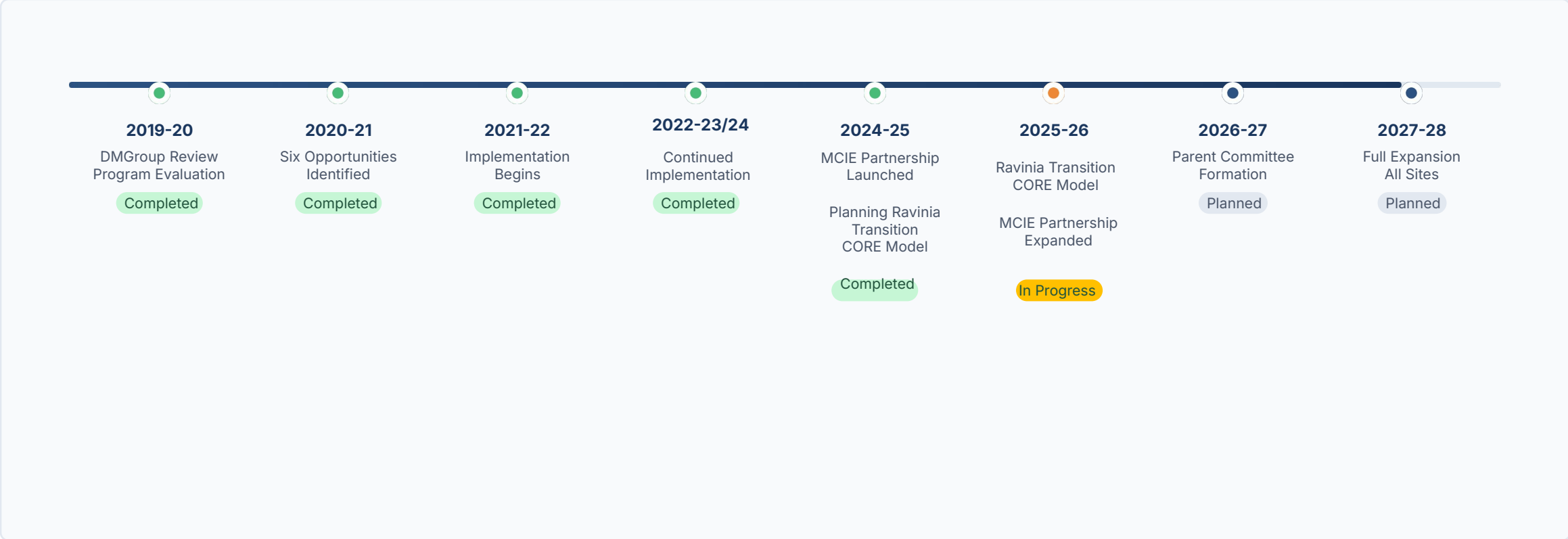
**Reading Specialists:** Targeted interventions



**SS Coaches:** Implementation support

## Continuous Improvement Timeline

From DMGroup 2019-20 Review to 2027-28 Expansion



**Key accomplishments and ongoing commitments** from the Student Services Program Review, demonstrating accountability, evidence-based practice, and continuous improvement.

## 1 We Listened

**6 opportunities identified, 6 executed** from DMGroup recommendations. Systematically addressed all areas: intervention quality, SEL supports, mental health staffing, continuum of services, role clarification, and EL programming.

● 100% completion rate

## 2 We Invested in People

**Psychologist at every school** + full-time social worker per school + **Student Services Coordinator** + **Student Services Coaches**. Added specialized leadership for complex programs.

● 9 schools fully staffed

## 3 We Followed Evidence

**Hanover K-12 research validates** our strategies: UDL framework, 22 High-Leverage Practices, LRE continuum, and systematic instruction approaches.

● Research-backed practices

## 4 Students Are Growing

IEP reading benchmarks **nearly doubled** from **20%** to **39%**. ELA growth +0.31 (Higher than Expected) in 2023-24.

● 95% improvement trajectory

## 5 We Are Transparent

**Gaps persist** - 36-38 point achievement gap between IEP and non-IEP students. **Committed to closing them** through targeted interventions and data-driven adjustments.

● Gap analysis ongoing

## 6 We Are Not Done

**2026-27 expansion** planned: Parent Committee, additional grade-level teams, deeper PD on High-Leverage Practices, and strengthened LRE placement processes.

● Continuous improvement



## Thank You

To our dedicated staff, supportive families, and engaged Board members



### Staff

For their dedication, expertise, and commitment to student success every day



### Families

For their partnership, trust, and engagement in their children's education



### Board

For their leadership, support, and commitment to continuous improvement



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**NORTH SHORE**  
SCHOOL DISTRICT 112

Date: April 7, 2026

To: Dr. Michael Lubelfeld, Superintendent of Schools  
Members of the Board of Education

From: Dr. Michael Rodrigo, Assistant Superintendent for Teaching and Learning

Subject: Accelerated Placement Act

Policy Alignment: 6:135 Accelerated Placement Act

Disposition: Information

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**Executive Summary:**

This memorandum provides a board update on the current implementation of Policy 6:135, the Accelerated Placement Program (APP), and its execution across our schools. The APP is central to the District's goal of providing educational opportunities that allow each student to develop to their maximum potential by offering curriculum options typically reserved for higher-grade students. Currently, our program effectively manages multiple acceleration pathways, including single-subject acceleration, whole grade-level acceleration, and early entrance to kindergarten or first grade.

Our current policy meets all requirements set forth by the State of Illinois. To ensure continued adherence to these standards, our procedures were last audited by the Lake County Regional Office of Education (ROE) in 2025. The results of that audit confirmed that our district remains fully compliant with state mandates regarding student advancement.

District leadership is currently reviewing our procedures to ensure we remain aligned with continued best practices. This review incorporates new data on student learning and advancement to ensure our methods effectively support all learners as they progress through our curriculum.

**Recommendation:**

Information



## **Board Policy 6:135**

**April 7, 2026**

**Dr. Michael Rodrigo**

**Assistant Superintendent for Teaching & Learning**

# Board Policy 6:130

The Superintendent or designee shall implement an education program for gifted and talented learners that will challenge and motivate academically advanced learners and engage them in appropriately differentiated learning experiences to develop their unique abilities. This program will be responsive to student needs and within the budget parameters as set by the Board.

Eligibility to participate in the gifted program shall not be conditioned upon race, religion, sex, disability, or any factor other than the student's identification as gifted or talented learner.

The School Board will monitor this program's performance by meeting periodically with the Superintendent or designee to determine and/or review the indicators and data that evidence whether the educational program for gifted and talented learners is accomplishing its goals and objectives and is otherwise in compliance with this policy.

**\*Procedures meet all state compliance criteria.**

# Board Policy 6:135

The District provides an Accelerated Placement Program (APP). The APP advances the District's goal of providing educational programs with opportunities for each student to develop to his or her maximum potential. The APP provides an educational setting with curriculum options usually reserved for students who are older or in higher grades than the student participating in the APP. APP options include, but may not be limited to: (a) accelerating a student in a single subject; (b) other grade-level acceleration; and (c) early entrance to kindergarten or first grade. Participation in the APP is open to all students who demonstrate high ability and who may benefit from accelerated placement. It is not limited to students who have been identified as gifted and talented. Eligibility to participate in the District's APP shall not be conditioned upon the protected classifications identified in Board policy [7:10](#), *Equal Educational Opportunities*, or any factor other than the student's identification as an accelerated learner.

The Superintendent or designee shall implement an APP that includes:

1. Decision-making processes that are fair, equitable, and involve multiple individuals, e.g. District administrators, teachers, and school support personnel, and a student's parent(s)/guardian(s).
2. Processes that provide a student's parent(s)/guardian(s) with:
  - a. Written notification when their child is eligible for enrollment in accelerated courses; and
  - b. Notification of a decision affecting their child's participation in the APP.
3. Assessment processes that include multiple valid, reliable indicators.

# Accelerated Placement Act

At its core, acceleration provides instruction focused on standards and skills typically taught at a higher grade level. An acceleration pathway is designed for students who consistently perform beyond grade-level expectations and whose learning needs cannot be fully met through traditional classroom enrichment and differentiation.

- ✓ Early Entrance Kindergarten
- ✓ Early Entrance First Grade
- ✓ Single Subject Acceleration
- ✓ Whole Grade Acceleration

\*Procedures meet all state compliance criteria.



# Update In Progress

- NWEA Updated Linking Study
- Evidence Based Best Practices



# Acceleration Review

- Nov 2025: Initiated Internal Program Review
- Feb 2026: Hanover Research Project / Local School District Outreach
- Summer 2026: Update Procedures for Policy 6:135



# Data To Be Reviewed:

- Academic performance data
- Tier-specific criteria
- Developmental and social readiness
- Placement timelines



# Next Steps

Coordination with:

- NSSD112 Building leaders
- Local School Districts
- Lake County ROE/Legal Counsel

Goal: Implement School Year 2026-2027



# Thank You!





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**NORTH SHORE**  
SCHOOL DISTRICT 112

Date: April 7, 2026

To: Dr. Michael Lubelfeld, Superintendent of Schools  
Members of the Board of Education

From: Dr. Monica Schroeder, Deputy Superintendent

Subject: Student Board Representatives

Policy Alignment: 2:40 Board Member Qualifications

Disposition: Information

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### **Executive Summary:**

The purpose of this presentation is to provide the Board of Education with a formal proposal for the appointment of student board representatives for the upcoming 2026-2027 school year. This initiative is directly aligned with the district's Strategic Change Agenda, specifically Goal Area 1 regarding Student Success and Well-Being. By establishing these roles, we seek to demonstrate our commitment to student voice, encouraging learners to take an active role in their education and to shape their own paths.

North Shore School District 112 is a transformative learning organization where curiosity inspires minds and innovation shapes the future. The administration believes that enduring influence is created from the inside out and that the district must model the way by engaging students authentically, embracing student agency, and ensuring students have a literal seat at the board table. The legal framework for this proposal is found in the Illinois School Code (105 ILCS 5/10-10), which allows boards to appoint students in an advisory capacity for a term determined by the board. To implement this, the district proposes amending Policy 2:40 (Board Member Qualifications) to include the appointment of student members. In this role, students will serve as non-voting advisors and will be excluded from all closed or executive sessions.

The selected student representatives will have specific roles and responsibilities to ensure their participation is meaningful. They will be expected to attend all open, regularly scheduled board meetings and meet with the superintendent or a designee prior to those meetings to prepare reports. At the beginning of each board meeting, representatives will present a student report and are encouraged to participate. Furthermore, they may be asked to serve on subcommittees or attend other board functions as requested. To support this, the district will use resources from

the Illinois Association of School Boards (IASB) to prepare students to serve as liaisons between the student body and the governance team.

To ensure the effectiveness of this program, the administration requests specific support from the Board of Education. This includes designating an adult board member to serve as a liaison, providing consistency and support for the students. The board must also commit to including student members in relevant board training and events, as well as a formal orientation process to help them understand board history and procedures. This commitment ensures the board has the necessary resources to foster effective student engagement and a culture that promotes open discussion.

By meaningfully participating in the governance process, student board members will learn essential democratic skills while representing and advocating for their peers.

**Recommendation:**  
Information



# **Student Board Representatives Committee of the Whole Meeting**

**April 7, 2026**

**Dr. Monica Schroeder  
Deputy Superintendent**

# MISSION

North Shore School District 112 is a transformative learning organization where curiosity *inspires* minds, *innovation* shapes the future, and students, staff, and families *engage* to create a kind and connected community that is committed to excellence.



# Connection to the Strategic Change Agenda



## Goal Area 1: Student Success & Well-Being

# OUR WHY

*“We value student choice and student voice, encouraging each learner to take an active role in their education, follow their passions, make meaningful decisions, and shape their path.”*

Enduring influence is created from the inside out. We must go first and model the way.

# STUDENT ROLES & RESPONSIBILITIES

**Attendance:** Attend all open, regularly scheduled board meetings.

## **Reporting:**

- Meet with superintendent & or designee prior to meetings to prepare reports.
- Present a student report at the beginning of board meetings.

**Advocacy:** Openly express opinions on issues brought before the board.

**Participation:** Serve on subcommittees or attend other board functions as requested.

# LEGAL FRAMEWORK & POLICY UPDATES

**Illinois School Code (105 ILCS 5/10-10):** Allows boards to appoint students in an advisory capacity for a term determined by the board.

**Proposed Action:** Update Policy 2:40 (Board Member Qualifications) to include the appointment of student members.

**Their Role:** Students serve as non-voting advisors and are excluded from closed/executive sessions.

# PROPOSED IMPLEMENTATION TIMELINE

**Fourth Quarter:** Launch application process, including teacher recommendations, and parent commitment.

- **Interviews:** Conducted by the Superintendent's office with building leadership representatives and board liaisons.
- **August Start (Target):**
  - Installation Meeting in August. This would include the official appointment, the administration of the Oath of Office, and the immediate seating of the representatives so they can begin their advisory work without delay.
- **Term:** Serving from August 2026 through June 2027.

# REQUEST FOR BOARD SUPPORT

**Board Liaison/Mentor:** We need to designate an adult board member to serve as a mentor/liaison. This ensures consistency and provides a direct contact for the students.

**Professional Development:** Agreement to include student members in relevant board training and events.

**Orientation:** Commitment to a formal orientation process to help students understand board history and procedures.

# ASSESSING OUR READINESS

- Does the board have the time and resources to make a commitment to effective youth representation?
- Has the board created policies stating that young people will be a permanent part of its governance structure?
- Is the board clear about why it is involving young people in governance?
- Is the board willing to adjust its culture to make meetings youth friendly?
- Has the board defined a selection process?
- Is there an adult liaison/mentor or coaching system in place?
- Does the board have a system in place for youth representatives to train new youth representatives?
- Are young people included in all issues, not just those affecting their age group?
- Does the board's culture promote open discussion?
- Is there time for all representatives (including young people) to speak at meetings?
- Do young people have access to the resources and technology needed to participate in the board's work?
- Is there informal time to network and build relationships with other representatives?
- Are young people encouraged to stay connected with their peers about their governance role?
- Do adults ask youth representative(s) how they can better work together, and take these recommendations seriously?
- Does the district offer training for young people and adults in governance skills and board work?

# RESOURCES

  [Member Login](#) [Quick Links](#)

[About Us](#) [Training & Events](#) [Membership & Divisions](#) [Advocacy](#) [Policy Services & School Law](#)

## Bringing Student Representatives to the Board Table

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### The Importance of Student Representation on Your School Board

At the school board level, when youth representation is intentional and supported, school boards benefit from student members' points of view, creative thinking, inquiring natures, and open-mindedness. Fully engaged youth leaders are essential to building a positive school climate, learning about student concerns, and making good decisions as a school board.

Learn more about the process to bring student members to the board table, what student representatives can do, and best practices for youth involvement.

[Bringing Student Representatives to the Board Table](#)

### Guidance for Student Representatives to the School Board

Student board members or representatives bring a student voice to the school district governance team. By meaningfully participating in the governance process of a school district, student board members can learn essential democratic skills while representing and advocating for their peers. They are able to participate in discussions of the school district's values, purpose, and goals, and serve as a liaison between students and the board. This guidance includes a Student Representative Self-Assessment, expectations for student board members, and other helpful insights to prepare student representatives for their role.

[Guidance for Student Representatives to the School Board](#)

#### Additional Resources

- Sample Student Representative to the Board Descriptor
- Sample Student Representative Application
- Sample Interview questions
- Sample Student Representative Oath of Office



# Questions



# Thank You!

