**DSBN STUDENT SENATOR APPLICATION 2023-2024**

**ROLE AND SELECTION PROCESS**

**ROLES AND RESPONSIBILITIES OF STUDENT SENATORS (2 per school):**

The Senator’s role is to be a link between their school and the Student Trustee Senate. Student Senators will be expected to:

* Represent the students of their school and bring their perspective and voice to the Student Trustee Senate.
* Regularly attend all Student Trustee Senate meetings.
* Read over agenda items and share important information with peers/school contact to gather information or ideas to bring to the meeting.
* Participate in one of the three subcommittees within the Student Trustee Senate (Equity and Inclusion, Communications, Student Success)
* Assist the Student Trustees in determining student issues.
* Help make a positive change in your school/community by engaging in Student Trustee Senate initiatives.
* Be a positive ambassador and leader.

**THE SELECTION PROCESS**

1. Each candidate for the position of Student Senator will submit an expression of interest in serving in this role, either in the various mediums listed or in interview. Schools have been asked to:
	1. Show no preference for gender, grade, or academic standing.
	2. Value lived experience.
	3. Assess the responses of candidates fairly.
	4. If consent is given by the applicant, forward a copy of all applications, regardless of appointment, to the Student Trustees through Superintendent Gilmore’s office. (Note: for interviews, notes taken by the interviewer).
2. Written applications are to be submitted to the email address provided in the message from your school’s principal. If candidates prefer to present their answers verbally, instructions were also provided on how to send a video or book an interview.
3. From the pool of applicants, a Junior (Grade 9/10) and Senior (Grade 11/12) will be selected.
4. The school principal is tasked with submitting names for a Junior Senator and Senior Senator to the office of **Ann Gilmore, Superintendent of Secondary Schools**, by **Friday, September 15th**.
5. During their involvement, a Student Senator may be removed from the position if they fail to be actively involved with the Student Trustee Senate. Their replacement will then be appointed through the previous applications.

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| **EXPRESSION OF INTEREST FOR THE POSITION OF DSBN STUDENT TRUSTEE SENATOR** |

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| --- | --- |
| 1. Student’s Name:  | Birthdate (Month/Day/Year):  |
| Email:  | Telephone:  |
| Do you consent to have your application shared with DSBN Student Trustees?\_\_\_ Yes \_\_\_ No*\*If consent is given, regardless of appointment to the senate, applications will be sent to the DSBN Student Trustees. Applications will be used in the process of establishing the goals and priorities for the DSBN Student Trustee Senate and the Student Trustees. All submissions will be kept confidential.* |

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| 2. Email your responses (written response, slideshow presentation, audio recording or video) to the email address provided to you by your school principal. **OR** Prepare your responses verbally and follow the instructions on how to book an interview appointment.1. What are your hobbies/areas of interest/passions? (200 word limit)
2. In what areas do you think could use improvement within your school? (200 word limit)
3. If you had a magic wand that gave you the power to change anything at the school or board level, what would you change? (200 word limit)
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**EXPRESSION OF INTEREST**

**ASSESSMENT GUIDELINES**

Name:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Question #’s** | **Area Assessed** | Unsatisfactory | Satisfactory | Proficient | Excellent |
| 1 | Demonstrates areas of particular interest  |  |  |  |  |
| 2 | Recognizes an area of improvement at their school |  |  |  |  |
| 2 | Provides reason to why this particular issue should be addressed |  |  |  |  |
| 2 | Provides suggestions that help alleviate the issue |  |  |  |  |
| 3 | Identifies a tangible aspect(s) they would like to change  |  |  |  |  |
| 3 | Presents reasons as to why their provided aspect should be addressed  |  |  |  |  |