

STUDENT GOVERNMENT (STU GOV)

CLASS OFFICER (PRESIDENT OR VICE PRESIDENT) APPLICATION

What does it mean to be a Class Officer of Stu Gov?

Being a Class Officer at The Webb Schools means you are an elected representative of the students within your class and a member of the Student Government at Webb. To serve effectively in this role requires the Class Officer's commitment to prioritize leading by example through shaping and embracing the goals, values, and mission of the Webb Schools in words, action, and spirit.

Holding an executive position in student government means your class has entrusted you with the responsibility to be their voice, and the power to wield it mindfully, respectfully, and effectively. To serve as a Student Government Class Officer means more than simply leading class meetings and attending Student Government meetings and events. It means you understand and embody the Four Pillars of Student Government -

- Service
- Advocacy
- Joyful Engagement
- Collaboration

What are the responsibilities of a Student Government Class Officer?

- Solicit thoughts, ideas, and feedback from your class.
- Collaborate with and support the Lead Class Advisor (LCA) on all class activities and programming.
- Organize, Plan, Attend, and Lead class meetings.
- Serve as a role model for your class and the student body.
- Act as an ombudsman
 - for your class to communicate their hopes, wishes, thoughts, and concerns to the deans;
 - for the deans to communicate information, hopes, feedback, and concerns to the student body.
- Organize and Execute community events
- Inspire and Encourage behavior that aligns with the Four Pillars of Student Government
- Collaborate with other Stu Gov Officers and other Webb Leadership Groups

What positions are available for the 2023-2024 Academic Year?

- Class President
- Class Vice President

How can I apply to be a Class Officer?

- Complete the Application: Applications due Friday, April 21 @ 10:00P. Submit application to Mr. R (krosenfeld@webb.org).
- Campaign: April 22 – 27(WSC)/28(VWS); Applications will be posted to the WCC on 4/22.
- Present Your Speech -
 - WSC: April 27
 - VWS: April 28
- Voting: April 27 (WSC); April 28 (VWS) during Class Meetings
 - Results will be announced on the 27th & 28th respectively.
 - Results are based solely upon popular vote by members of your class, but candidates may be disqualified from the election should they violate any of the campaign or speech rules in a significant or egregious manner.

Campaign Guidelines

- Posters may be posted in community spaces with blue painter's tape and with permission by the adult supervisors of the community space.
- No more than ONE (1) campaign email may be posted to STAS each day during campaigning week. (Reposting – We are discouraging reposting of campaign emails to eliminate over-cluttering STAS.)
- No passing out gifts (candy, gifts, snacks, favors, etc.).
- No negative campaigning allowed. Candidates in violation of this guideline will likely be disqualified from the election.

Speech Guidelines

- Focus on goals and vision
- Focus equally on content and delivery
- No passing out candy, treats, gifts, favors
- No more than 2 minutes & 15 seconds in length
- No negative comments or character attacks on current officers or other candidates
- No use of profanity or derogatory language
- Avoid unrealistic promises (ex. "If you elect me, I will eliminate Lights Out and homework.")

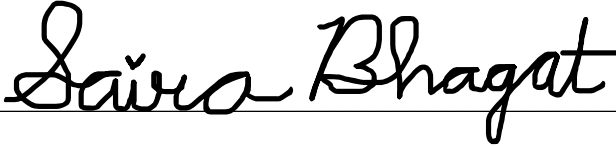
Application for Webb Student Government Class Officer

Name:

Current Grade:

Boarder or Day:

Student Signature



Date 03/27/23

Advisor Signature



Date 03/27/23

Answer the following questions as completely as possible.

Please note: These answers will be posted on the Webb Canyon Chronicle (WCC) during campaigning week.

Candidate Name: Saira Bhagat

Applying for **President** or Vice President: Class President

1. What are THREE (3) goals you would devote your time to pursuing as a Class Officer of Stu Gov?

As a Class Officer of Student Government, I would devote my time to...

- a. Increase transparency and communication between the student body, administration, and faculty.

I believe fostering a positive relationship between the student body and community would promote student involvement and engagement while also eliminating miscommunication between students and adults. Student government can improve communication and transparency on campus by sharing information about campus policies, decisions, and events. This would create more respectful and empathetic relationships and strengthen the Webb community as a whole.

- b. Promote inclusivity and respect in all aspects of the Webb community.

This is a goal that I would consistently work on and have been working on throughout my time in student government. I strongly believe that prioritizing students' needs and representing their interests lies at the core of student government's purpose. However, none of that is possible without a supportive Webb community that holds respect and inclusivity as core values. I would work on this by organizing events and workshops around these values. For example, I believe that there is a difference in the day student and boarding student experiences at Webb and would work to include more people in different activities to lessen that difference.

- c. Add strong support and mentorship relationships for students.

Webb already has a strong support system in place for its students; however, I have many ideas on how to strengthen and add to that system. One way to do that would be to establish a mentorship program with alumni and seniors mentoring younger students. The focus of this program would be to support the students in college

guidance, summer program opportunities, and other skills needed for life after high school early on. I believe this would lower anxiety surrounding those topics and hopefully reduce competitive tension in the Webb community.

- 2. Find and transcribe a quote that you believe best exemplifies your approach to leadership. Be sure to cite the person who is credited for the quotation. (Ex. “It is better to lead from behind and to put others in front, especially when you celebrate victory when nice things occur. You take the front line when there is danger. Then people will appreciate your leadership.” —Nelson Mandela)**

“If your actions create a legacy that inspires others to dream more, learn more, do more, and become more, then, you are an excellent leader.” — Dolly Parton

- 3. List THREE (3) skills or qualities you possess that you would utilize in your work as a Class Officer.**
 - a. Accountability
 - b. Engagement/Enthusiasm
 - c. Creativity

- 4. Senator Diane Feinstein is attributed with saying, “Ninety percent of leadership is the ability to communicate something people want.” What do you believe is the greatest desire of your class?**

The student body desires many things, from policies to make their day-to-day lives more comfortable to unrealistic things like no homework; however, I believe that the greatest desire of the student body is to have a memorable high school experience with no regrets. Everyone has seen the portrayal of high school in the media and I believe the student body wants to experience high school similar to that. That includes everyone feeling a sense of belonging in the community, creating meaningful relationships, getting a high-quality education, and most importantly, having fun. Above all, I believe the student body desires more opportunities to embrace each moment without the fear of judgment and create their ideal high school experience.

- 5. Please address each scenario with a paragraph response. During a class meeting, your class expresses an overwhelming desire to change a major school rule.**

- a. Scenario 1: You believe the request is realistic, aligns with Webb’s mission and values, supports your class, and will improve your class’s Webb experience. How would you address this desire? In other words, what would you do in response to their request?

If my classmates request a change in a major school rule that I believe is realistic and beneficial to the Webb community, I will write down the names of people interested in talking to administration about this change and what the change is. I will let the class know that I empathize with them, will reach out to administration regarding their request, and keep them updated. Following the class meeting, I would send an email to the director of Student Government and Dean Lantz. I believe a good way to approach making a change in school

rules is to form a committee of students interested in making this change. I would encourage this committee to include member of different grades to reflect more of the Webb community. This is similar to an experience I had Freshman year where some of my classmates were unhappy with parts of the dress code and wanted to sit down with administration. I helped set up these meetings and attended them during long lunches.

- b. Scenario 2: You believe the request is UNrealistic, does NOT align with Webb's mission and values, does NOT support your class, and will NOT improve their Webb experience. How would you address this desire? In other words, what would you do in response to their request?

In this situation, I would address my classmate's desire by asking to talk to them after the class meeting, taking notes on what change they want to see and why, and sending the director of Student Government and Dean Lantz an email about their desire and why I am hesitant to respond without talking to administration first. If my classmates ask me questions on if I believe it is possible, I will be honest with them and try to determine what the root of the issue is for them to request a change in a school rule that does not align with Webb's mission and values and would not improve their Webb experience.