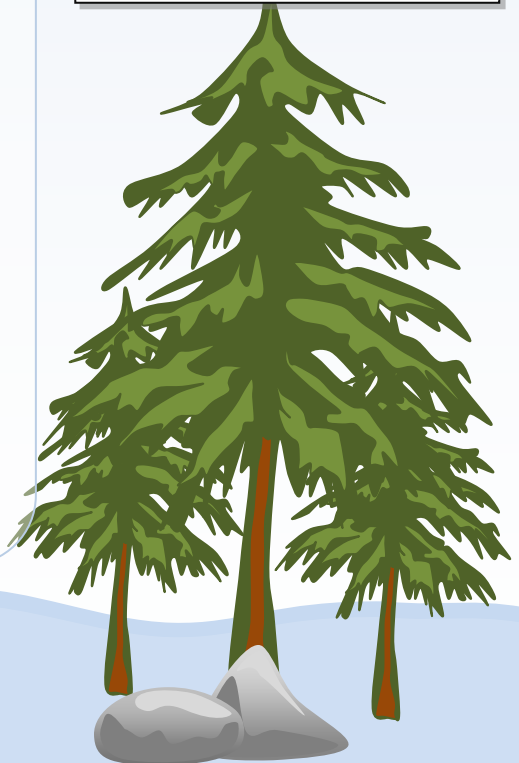


12 W's of Project Planning

Planning any activity requires careful thought and preparation. Before stepping into action, be sure that you can answer the following questions:

1. **WHAT** are you planning to do?
2. **WHY** do you want to do this project?
3. **WHEN and WHERE** will the activity take place?
4. **WHO** will benefit from the project?
5. **WHAT** staff members(s) will need to approve the project?
6. **WHAT** funds are needed?
7. **WHEN** will the basic planning be done?
8. **WHAT** committees are necessary?
9. **WHAT** kind of publicity is needed?
10. **WHO** deserves a special thank you?
11. **WAS** the project worthwhile?
12. **WHAT'S next? WHERE** do we go from here?

As Thanksgiving is fast approaching, I would like to take this time to thank each and everyone one of the advisers of SDSCA for all your hard work, energy, and time that you give to your students and to your schools!! THANKS. I know we are all thankful for family, friends, co-workers and our home town communities. We live in a great state!! Enjoy your Thanksgiving Break!



Fundraising for the School

Starting Point: The Principal

When planning a fundraising activity, start by speaking with your principal. It is important to verify that school policies (at school, from the school board, or from the state) permit your council to engage in fundraising.

- Identify any state restrictions on the types of projects that can be implemented.
- Review school board policies governing fundraising in the district. Many of these policies are quite detailed setting forth definitions of fundraising, as well as outlining prohibited practices (e.g., door-to-door canvassing, required participation, etc.) that your council might have been considering.
- Determine if any policies specifically name acceptable purposes for school-related fundraisers or stipulate a requirement for the principal's approval or other prior approval procedures.
- Have the principal review and approve any contract that may be associated with a fundraising activity.

Goals and Purposes

- With input from the council members, establish realistic and achievable financial goals for fundraising.
- Use clear, concise writing to state the purpose of the fundraising and identify specifically how the money will be used.

Member Engagement and Expectations

- Ensure that all members are aware of their obligations for council fundraising activities.
 - Define special obligations (time commitment, etc.) in the council constitution or bylaws.
 - Give members ample notice and time to plan for fundraising commitments and make any adjustments on their personal calendars.
- Share information about fundraising commitments with potential council members.
- If your council will have a rule about member obligations to fundraise minimum amounts, the rule should be reasonable and feature rewards for success rather than punishment for failure.
 - Incentive-based fundraising practices eliminate messy situations that arise from imposing consequences to a student who has lower fundraising successes.

Handling Money: The School Bookkeeper

- Meet with the bookkeeper prior to the start of the fundraising activity.
 - The bookkeeper should review money-handling procedures.
 - Establish a schedule for when the bookkeeper expects to receive funds.
 - Ask the bookkeeper for guidance to avoid theft, miscounting, or mishandling of funds.

Scheduling a Fundraiser

- Review the master activities calendar before scheduling a fundraising activity.
- Avoid dates on or adjacent to other fundraising projects already scheduled.
- Check members' academic schedules to avoid dates that conflict with trips, exams, or major class project deadlines.

Timetables and Deadlines

- Fundraising projects should have definitive start and end dates.
- Establish a daily/weekly timeline for turning in money (and unsold product if applicable).
 - Identify who receives money.
 - Create a deposit form to track who turned in how much and when.

- Define what form of deposit is accepted. (Some councils ask members to have parents write checks for deposit rather than accepting cash.)

Evaluation

- After the fundraiser has concluded, schedule a council session to evaluate the activity.
 - Evaluate if the goals were met and identify what strategies or actions contributed to or prevented meeting the goals.
 - Were the policies and procedures about the fundraiser clear?
 - Did the officers or project chairs have all the information, help, and resources they needed?
 - What was the level of membership participation?
 - Was this the best time of year for the fundraiser?
 - What can members suggest to improve next year's fundraising activities and what mistakes should be avoided in the future?

American Education Week: November 13-17, 2023

Together for Safe, Just & Equitable Schools. #aew2023

American Education Week: history and purpose

American Education Week has been celebrated since 1921 and this year it is going to be the 95th anniversary of this holiday. The purpose of its creation was to raise the awareness of public of how important education is. All the Americans have a great opportunity to celebrate public education on these days as well as honor all the individuals, who contribute to the high quality of educational process.

Five Things that Behavioral Specialists Want You to Know

1) STAY CALM

“The biggest thing I emphasize when I’m meeting with other educators is the importance of a calm presence,” she says. “As soon as you lose your cool, your kids do, too.”

DiPiazza knows this can be hard. “Every time I work on a crisis, my heart starts thumping in my chest. What kind of human would I be if I didn’t have a response to a kid in crisis? That’s totally normal.” Identify your own coping strategies, she advises. Practice mindfulness, focus on breathing, and label your own feelings.

2) ‘THERE’S NO MAGIC ANSWER’

Educators can sense when students are feeling anxious or depressed, or just having a rough day. Wouldn’t you love to wave a wand and fix everything?

“Teachers want to know what to say, but there’s no magic answer,” DiPiazza says. “The answer is you be calm, and you be supportive, and you validate their feelings.”

3) UNDERSTAND WHAT'S HAPPENING IN YOUR STUDENTS' BRAINS

Even before the pandemic, students lived through evictions, domestic violence, and other traumas. Don't wallow in the details of those traumas, but be aware of how those experiences affect the brain, she says. In your classroom, you might see students acting out or shutting down.

"They move from functioning in an executive state, in the brain's frontal lobe, to a 'survival state,' controlled by the brain's amygdala," explains DiPiazza. "Nothing good is going to happen when they're in their amygdala. They're not going to make rational choices. They can't!"

4) NEVER LET THE POT BOIL OVER

When students start simmering, respond in ways that dial down the heat, says DiPiazza. Talk to students about how and where to take breaks when they feel triggered. "The idea is [for them] to recognize those feelings before they get out of control," DiPiazza says.

Many Milford elementary classrooms have calming corners with sensory putty, bottles of bubbles, and other tools. "These aren't punishment spaces," says DiPiazza. "They're places to use before escalation happens." Older students might similarly practice breathing exercises at their desks.

5) COLLABORATE

If you're a teacher, reach out to behavioral specialists in your district, encourages DiPiazza.