

Congratulations!

You are embarking on a wonderful journey with young adults, one in which you will be able to see growth, accomplishment, and authentic learning. Like any educational experience, there is planning to be done; and if you are a new advisor, there is a learning curve for you as well.

- Breathe! You do not have to do everything at once.
- Find out what support is available from TASC.
- Look for a current constitution. You need to know the rules of the game. If you do not have a constitution, then it may be time to create one. That constitution is your guide, your boundaries, and your protection.
- Develop a membership directory and process for getting in touch with members. (Remind is great.)
- Work with your officers/executive board to be sure you all understand the “why” of your organization. Why do you exist? Why do you do the projects you do.
- Plan some training and team building. You need to know and trust each other. Your Executive Board and your members need to understand team building, goal setting, organizational structure, project planning, meeting skills, etc.
- Work with your officers/executive board to set goals for the year. Four to six goals are sufficient. There is no need to seek world domination at this point!
 - Look for an outline/description of officer/committee chair/member roles. If those do not exist, it is time to write them. Your constitution should have some of this.
 - Use committees. No one can do it all. Share the wealth, responsibility, and opportunities.
 - Plan your activities and projects for the year keeping in mind the goals you set.
 - Create a calendar for the year.
 - Now, how are you going to do these things? What is it going to cost?
 - Develop a budget.
 - Plan fund raising based on what you will need. Never raise money just to raise money. Have a reason.
 - Use forms for project planning and evaluation.
 - Have agendas, minutes, etc. for all your meetings.
 - Use processes and procedures. Teach those to your members so they don't need you to be there to tell them what to do.
 - Develop your network. Use your TASC district. Find a mentor.
 - Remember, you are the advisor...not the doer...This is a student organization. (If a kid can do it, an advisor shouldn't.)
 - Go for quality, not quantity, and please remember to have fun.



Put these events on your calendar. The best thing you can do for yourself and your council is attend TASC events and take advantage of the training provided at each:

- **Summer Leadership Workshops:** There are the heart and soul of TASC. Students and advisors attend together, and there is strong training for both. Build relationships; strengthen your team; and get ready for a great year.
- **Student Leadership Class Curriculum Academy:** Have you considered a state credit Student Leadership class? Your time at this workshop for leadership teachers will prepare you for a successful experience.
- **Advisors Workshops:** TASC serves both student council and honor society advisors. You could attend as a team. Enjoy outstanding speakers and participate in training developed just for you.
- **Advanced Leadership Workshop:** TASC brings in an expert consultant whom students did not see in the summer. This is time well spent for energizing, refocusing, and training your council and yourself.

- **Annual Conference:** This wonderful conference designed to celebrate, motivate, and educate is a high point of the year.
- **District Events:** Take time to learn what your TASC District has to offer.

Thank you for what you are doing. You are in the process of creating ah ha's, oh yeah's, and yearbooks in the minds. Students will remember you and what you helped them accomplish.

Constitutions

Every organization needs a constitution, and the advisor and the membership must be familiar with it. It should be on file with a campus administrator as well.

This constitution is the best protection an advisor has. If you are following the constitution, you are OK. If you are not, you are open to serious problems.



There are specific procedures for amending a constitution, and they should be followed. You are teaching citizenship when you work with a constitution.

Be certain that your constitution has the date on which it was adopted and the subsequent dates of any amendments or revisions.

The Constitution and By-Laws

A constitution is a written set of rules for a group. The constitution defines the limits of authority of the organization and gives a sense of both order and purpose for conducting business.

The constitution should be stated in simple, easily understood terms. It should include only essential items and be developed in cooperation with the administration and the membership. Amendments should be simple and direct. The constitution must be studied regularly and changed to stay vital, meaningful and real.

Can't find your constitution? Check with TASC. We may have it, or we can send you examples from other councils.

Suggested form for constitution:

- | | |
|--------------|--|
| Article I | Statement of the name of the organization. |
| Article II | General purposes of the group. |
| Article III | Power vested in the organization; the right of veto by the principal. |
| Article IV | Definition of membership for the group. |
| Article V | Establishment of the time, methods, and procedures for nomination and election of members and officers. |
| Article VI | Frequency of meetings, and provisions for special sessions. (May be omitted in the body of the constitution if it is included in the by-laws). |
| Article VII | The duties and responsibilities of the organization, the officers and members. (Include committees too, if they aren't in the by-laws). |
| Article VIII | Method and procedure for ratification of the constitution. |
| Article IX | Provisions for amending the constitution. |

By-Laws: series of guidelines to manage internal business and set meeting procedures.

Suggested form for by-laws:

- | | |
|-------------|--|
| Article I | Number of members needed to constitute a quorum. (Enough people to legally vote). |
| Article II | Establishment of standing committees and provision for formation of special committees as the need arises. |
| Article III | Rules for conducting school and class elections, if not included in the constitution itself. |

- Article IV Procedure for filling an office which has been vacated.
- Article V Procedure for amending by-laws.
- Article VI Definition of the “rules of order” reference for conducting student council business. (usually Roberts’).

Organizational Goal Setting

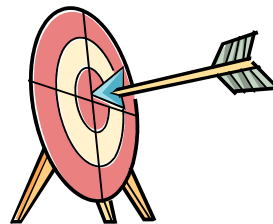
Teams have goals to identify what they plan to accomplish, communicate that to others, and measure what they did. They also are a basis for recognition and celebration. Goals should be realistic, attainable, and measurable. Goals are not projects. Projects are developed to meet goals.

Goal statements

- Begin with the preposition “to”
- Contain an observable action verb such as establish, create, change, present, decide, recruit, train, improve, conduct, sponsor, increase, establish, etc.
- Are statements of what the team wants to accomplish within a given time period
- Reflect a specific something that can be evaluated as having been accomplished or not
- Are realistic but represent enough of a challenge to make them worth working toward
- Tie directly back to the basic purpose of the organization

Good Goals are SMART

- S Specific
- M Measurable
- A Action Oriented
- R Realistic
- T Time oriented



Whatever projects you do or activities you plan need to relate back to a goal you set for the year.

Steps in Establishing Organizational Goals

- Determine what is good about your school or your organization that you want to see continue.
- Determine needs of your school or organization
- Brainstorm possible goals.
- Refine your goal statements.
- Consider sharing the goals with your principal and getting the principal’s input.
- Revise goals if necessary.
- Share the goals with your members
- Refer back to the goals every time you plan an activity.

Meeting Skills



It takes planning to have effective meetings. Just as you have procedures in your classroom, you need procedures in meetings. Have a simple way to check roll. Have routines that students follow and teach those routines at your first meeting.

You do not have to be obsessed with parliamentary procedure, but you do need to follow standard meeting skills. They were developed in order to allow everyone in attendance to have

voice and to interact appropriately. By teaching them, you are preparing students to be effective in future leadership roles.

Types of Meetings

Consider the following types of meetings. By determining your meeting purpose ahead of time, you will more successfully meet your goals.

Informational: To generate ideas, gather information or give out information

Decision Making: To make a decision by majority or consensus

Action Planning: To develop a plan for implementing a decision

Use an Agenda

Be sure to have an agenda for each meeting. This will make the meeting run smoothly and less time will be wasted. It also assures that everything is considered and nothing is forgotten. The following is a standard "order of business" from which you can write your agenda:

Call to order

Roll Call - to determine if a quorum is present

Reading and Approval of minutes

Treasurer's report (Placed on file)

Reports of other officers

Committee Reports (Standing and Special)

Action Items

Announcements

Adjournment

PRIOR TO THE MEETING: ACTIONS TO ENSURE MEETING SUCCESS

Action	Purpose
Set Objectives	Determine purpose for meeting Identify what successful outcome would be Determine who should attend
Develop Agenda	Build agenda using minutes of last meeting Distribute agendas in advance for members preparation
Suggest Ground Rules	Identify undesirable group behavior/Encourage desired behavior Consider creating a code of cooperation for meetings
Room Arrangement	Set up as needed to accomplish objectives Consider appropriate seating: theater, horseshoe, circle

Fundamental Principles of Parliamentary Procedure

1. Rules exist to promote cooperation and harmony.
2. The vote of the majority decides.
3. All members have equal rights, privileges and obligations.
4. The minority has rights that must be protected.
5. Full and free discussion of all propositions is a right.
6. Simplest and most direct procedure should be used.
7. Logical precedence governs introductions and disposition of motions.
8. One question at a time is the necessary order of business.
9. Members have a right to know what their votes mean.
10. The membership may delegate power but must retain responsibility.
11. Rules must be administered impartially.

How Groups Decide

All decisions are reached through **motions**: Statements to the group for consideration, discussion, and voting.

Any member may make a motion. It must be seconded to show that at least two members are interested in the proposal.

Members who wish to **discuss the motion**. They discuss the fact of the proposal, not personalities and motives. No person who has spoken may speak again until everyone who wishes to speak has had a turn. When there are no further questions or statements, the chairperson of the group calls for a vote.

Quorum: A quorum is the number of members that must be present for business to be conducted legally. The actual number is stated in your constitution “bylaws.”

Just THINK About It! Think before you make a motion: Your motion must relate to the business at hand, and be presented at the right time. Often it is a good idea to wait for the progress a little before you frame your motion. It saves having to amend the motion.

Four Things You Do With A Motion: Pass it -- Kill it -- Refer to committee -- Table it until a specific future time

Voting May Be:
 Voice vote - Easy and fast, the vote is clearly one way or the other.
 Show of Hands - Gives an exact count, quickly.
 Roll Call - Keeps a record of how each member votes
 Ballot - Insures secrecy.

Voting is decided By:
 Majority - At least one more than half the total votes cast.
 Popularity - The most votes cast.
 Two-thirds Vote - At least 2/3 of the votes cast.

PARLIAMENTARY PROCEDURE TIPS

If You Want To...	Say This...
Introduce business to the group for its consideration	“I move to...”
Indicate that another member would like to consider the motion	“I second...”
Alter motion as it relates to the subject presented in the main motion	“I move to amend the motion...”
Further investigate or have someone study in more depth	“I move to refer to committee”
Postpone until later in the meeting or until the next meeting	“I move to table this motion”
Stop debate and call for a vote	“I move the previous question”
Verify by hand, standing or roll call, a voice vote	“I call for a division”
Close meeting	“I move to adjourn”
Kill a motion	Do not second or vote for it.

MEETING MINUTES

Minutes Must Have the Following Content:

1. Kind of meeting (regular, special, called, etc.)
2. Name of assembly
3. Date, time and place of meeting
4. Fact of presence of president and secretary, or substitutes, and quorum
5. Minutes read, and statement of amendment, and/or approval
6. All main motions and disposition of them. Also, points of order or appeal
7. Time of adjournment and name of recorder
8. Signature of Secretary. Word “Approved” and the date of approval should be noted on bottom of minutes by secretary

Names of those making motions may be entered, but seconder’s name need not be recorded.

Minutes are a record of what was “done” not what was said. Minutes should be placed in a permanent record book. A new book or a division should be allowed for each school year.

Handling Money

Handling money (and getting it before you can handle it) is one of the most difficult things an advisor does. There are some basic guidelines.

- Know your district policies for dealing with money and with fundraising.
- Establish a budget. Never do a fundraiser just to raise money. Know what you are going to need the money for and how much you need. Set a goal.
- Keep good records. Yes, the business office will keep a record, but you need one as well.
- Avoid petty cash like the plague.
- Take care of the forms that are required.
- Be an effective money manager. Not everything your group does must cost money.
- If you are not sure, ask.



- Never hold on to money overnight.
- Always keep money locked away.
- Remember that it is the organization's money, not yours.
- Try not to spend money to make money..There are ways to raise money that do not involve an initial expenditure.
- Never plan on paying for some of the expenses of an event with the money you plan to bring in that day or evening. (We'll pay the DJ with the admission from the dance. What happens if it storms? You still have a contract with the DJ, but nobody came.)

Other words of wisdom...

Don't ever let a DJ bring a confetti machine!

Preparing a Project Proposal

A project proposal should be a complete, detailed summary of the project you want the principal/advisor to approve. Go to the principal/advisor with a plan (proposal), never with an "idea." Think of all the problems that might occur because of your project. List a solution to each probable problem. Cover all the bases. Think through the project from beginning to end and list all areas of responsibilities. You do not have to write in complete sentences.

CENTER TITLE ON THE TOP LINE

WHAT: Briefly say what you plan (just name the project).

WHY: Briefly say why you are doing this project (to build school spirit, etc.).

WHEN: Time and date.

WHERE: Place.

WHO: (will be involved in this project): Who is going to do this?

HOW: (will project be executed): Here you need to explain what you will do and how it will get done. In your planning, be sure to think about all the problems an administrator might see with the project: security, supervision, transportation, safety, disruption of instruction, etc. Try to cover as many of these points as possible in your explanation. If you don't write it down, try to have an answer in case your administrator asks. (A good way to do this is to try to imagine all the things that could go wrong with this project.)

FUNDS: How much will this cost and who will pay for it?

CLEAN-UP: Who, how and when?

THANK-YOU'S: Do any need to be written? Who will do this? When will it be done?

BENEFITS: This is your chance to really sell your project. Benefits is a larger topic than "Why." The Why could be "to show appreciation to staff," but Benefits could look something like this:

- Students will learn how to plan and execute a project.
- Students will have the opportunity to interact and build positive relationships with staff.
- School unity and morale will improve.
- Staff will realize that students do appreciate their efforts.

EVALUATION: Projects can be evaluated formally or informally, either immediately following completion or at the end of the year. However you do this, you must have evaluations.

COMMITTEE CHAIRPERSON SIGNATURE: It would also be good to have whoever wrote the proposal sign here.

SPONSOR SIGNATURE: Your sponsor must approve before you see an administrator.

The form should be brief, clear and neat. You want it easy to read. Always have a separate copy for your administrator to keep.

ADMINISTRATOR SIGNATURE: Ask principal to sign if he/she approves. (If the administrator does not approve, ask if he/she needs more information or ask what might have made the difference in gaining approval in case you want to propose something similar in the future. In any event, thank him/her for his/her time and interest.)

You will save yourself countless headaches if you have projects approved. You certainly don't want your principal to be surprised about something you are doing!

The Organization's Relationship with the Principal

No student organization can exist effectively without the support of the principal. It is the organization's responsibility to communicate with him or her, to understand the principal is the main authority in the school, and to collaborate with the principal in the best interests of the student body and the staff.

The principal must be aware of and comfortable with the organization constitution, goals, and individual projects. Trust and respect is essential in this relationship. It takes time to build this. Look for opportunities to meet with the principal, to visit with him/her in the summer when the pressure of time is not as great, and to help him/her whenever possible.

When a meeting is planned with the principal, consider the following:

- Determine what you want to accomplish.
- Write out your objectives; go over them with the advisor and other students involved. Get an agreement on what you want to accomplish.
- Determine exactly who will attend the meeting.
- Make an appointment with the principal's secretary. Leave a written statement of purpose for your meeting. Provide copies of information that may be helpful to the principal along with a note that says, "This may be useful for the meeting with student council members on ____."
- Do your research in advance of the meeting. If you are presenting a proposal, be sure the date is clear on the calendar, have agreements with appropriate school personnel, etc. (The best way to approach

them is to say something like “We are going to meet with the principal. Is this agreeable with you if he/she approves our proposal?”

- Be in the outer office a few minutes before your meeting. Look good. You need to look as though you care enough to present your best self.
- If you have a proposal, bring a copy for the principal.
- Introduce yourself. Thank the principal for meeting with you. State your purpose.
- Listen.
- Take notes.
- Explain your proposal.
- Be willing to be flexible.
- If the principal asks for more information, set a date for an additional meeting at which you will provide the information.
- If the principal denies your request, ask him/her what the main concerns were and how you could have improved your presentation.
- Thank the principal for his/her time.
- Write a thank you note to the principal for his/her time and input.



Elections

Your handling of elections varies depending upon whether you are holding a school wide election or an election within your organization, but the things you need to consider do not change:

- Are you following your constitution?
- Do you have clear, written campaign and election procedures?
- Is voting supervised?
- Do you have a method for counting the voting that leaves no questions about its validity, its ethicality, and its impartiality?
- Did you check and double check ballots before voting?
- Never count the votes alone.
- Never have students count the votes alone.
- Don't do anyone any favors. If you have a deadline, it is a deadline no matter what. If you require certain application forms, they are required of everyone, no matter what.
- In most cases, it is important to go over your election procedures with an administrator, and in many cases, you may want an administrator to supervise the counting of ballots or the verification of the outcome of an election.



Supervision Matters

- No matter how much you trust and care about your members, you are the adult. You are in charge, and you must supervise.
- Do not have students working in the school without supervision.
- It is not advisable to have student groups meet in your home. If you decide to do that, clear it with an administrator in advance, and have another adult help supervise.
- Always have permission forms and medical releases.
- Do not allow students to use your vehicle.
- Be cautious about social networking. If you decide to “friend” students, remember that you cannot control what your other friends post.
- When you take students on trips, be VERY clear about rules and expectations. All school rules ALWAYS apply.

Public Relations

- It is impossible to underestimate the importance of public relations. In many cases, you are the face of the school.
- Consider newspaper articles celebrating your successes. TASC has sample press releases on our website.
- Always write thank you notes.
- Publicity is essential for the success of many projects.
- If you make posters, make them attractive; and take them down when the project is over.
- If you are organizing something, always sign posters, flyers, etc. with “From your Student Council or something like that.”
- If you are doing anything, do it well, do it with class, and follow through.
- Teaming with other organizations helps everyone. There is no limit to what you can accomplish if you don’t care who gets the credit.



Build a Web of Support

- Make contact with the state office. We can offer help in many areas.
- Contact Lori DeLeon for membership, registration, and payment: 512-443-2100 ext. 8520 or email lori@tassp.org.
- Contact Patty Wangler with questions, concerns, ideas, or general help: 512-443-2100 ext. 8517 or email patty@tassp.org.
- Make contact with your district. Local activities are inexpensive and help your students make contact with those they may see at other events.
- Find a mentor
- Use the TASC website.
- Like TASC Facebook page. There are projects, scholarships, opportunities, etc. posted there.
TASC_StuCo
- Follow TASC on Twitter: follow @TASC_StuCo to 40404
- Follow us on Instagram: TASC_StuCo

TASC State Project Forms

The mission of TASC is to build strong councils at the local level, and our report forms are designed to help you do that. Please do not think that your council exists to fill out these forms. They are designed to ensure that you have a well-rounded, functioning council.

Student Council is not a clique; it is not a social club; and it is not an honor society. And it is much more than homecoming, dances, and pep rallies. A strong student council can be one of the most powerful influences on climate and culture in a school, and your mentorship is the key. Start by looking at the Outstanding Student Council form. Use that as a guide. If you want to earn your first recognition, complete the Pride and Patriotism form, and always submit the Community Service form. Keep your files in an electronic format, and students can update, add, and delete every year.

Remember that it is OK for your committees to fail. Start them on small projects so they can learn. Do not begin your training with something huge (like homecoming). And always remember, this is a STUDENT council. If a kid can do it, an adult shouldn't. They need your support, your wisdom, and your guidance. You are not the one doing all the work.

Please, please remember that there are so many TASC advisors who are willing to help you. If you don't know whom to call, contact Patty Wangler - 512-443-2100 ext. 8517 or email patty@tassp.org. You can also look on the TASC website to find your district. Your district president and district coordinator will be glad to offer assistance as well

Values and Ethics

Please remember that you are teaching the entire time you are working with your members, and a strong value system and ethical behavior may be the most important thing you teach.

Good leaders know their values, and they also recognize how important it is to behave in an ethical manner. Values identify who a leader is; they are the basis upon which leaders decide what is important. Ethics show the leader's moral compass and his or her understanding of what is right. How the leader behaves clearly demonstrates his ethics and his values.

A few examples of values are ambition, competency, equality, integrity, service, respect, dedication, improvement, enjoyment, loyalty, honesty, teamwork, excellence, quality, service, accomplishment, courage, independence, security, influence, compassion, friendliness, generosity, dependability, and flexibility.

Your values will help you answer the following questions as you strive to make ethical decisions:

- Is it legal?
- Does it comply with our rules and regulations?
- Will I be guilt free if I do it?
- Would the most ethical person I know do it?
- Is it the truth?
- Is it fair to all involved?
- Will it build good will and better relationships?
- Would I feel OK if someone did this to me?
- Would I feel OK if everyone knew about it?
- How does it fit my goals?
- Is it beneficial to all involved?



WHAT YOU BELIEVE IS IMPORTANT = VALUES

WHAT YOU DO = ETHICS

Consider your own behavior very carefully. Do not put yourself in a situation in which you might be compromised.

Being alone in some situations with students, being around cigarettes, alcohol, drugs, etc. when there are students, even if you are not in charge of them, is a huge danger.

Be cautious about social media.

Why Would Anyone Want to Be in Your Organization?

William Glasser says that people, all people have five basic needs:

- Survival...Well, that is obvious..Let's look at the other four that you can impact by the way your group is managed.
- Love and belonging: Do your members know each other? Have you taken time to build a team? Do they know they are essential and needed?
- Freedom: Do they have a voice in decision making? Are students choosing the projects and the activities? Have they written the goals? Can they have flexibility in choosing what they do within the organization?
- Power: Do they make a difference? Are they able to impact the organization, the school, and the community? Is their voice heard?
- Fun: Hey...we all need this.....

So, take a look at your organization. Consider love and belonging, freedom, power, and fun.



Sample Permission Forms and Medical Release Forms

You need these any time you take a student off campus. The situation may determine whether you need separate forms or not.

The main reason for the forms is to demonstrate that you are acting in a reasonable and prudent manner. Cover the essentials.

Be sure your rules are very clear as are your expectations. Ensure that students know the consequences if they break the rules on a trip.

Sample Permission Form for _____

Registration due to _____ by _____

Location _____

Date _____

Time and place of departure: _____

Fees/costs _____

Will any money be needed for meals or other expenses? _____

Dress code: _____

Eligibility to attend...number who can attend, etc. _____



Last Name _____

First name _____

ID # _____

Sex M F _____

Home address _____

City _____

Home phone _____

Name of parent/guardian _____

Phone number _____

Person to notify in case of emergency if guardian cannot be reached _____

Phone number _____

Insurance company _____

Policy number _____

Primary Care Physician _____

Phone number _____

Allergies or special medical conditions: _____

Medication currently taking: _____

The parents or guardians of this student hereby grant the sponsor or other _____ representative in charge to obtain medical help if needed and release the school, the host, and the organization and its personnel from liability in relation to this activity. In addition the student and the parents or guardians recognize that this is a school sponsored trip and that all school rules do apply and that **EXEMPLARY** behavior is expected.

Parent signature _____ Student Signature _____

Is there any additional information you need to include? Will students be outside? Will they be around animals or insects or water? Are there specific things they are supposed to bring? How will you travel? When and where will you return? Do parents have your cell phone number in case of emergency?