Student Leadership in Education:

An Analysis of the Student Voice on State Boards of Education

National Association of State Boards of Education

September 2005
The research and development of this report was made possible by funding from the MetLife Foundation. The contents of this report are solely the responsibility of NASBE and do not necessarily represent the views of the MetLife Foundation.

Additional copies of Student Leadership in Education are available for $10.00 each + $4.50 shipping and handling from the National Association of State Boards of Education at 277 South Washington Street, Suite 100, Alexandria, VA 22314; (800) 220-5183.

Acknowledgements
The National Association of State Boards of Education gratefully acknowledges the following for their contribution:

Danielle Kolker
MetLife Foundation
27-01 Queens Plaza North
Long Island City, New York 11101

Barbara Cervone
What Kids Can Do
P.O. Box 603252
Providence, RI 02906

Kanisha Williams-Jones
National School Boards Association
1680 Duke Street
Alexandria, VA 22314

Brian Williamson, Student Member
Maryland State Board of Education
20 West Baltimore Street
Baltimore, MD 21201-2595

Rocco Marano
National Association of Student Councils
National Association of Secondary School Principals
1904 Association Drive
Reston, VA 20191-1537

NASBE STAFF
Michael Hill
Deputy Director
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Executive Summary

Student Leadership in Education

State boards of education in 12 states and the District of Columbia currently perceive a benefit from the participation of student representatives. At this writing, a total of 19 students participate in board deliberations. In two states, these students are full voting members.

The research conducted by the National Association of State Boards of Education (NASBE), with support from the MetLife Foundation, was designed to elicit information on the role of those students, the means by which they came to board service, and the impact of their service on the state board.

All students reported extreme satisfaction with their opportunity to serve. All found the experience to be fulfilling and of both immediate and long-term benefit. While all needed to make accommodations due to the time demands, all clearly felt their efforts were worthwhile.

While all students are appointed, there are some variations in the means to that appointment. Some states use the student council system, while others simply ensure that secondary students are informed of the opportunity.

Clearly state boards of education with a student member valued that member highly. On the other hand, those without student membership tended to downplay their importance. Interestingly, the longer one serves on a board without a student member, the less likely one is to encourage such a change.

A clear weakness was seen in facilitating communication from and to students. All student members reported difficulty in obtaining information from students to present to the state board, and in communicating actions of the board back to their peers.
The contribution of students to the education policymaking process appears to be an asset to the states and local communities that presently have students serving on boards of education. Yet with only anecdotal evidence to support the value of student participation, many policymakers resist including students on these bodies.

Students have been part of the state education leadership since the 1970s with the state of Massachusetts enacting legislation authorizing student membership on the state board in 1971. Maryland followed in 1985 and others enacted enabling legislation in subsequent years.

There are currently 12 states (and the District of Columbia) that have student input on the state board. As can be seen in Table 1, their number and voting status vary widely. For instance, in California and Massachusetts, the students are full voting members on all matters before the board. Indeed, the Massachusetts student member was the swing vote in the

<table>
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<th>Selection</th>
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board’s hiring decision for the state superintendent. And, given the size of the state and the student’s authority, the California student board member can be considered the most powerful student board member in the country. In other states, the student member has partial voting rights, but cannot vote on matters related to budget or fiscal issues. The majority, however, have student “members” who are not really members at all, but advisors to the state board with no formal authority.

Just as student authority varies widely, so too does the selection process each state uses to pick their student state board members. Some states utilize their state student council associations from which to recruit candidates, while other states require that a student must have served on a local school board (Connecticut). In still other states, the process is open to any interested student regardless of governance background or experience. Despite the differences in the preliminary nomination and screening process, the final approval decision is typically the same in most states, usually an interview with the state board (or chairman) and/or governor and final approval by the governor.

Clearly, information concerning the impact of state board membership on students is needed. Multiple venues are pushing for increasing the student voice in education. It is therefore appropriate that we should provide independent information on the impact of that voice, both on the board and the student.

To this end, NASBE partnered with the MetLife Foundation for research into state board of education membership for students. Students currently, and formerly, serving on state boards were interviewed using a structured interview approach. A random sample of adult state board members was provided a questionnaire to assess their perception of, and attitude about, student members. In addition, working with the National School Boards Association, a questionnaire was provided to each of the 50 state affiliates for their executive director to complete.

The intent of the research was to assess perceptions of student service, both from the students themselves and those serving with them. In addition, the impact of service on the student was explored, assessing both those currently serving on the state board and those who had moved on to post-secondary activities.

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Chapter 1  
The Students

At the time of this report, a total of 13 states, and the District of Columbia, supported student membership on the state board of education, with five of the states hosting two members. They represent a remarkable cross-section of students encompassing African-American, Hispanic American, Caucasian, and Hawaiian ancestry. They are juniors and seniors in their schools finding the time to participate in school activities, keep their grades at a personally acceptable level, and prepare for college.

For the purposes of the research, telephone interviews were conducted with eight student board members. In addition, three individuals previously serving on state boards were interviewed. Results are divided into sections concerning the impact of state board membership on the student and the impact of the student on the state board.

All students indicated they initially became aware of the possibility of service on the state board via their high school. For some, their guidance counselor was the source of information, while for others a general announcement at the high school served as the starting point. The time period from initial application until first board meeting ranged from two to eight months with approximately six months as the model time period. All students interviewed indicated that they were appointed by the governor’s office, with most receiving an interview with either the governor or lieutenant-governor.

Motivations for serving on the state board were as varied as the students themselves. Yet, all students clearly evidenced a commitment to education as a concept. Comments included:

- “My Mom is involved in school stuff.”
- “I am a first generation American, education is the great equalizer.”
- “I have always been interested in politics.”
- “I was raised in a home where education was #1, #2, and #3.”
- “I have an opportunity that others do not.”
- “The student voice is so important.”
- “Both of my parents are immigrant physicians. This is important.”

Students report both parents and peers as uniformly supportive, finding their service on the state board of education an “exciting” opportunity. All the parents were presented as uniformly going out of their way to make the student a success, quite often putting in nearly as many hours as the student in providing transportation, covering chores, and generally helping out.

Impact of Board Membership on the Student

The students found their service to be personally fulfilling and believed it to be of
benefit to the board members with whom they served. All felt they were respected and received attention for their views. Most remarked that the experience was “empowering,” with several noting the positive impact of having adults listen to them as “equals.” All maintained that the experience of having their views respected created a sense of “making a difference.”

Interestingly, many students remarked on organizational and pragmatic skills imparted by membership on the state board. All found that they needed to set priorities, many for the first time. Academic achievement appeared to be maintained, albeit with a group perhaps used to high achievement. However, social activities and extra-curricular activities became part of decision-making, rather than just happening. Most maintained their commitments, but felt they had to “juggle” other items to do so. All found the experience to be positive and were pleased with the opportunity.

For most, the experience of the board was one of intellectual challenge. That intellectual challenge translated into a minimum of six hours preparation work each week. On top of that was the time required to travel and board meetings, as well as committee work, email response, and telephone calls. All reported missing fairly significant periods of school, ranging from two days per month to two days every other month. All but one reported that the time missed was recorded as an excused absence. For this one exception board meetings were televised, therefore, the student was recorded as present.

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Clearly these students felt that they make contributions adults simply cannot. Remarks in this light included:

- “We can present what is happening in the classroom.”
- “Policy affects students, we can let them know how a particular idea will impact the students.”
- “I think student membership makes the board more accountable to the students.”
On the other hand, they quickly learned the realities, and frustrations, of public service:

- “The bureaucracy is frustrating.”
- “There are a huge range of issues, particularly in urban schools.”
- “Many, many people care about education.”

Remarkably, all felt supported and accepted by the various education organizations. The superintendent’s office, the state department of education, professional organizations, and the media appeared, from the student’s report, to be supportive and encouraging. Indeed, one student felt she was interviewed somewhat more than other board members because she was a student.

Of considerable interest is the fact that the students were split on the issues of length of service on the board. About half felt that a year’s worth of service was enough, with the other feeling that a two year commitment would enable them to more fully understand the process, players, and issues.

The students were uniformly split on the issue of voting privileges. While all were quite comfortable with an advisory role, only two states allow full voting privilege, and even those students evidenced some concern as to their capacity to have all the information necessary prior to the vote. One student pragmatically remarked that it would be nice, but not possible at this time. Another felt that it might be a detriment, taking away from the student’s advocacy role.

When asked what they would keep the same, all students answered “most of it.” When queried as to what they would change, most felt they could have done a better job of seeking student input from other schools in the state, and of being more proactive in presenting that information.
Information regarding the views of adult state board members on student participation was garnered through the use of a questionnaire (Appendix II) mailed to a random sample of 186 sitting members of state boards of education in all 47 states with boards, with a return rate of 40.3 percent. As can be seen in the Appendix, the questionnaire asked members to respond to a series of questions designed to ascertain their view of the impact of student membership. Respondents were separated into those with and without student board membership, and the results are as follows:

1. Your length of tenure on the state board of education

   This question was designed to determine the length of time the respondent had served on the state board of education. Responses were used to ensure equivalent exposure to the issues facing state boards of education. Mean years of tenure for members on a state board not maintaining student membership was 5.18 years. Mean years of tenure for those maintaining a student member was 4.89 years. Testing for differences by means of a Student’s T-test yielded a t=0.238 with no significant difference between the two.1

   These results suggest that it is safe to assert differences in response between the two groups do not represent differences in experience.

2. State boards of education profit from having student representation

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<td>Strongly Disagree</td>
<td></td>
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   In all statistics reported herein, a mean reflects the average for the data obtained. Differences in means are judged to be significant is the probability of the observed difference occurring is less than 5%. Thus, a t with a probability difference of p>.05 means that no true difference exists. On the other hand, a t with a probability difference of p<.05 does suggest that the observed difference in the average is more than simply a chance event.
This seven-point Likert Scale weighs responses toward a positive end with higher mean numbers representing more a positive assessment. For those members without student representation, the mean response was 4.04, a decidedly neutral stance. However, for those with student representative experience, the mean response was 5.68.

This mean difference was again tested by use of the Student’s T-test with a resulting t of 3.14, associated with a p=.002. This represents a significant difference between the assessments of the two groups. Clearly, those with experience working with student members had found that experience to be a profitable one.

The obtained results are even more impressive when considering the neutral assessment of those without student representation. One could hypothesize that experience could produce both a negative and positive bias since any negative experience would create a downward shift in attitude. The fact that those with student membership experience were so positive suggests a consistently positive experience.

3. Correlation between length of service and acceptance of student membership

One of the more intriguing findings concerned the correlation between length of service and acceptance of student membership. It was hypothesized that the longer one served on a state board, the more positive one would be toward the contributions of student membership, regardless of whether one served on a board with or without student members. The numbers, however, present a very different picture.

For those members with student representation, the correlation was .106, hardly above chance and clearly showing that time of service was not at all related to assessment of student membership. However, for those without student membership, a strong negative correlation of -.454 was obtained. Probability testing yielded a p=.0256.

Clearly, those with student experience accepted their presence regardless of their experience. However, the longer one stays on a board without student membership, the stronger the opposition to such membership.

This is of significance in efforts to promote student participation in the fact that board leadership is often correlated with length of service. Thus, leadership on those boards without student membership may be the strongest opposition to changing that stance.

4. In terms of voting rights for student members, I support

- Advisory Only
- Partial
- Full
- No Student Participation

Figure 1 (page 12) presents information suggesting that state board members, with and without student membership, advocated advisory status only with no significant difference between the two (without student member advisory only preferred by 55.17 percent; with student member advisory only preferred by 68.42 percent). It is interesting to note that these numbers essentially reflect that half of students themselves expressed a preference for advisory roles only. Many students essentially commented that the time requirements and the degree of understanding of the issues necessary pushed them this direction.
5. Any role for students:

One of the clearest differences was demonstrated when asking if student should have any role at all on state boards of education. Thirty-two point eight percent of members on state boards without student membership advocated no role at all for students. On the other hand, those with student membership were unanimous that some role for students must be made available on all state boards (see Figure 1).

When asked as to what kind of role students should have if they were on the state board, 55.7 percent of those without student membership and 68.4 percent of those with student membership indicated an advisory role.

In a question directed primarily toward those with student membership, the respondents went somewhat beyond that advocated by the students themselves. The plurality of members felt that students should serve for two years drawn from both the 11th and 12th grades (48 percent).

Analyzing responses from those without student representation yielded the fact that, if students are inevitable, then they should be limited to one year only. Again, those with student experience clearly felt their contributions to be much more significant than their counterparts without student membership experience (see Figure 2).

6. Do you feel grade level restrictions are important?

- 12th grade only—1 year
- 12th grade only—2 years
- 11th or 12th grade—1 year
- 11th or 12th grade—2 years

7. Please provide a general assessment of your state board of education's ability to deal with the issues it faces:

<table>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
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<th>Strongly Positive</th>
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</table>
The final question was geared toward a global assessment of board member attitude toward the issues facing them today. In general, it was felt that the two groups should be facing the same issues and a null hypothesis was expected.

The Likert scale utilized was weighted toward higher scores indicating a more positive assessment of the board’s capacity to manage issues. Findings indicate that those individuals serving on state boards of education without student membership provided a mean assessment of 5.86, somewhat positive in their response. Individuals serving on state boards with a student member obtained a mean rating of 5.26. T-testing the difference between these two means yields a $t=1.86$, with a corresponding $p$ of .06. While not statistically significant, it does suggest that a trend toward more pessimism in those states with student membership.

*Clearly, those with student experience accepted their presence regardless of their experience. However, the longer one stays on a board without student membership, the stronger the opposition to such membership.*
Chapter 3
A Look At Local School Boards

In cooperation with the National School Boards Association, a questionnaire (presented in Appendix II) was mailed to the executive directors of all state school board associations. Of the 50 mailed, a total of 20 were received, yielding a return rate of 40 percent.

Of the 20 respondents, 11 reported at least one school district within the state with student membership. However, this was somewhat compromised by instances of student representation to the school board in various guises, but not seen as a member of the board.

Massachusetts, Pennsylvania, Connecticut, and Maryland clearly have made a strong commitment to student leadership on their local school boards. In Massachusetts, every school district has a student representative, while in Pennsylvania there are two representatives on over one-half of the local boards. Maryland has few student board members, but most local boards have a student advisor. Connecticut’s local school boards generally have a student representative appointed by the local high school administration.

Attitudes toward student membership on local boards mirrored findings discussed elsewhere in this document. Those who liked student representation rated their efforts highly positive. On the other hand, those not predisposed to viewing student membership in a positive light were highly negative.

For those respondents choosing to comment, positive statements included:

- “Student board members generally do a good job and stand up well when compared to their adult colleagues.”
- “It’s beneficial to both the boards and the student...”
- “Ninety-six percent of boards with student involvement rate it as satisfactory or highly satisfactory.”

On the other hand, those few with negative impressions, responded either that it was “stupid” or that “it is good PR.... a good show, but not important.”
Chapter 4
Conclusions

It is clear that attitudes around student membership on state boards of education fall into two distinct camps. Those with experience serving with students find them to be a positive force on the state board. For these folks, students serve as a link to the schools, reminding them of the necessary focus of their work. They also are seen as bringing a perspective to board deliberations that others simply do not present.

On the other hand, there are those who strongly oppose allowing students on the board, in almost any capacity. Varying comments reflect those of the local school board executive who commented that they are a good show, but not important. What is even more interesting, is the finding that the longer you serve on a board without student representation, the more likely you are to oppose such service.

Students, as a whole, saw their service on the state board as a positive experience, both during the time of the service and as they left to attend college. For all, it was an experience that defined interests, provided self-esteem, and opened the world of service and responsibility. Most fascinating was the finding that half the students did not welcome the “power of the vote.” Most felt much more comfortable with an advisory role, explaining that their contribution was in influencing others.

For students, the greatest frustration was in transferring information back to their constituency. No state, and no student, found the means to engage their peers, much less other high school students, in the policy process. Thus, their decisions were often made in isolation, without significant external input.

Those with experience serving with students find them to be a positive force on the state board. For these folks, students serve as a link to the schools, reminding them of the necessary focus of their work. They also are seen as bringing a perspective to board deliberations that others simply do not present.

On the issue of student membership on local boards, it appears they represent much the same divide as found at the state level. Yet we need to acknowledge that student leadership on the local school board is critical to student representation at the state level. Local and state boards serve each other and both are necessary for student leadership in their own educational process.
Chapter 5

Recommendations

Based on the information gained from the research conducted, the following recommendations are made for state board of education consideration. Differing state statutes make implementation highly localized, however, we believe that:

1. A comprehensive system of student leadership in education is valuable at all levels of governance. A state system that encourages student participation on all local school boards and the state board could provide the backbone of such a comprehensive system.

2. It is apparent that state boards of education with student membership find that membership to be important for both student and board growth and information. Therefore, it is recommended that all state boards of education consider the benefits of student membership.

3. Students consistently advocated the benefits of a two-year term for their participation. Based on this finding, it is suggested that a representative from the junior and senior years be appointed, allowing for a growth process along with a mentoring system for the junior representative.

4. Interaction with peers around the state was a major concern among the students. State boards must consider the needs of students in communicating with their peers to develop insight into needs and concerns, as well as to communicate board policy and practice. Models such as the use of the Internet, through the SEA website, could easily facilitate such communication.

5. Equitable access for student service is a concern. States need to consider mechanisms to ensure all students have the opportunity to serve in leadership capacities.

6. Voting status for students on state boards of education varies considerably. Students are equally divided in their support of an advisory role. States are encouraged to review their governance structures frequently to ensure the student voice is most appropriately used.
Appendix 1

State Statutes
(Non-Inclusive)

State of Iowa

256.5A  Nonvoting member.

The governor shall appoint the one nonvoting student member of the state board for a term of one year beginning and ending as provided in section 69.19. The nonvoting student member shall be appointed from a list of names submitted by the state board of education. Students enrolled in either grade 10 or 11 in a public school may apply to the state board to serve as a nonvoting student member. The department shall develop an application process that requires the consent of the student’s parent or guardian if the student is a minor, initial application approval by the school district in which the student applicant is enrolled, and submission of approved applications by a school district to the department. The nonvoting student member’s school district of enrollment shall notify the student’s parents if the student’s grade point average falls during the period in which the student is a member of the state board. The state board shall adopt rules under chapter 17A specifying criteria for the selection of applicants whose names shall be submitted to the governor. Criteria shall include, but are not limited to, academic excellence, participation in extracurricular and community activities, and interest in serving on the board. Rules adopted by the state board shall also require, if the student is a minor, supervision of the student by the student’s parent or guardian while the student is engaged in authorized state board business at a location other than the community in which the student resides, unless the student’s parent or guardian submits to the state board a signed release indicating the parent or guardian has determined that supervision of the student by the parent or guardian is unnecessary. The nonvoting student member appointment is not subject to section 69.16 or 69.16A. The nonvoting student member shall have been enrolled in a public school in Iowa for at least one year prior to the member’s appointment. A nonvoting student member who will not graduate from high school prior to the end of a second term may apply to the state board for submission of candidacy to the governor for a second one-year term. A nonvoting student member shall be paid a per diem as provided in section 7E.6 and the student and the student’s parent or guardian shall be reimbursed for actual and necessary expenses incurred in the performance of the student’s duties as a nonvoting member of the state board. A vacancy in the membership of the nonvoting student member shall not be filled until the expiration of the term.

2002 Acts, ch 1140, §3; 2003 Acts, ch 180, §1
State of North Carolina

§ 115C-11. Organization and internal procedures of board.

(a1) Student advisors – The governor is hereby authorized to appoint two high school students who are enrolled in the public schools of North Carolina as advisors to the state board of education. The student advisors shall participate in state board deliberations in an advisory capacity only. The state board may, in its discretion, exclude the student advisors from executive sessions.

The governor shall make initial appointments of student advisors to the state board as follows:

(1) One high school junior shall be appointed for a two-year term beginning September 1, 1986, and expiring June 14, 1988; and

(2) One high school senior shall be appointed for a one-year term beginning September 1, 1986, and expiring June 14, 1987. When an initial or subsequent term expires, the governor shall appoint a high school junior for a two-year term beginning June 15 of that year. If a student advisor is no longer enrolled in the public schools of North Carolina or if a vacancy otherwise occurs, the governor shall appoint a student advisor for the remainder of the unexpired term.

Student advisors shall receive per diem and necessary travel and subsistence expenses in accordance with the provisions of G.S. 138-5.

State of Maryland

Annotated Code of Maryland

2-203

(c) Same – Student member; limitations – (1) The student member shall be:

(i) A regularly enrolled student; and
(ii) In good standing in a public high school in the state.

(2) The student member may attend and participate in an executive session of the board.

(3) The student member may not vote on any matter than relates to:

(i) The dismissal of or other disciplinary action involving personnel;
(ii) Budget; or
(iii) Appeals to the state board under 2-205, 4-205, or 6-2-2 of this article.

(4) The student member shall serve for a term of 1 year. A student member is eligible for reappointment but may not serve more than two full 1-year terms.

2-202 Membership

The state board consists of 11 regular members and one student member, appointed by the governor with the advice and consent of the senate.

(4) The student member shall be selected by the governor from a list of 2 persons nominated by the Maryland Association of Student Councils.
NEW SECTION.  Sec. 1  The legislature intends to reconstitute the state board of education and to refocus its purpose; to abolish the academic achievement and accountability commission; to assign policy and rule-making authority for educator preparation and certification to the professional educator standards board and to clearly define its purpose; and to align the missions of the state board of education and the professional educator standards board to create a collaborative and effective governance system that can accelerate progress towards achieving the goals in RCW 28A.150.210.

NEW SECTION.  Sec. 101  A new section is added to chapter 28A.305 RCW to read as follows:

(1) The membership of the state board of education shall be composed of 16 members who are residents of the state of Washington:
   (a) Seven shall be members representing the educational system, as follows:
      (i) Five members elected by school district directors. Three of the members elected by school district directors shall be residents of western Washington and two members shall be residents of eastern Washington;
      (ii) One member elected at-large by the members of the boards of directors of all private schools in the state meeting the requirements of RCW 28A.195.010; and
      (iii) The superintendent of public instruction;
   (b) Seven members appointed by the governor; and
   (c) Two students selected in a manner determined by the state board of education.

(2) Initial appointments shall be for terms from one to four years in length, with the terms expiring on the second Monday of January of the applicable year. As the terms of the first appointees expire or vacancies on the board occur, the governor shall appoint or reappoint members of the board to complete the initial terms or to four-year terms, as appropriate.
   (a) Appointees of the governor must be individuals who have demonstrated interest in public schools and are supportive of educational improvement, have a positive record of service, and who will devote sufficient time to the responsibilities of the board.
   (b) In appointing board members, the governor shall consider the diversity of the population of the state.
   (c) All appointments to the board made by the governor are subject to confirmation by the senate.
   (d) No person may serve as a member of the board, except the superintendent of public instruction, for more than two consecutive full four-year terms.

(3) The governor may remove an appointed member of the board for neglect of duty, misconduct, malfeasance, or misfeasance in office, or for incompetent or unprofessional conduct as defined in chapter 18.130 RCW. In such a case, the governor shall file with the secretary of state a statement of the causes for and the order of removal from office, and the secretary of state shall send a certified copy of the statement of causes and order of removal to the last known post office address of the member.

(4)(a) The chair of the board shall be elected by a majority vote of the members of the board. The chair of the board shall serve a term of two years, and may be reelected to an additional term. A member of the board may not serve as chair for more than two consecutive terms.
   (b) Eight voting members of the board constitute a quorum for the transaction of business.
   (c) All members except the student members are voting members.

(5) Members of the board appointed by the governor who are not public employees shall be compensated in accordance with RCW 43.03.240 and shall be reimbursed for travel expenses incurred in carrying out the duties of the board in accordance with RCW 43.03.050 and 43.03.060.
Appendix 2
Forms Used in Research

I. Student Membership on State Boards of Education

Responses to this Questionnaire are confidential. Only aggregated data will be reported.

Your length of tenure on the state board of education _______ (years)

1. State boards of education profit from having student representation (circle one)

   1               2               3               4               5               6               7
   Strongly    Neutral    Strongly     Disagree      Agree

Briefly state your reasons

________________________________________________________________________

________________________________________________________________________

2. In terms of voting rights for student members, I support

   ☐ Advisory Only   ☐ Partial   ☐ Full   ☐ No Student Participation

If partial, what should be omitted from student voting rights?

________________________________________________________________________

________________________________________________________________________

3. If you are supportive of student membership:

   a. Do you feel grade level restrictions are important?   ☐ Yes   ☐ No

      ☐ 12th grade only   ☐ 11th or 12th   ☐ Other ________________
b. Length of service on the state board that is appropriate for student members:

☐ One Year    ☐ Two Years

4. If you are not supportive of student membership, briefly state your reason(s):

________________________________________________________________________

5. Please provide a general assessment of your state board of education’s ability to deal with the issues it faces:

1  2  3  4  5  6  7
Strongly Negative
No Opinion
Strongly Positive

Please return in the enclosed postage paid envelope as soon as possible.
II. State School Board Executive Questionnaire

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<thead>
<tr>
<th>Student School Board Service</th>
<th>Contact Person</th>
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<tr>
<th># Students on boards</th>
<th># Districts with students on boards</th>
<th># Districts in state</th>
<th>Length of student term on board</th>
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Policy Questions

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# III. Student State Board Member Structured Interview

Student Name: ___________________________ Date: _________

State: ___________________________

Board Service: Dates: _______________________

Voting Rights: Full  Partial  Advisory

If Partial, what are specific limits:

________________________________________________________________________

________________________________________________________________________

Appointment to board:

By Whom: ___________________________

Process: ___________________________

________________________________________________________________________

How did you learn about the opportunity to serve on the board? _______________

________________________________________________________________________

________________________________________________________________________

Review time (initial application; interview; date of notice; official appointment; swearing in/first meeting)

________________________________________________________________________

________________________________________________________________________

Did you receive an orientation?  ☐ Yes  ☐ No

If yes, by whom?

☐ DOE  ☐ Predecessor  ☐ Board Member

What was the process?

________________________________________________________________________

________________________________________________________________________
What is there in your background that led you to this service?

________________________________________________________________________________________

________________________________________________________________________________________

Why do you want to do this?

________________________________________________________________________________________

________________________________________________________________________________________

**About your board experience:**

What would you keep the same?

________________________________________________________________________________________

________________________________________________________________________________________

What would you change?

________________________________________________________________________________________

________________________________________________________________________________________

Did board service meet your expectations?  ❑ Yes  ❑ No

What did you learn?

________________________________________________________________________________________

________________________________________________________________________________________

What was your input?

________________________________________________________________________________________

________________________________________________________________________________________

How were you accepted (by other board members including Chair)?

________________________________________________________________________________________

________________________________________________________________________________________
By the state DOE staff?

By the state superintendent?

By state ed organizations?

By local officials, educators and the community?

Was there a press reaction?

How much time do you spend preparing for and attending meetings?

How much school do you miss monthly?

Are there other state board commitments (beside the meetings) that require time/travel?

☐ Yes

☐ No
Explain:

How did You (or state) handle liability issues?

What was your biggest surprise in serving on the board?

What is (was) your greatest frustration?

Personal Impact

How does (did) board service impact:

Academic achievement?

Participation in school activities?

Your social life?
How do (did) your peers react?

__________________________________________________________________________

__________________________________________________________________________

How does (did) your family react?

__________________________________________________________________________

__________________________________________________________________________

What do you anticipate to be the impact on your future? (For former members: How did it impact your future?)

__________________________________________________________________________

__________________________________________________________________________
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PUBLICATIONS from the NATIONAL ASSOCIATION OF STATE BOARDS OF EDUCATION (NASBE) are widely recognized for their concise, well-written, balanced, and useful presentation of important education issues. NASBE publications are used throughout the education system by state and local policymakers, administrators, universities, teachers, parents, and students.

The Complete Curriculum: Ensuring a Place for the Arts and Foreign Languages in America’s Schools. With most states emphasizing accountability in only a few academic subjects—primarily reading, math, and science—there is a growing fear that schools are narrowly focusing on those subjects at the expense of other important components of a comprehensive education, such as the arts and humanities. This report provides a look at the state of arts and foreign language instruction across the country, a review of the overall benefits of arts and language study, and recommendations for policymakers on how to ensure a complete curriculum in schools. (32pp., $14.00)

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Early Childhood Champions: Exceptional Administrators of School-Based Programs for Young Children analyzes the role of school administrators in improving programs for children in preschool through the early elementary grades. Based on case studies of six school programs across the country, the report details the practices, strategies, and administrator roles at each site; finds the common reform elements; and suggests ways school systems can support the development of able administrators. (86 pp., $12.50)

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How Schools Work and How to Work with Schools is a primer for health professionals and others who seek to serve children in school settings. This guide includes a summary of the benefits for students when health professionals and educators work together; an overview of the core mission of education; a background chapter on how education works at the school, district, state, and national levels; as well as many practical tips for how to work effectively with educators, school administrators, and policymakers. (48 pp., $14.00)