

## **OCTOBER:**

NATIONAL

PRINCIPALS MONTH

REGIONAL WORKSHOPS

LEARNING DISABILITIES

AWARENESS MONTH

ADHD AWARENESS MONTH

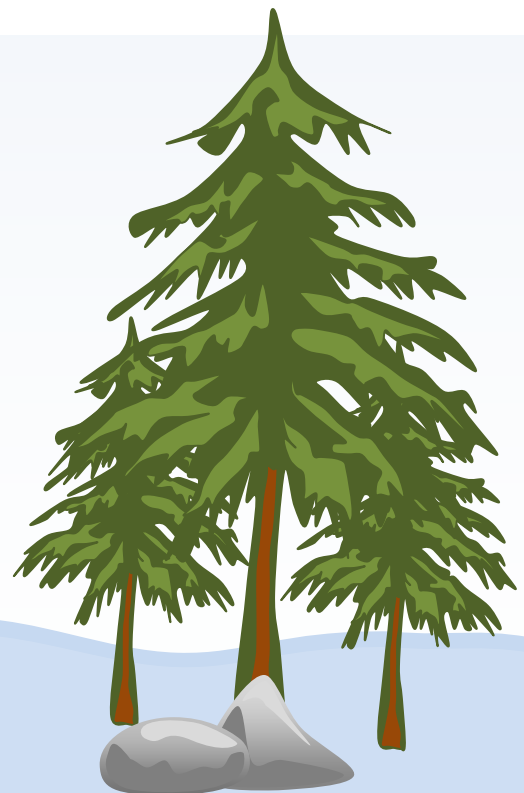
POSITIVE ATTITUDE MONTH

NATIONAL BOOK MONTH

BREAST CANCER AWARENESS  
MONTH

Hello Everyone,

I am hoping that everyone is registered for a Regional Workshop near you!! The regional boards put lots of effort into these and it is nice to see big crowd attend! Also send me some of your best Homecoming pictures that we can post on our social media pages to me and let's show off a little what we do at our schools!! Also don't forget to do our statewide fall project Socktober Fall Community service project with WehelpTwo! We are planning a Sock Hop Dance for Halloween! Send me those photos too! Enjoy our great weather and enjoy FALL!



# 10 Common Practices for Effective Student Council Advisers

For the majority of students, the student council experience is their first venture into formal leadership training and leadership organizations. This “newness” to leadership brings about many of the same challenges that advisers face in their roles as classroom teachers introducing students to new curricular concepts and information. As in the classroom, advisers must be cognizant of the learning styles of student leaders in order to help them gain mastery of leadership concepts.

There are 10 common denominators that serve as core practices and philosophies shared by effective advisers. Some are general concepts found in academic and co-curricular areas, while others are specific to leadership instruction.

*An effective adviser:*

1. Believes that learning is continuous, occurs both inside and outside of the classroom, and requires a variety of methods and experiences in order to obtain optimal outcomes.
2. Knows that students, who are involved in co-curricular activities, get more from those experiences when a caring adult is there to advise them.
3. Helps ensure that student leaders understand the parameters, scope, origins of power, and the duties of their offices.
4. Manages meetings, giving limited input when called upon to do so, but also helps to see that basic meeting rules are followed.
5. Lets student leaders fail but helps them understand and cope with failure.
6. Manages time. Allots time to be there for the students by recognizing how much time will be needed before committing to individual projects or other organizations.
7. Helps student leaders set good goals for the organization and supports the planning to reach those goals.
8. Trains student leaders in the basics of leadership and how they apply to the organization—duties, meeting management, the constitution, school rules and mission, communication skills, and more.
9. Expects commitment and conveys it as a requirement for successful leaders.
10. Challenges students to continue their leadership roles from the middle level to high school and beyond.

# Adviser's Checklist of Essential Skills

Keep this checklist handy and review it periodically to ensure you approach your position holistically. As an adviser, you should:

- Be well educated about the organization and understands its purposes.
- Be familiar with the school philosophy, policies, and guidelines for student council.
- Committed to the concept of student council and student participation.
- Know and understand the student council constitution and bylaws.
- Know the role and responsibilities of an adviser and have a written job description.
- Understand the importance of committees and assist in setting up a functioning committee system within the council as reflected in the governing documents.
- Be able to instruct and assess officers in the effective performance of their duties.
- Know how to help students establish goals and objectives and plan for their effective implementation.
- Communicate regularly with the administration and faculty.
- Be able to work with the students in an orderly process of problem solving and decision making.
- Be knowledgeable about principles of organizational structure and management.
- Be familiar with the skills necessary to conduct meetings and able to teach the skills to the members of the organization.
- Understand the importance of public relations and communication skills and demonstrate them effectively.
- Know the functions of projects/activities and their relationship to the success and image of the organization.
- Remain objective and work with the students to continually evaluate and obtain feedback on the organization and its activities.
- Be resourceful and know where to go for help and assistance.
- Participate in activities to continually increase knowledge and skills as an adviser.
- Exhibit good human relations skills in working with others.
- Able to apply the teaching-learning process to student council activities and be familiar with the principles of facilitation.
- Give credit where credit is due and constantly encourage the students.
- Have a sense of humor and the patience to allow students to learn and grow in their leadership positions.
- Be willing to devote the time required, both in and out of regular school hours.
- Set personal goals and evaluate performance in meeting them.
- Ensure that council activities are inclusive and open to all members of the student body.
- Work with council members to use technology in effective and ethical ways.

# 'KNOW THYSELF' IN 25 QUESTIONS

*a personal growth exercise*

How would you answer these questions?

1. What does your ideal day look like?
2. What did you want to be when you were younger?
3. Who are you most inspired by? Why?
4. Who would you love to meet? What would you ask?
5. What habit would you most like to break? What habit would you most like to start?
6. Think of a person you truly admire. What qualities do you like about that person?
7. How do you like to relax?
8. When was the last time you did something you were afraid of?
9. What are you most proud of?
10. What are you most afraid of?
11. If life stopped today, what would you regret not doing?
12. Who would you like to connect (or reconnect) with? Why?
13. What qualities do you admire in others?
14. What practical skills do you wish you had?
15. Imagine you're in your 90s. What memories would you like to have? What stories do you want to tell?
16. What is your favorite book/movie/song? Why?
17. If you could make one change in the world, what would it be?
18. What do you love to do for, or give to others (not an object – something from you personally)?
19. What excites you?
20. What do you wish you did more of?
21. Pretend money is no object. What would you do?
22. What area of your life, right now, makes you feel the best? Which area makes you feel the worst? Why?
23. Let's jump forward a year. What would you like to have achieved in the past year?
24. What piece of advice would you give to five year old you? Sixteen year old you? Twenty-one year old you? Right now?
25. How do you want to be remembered in life?

# Building an Agenda

One week before the scheduled student council meeting, the adviser and officers should convene to prepare a meeting agenda that will be shared with members two to three days prior to the meeting. Members should be invited to submit any agenda items before the officers meet. The following is an outline of a standard agenda with each section explained.

## **I. Call to order**

The chairperson calls the meeting to order, preferably using a gavel.

## **II. Roll Call**

Roll call takes a bit of time, but is essential to maintain the accountability of members' responsibility to participate. For the adviser, keeping an accurate council roll is the equivalent of class attendance as it is the adviser's responsibility to identify and account for students absent from the meeting, especially during school hours. The secretary can take attendance, but it may be more advantageous to assign other members who then give the attendance sheet to the secretary for inclusion in the minutes. Roll can also be taken by using a sign-in process or other strategy, if accuracy is maintained.

## **III. Approval of Minutes (from the previous meeting)**

Approval of the minutes can take place as a reading during the meeting, but with technology, time is saved by sharing out the minutes to members the day prior to the meeting. The chairperson should ask, "Are there any corrections or additions to the minutes?" If there are none, "They stand approved" or if corrections are made "stand approved as corrected."

## **IV. Officers' Reports**

Each officer should report on his or her work since the previous meeting. Officer reports should be brief, possibly with a time limit. To save time and ensure accuracy, they should be given in writing with a verbal summary or explanation. If an officer makes a recommendation, its form and content should resemble a committee recommendation. After the report is given, the chairperson should restate the recommendation in the form of a main motion and ask for a second.

## **V. Standing Committee Reports**

Each standing committee should give a report on its work since the previous meeting. Standing committees include committees that serve all year and are usually mentioned in the constitution/bylaws. The same rules apply as to the officer reports.

## **VI. Special (ad hoc) Committee Reports**

Special or ad hoc committees are appointed for a limited time and specific purpose, and their existence terminates with their final report to the assembly. These reports should also be in writing with a verbal summary.

A detailed committee report that offers a recommendation for the assembly should include:

- A description of the way in which the committee undertook its task
- The information gathered and/or the facts discovered
- The findings or conclusions derived from the facts or information
- Resolutions or recommendations

## **VII. Old Business/General Orders**

Old business/general orders include: