

## **AMSA Board of Trustees**

### **Guidelines for the Roles of Parent and Teacher Representatives**

#### **Purpose**

The purpose of these guidelines is to clarify expectations of the Parent and Faculty representatives on the board. These roles are ambiguous, and often involve confusion regarding what constitutes “representation,” acting as a representative as distinct from expressing one’s own opinion, giving voice to a variety of sometimes conflicting opinions, differentiating between discussions that are appropriate to BOT meetings and those that belong in a different forum, and other issues. The position of the faculty representative is especially complex

#### **Guidelines**

- 1. Soliciting input.** At least twice per semester, the faculty and parent representatives should reach out to their entire “constituency,” inviting all to express their concerns, opinions or suggestions for improvements at AMSA. The faculty representative may not need as much formal contact because s/he is in frequent contact with colleagues. The parent rep should also attend parent/admin roundtables as an additional information source. The representative should make reasonable efforts to hold a personal conversation with anyone who requests one.
- 2. Reporting out constituent opinions.** This is an extremely difficult task, because there is no easy way for the faculty or parent representative to accurately assess how prevalent or adamant an opinion or concern may be. Is this a widely held concern, or is it deeply felt by a small number of people? To maximize transparency when reporting on constituent sentiment or opinion, the representative should describe the process by which he or she obtained the information.
- 3. Quantifying Input.** When feasible, the parent or faculty rep should quantify the feedback they receive on any issue (e.g., instead of saying “some people are concerned...,” report that “twelve people have reported to me...”). Where precise numbers are not obtainable, some estimate of quantity would be helpful. It is important to try to gauge extent of a perception or concern.
- 4. Referring issues to the appropriate forum.** It is important that the BOT receive current and sometimes difficult information in a spirit of openness and inquiry. On the other hand, the BOT fills a very specific role and it is not the correct venue for some conversations, especially where there are established channels for exploring and resolving issues. To resolve this dilemma as effectively as possible, the faculty and parent representatives have the option of consulting the Chair or Vice Chair in advance of each BOT meeting, but consultation is not required. If they find a particular issue is not appropriate for Discussion at a BOT meeting, the faculty or parent will refer constituents as warranted to the correct party for resolution.