



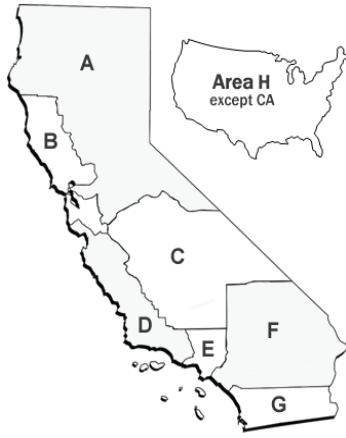
# CADA News

CALIFORNIA ASSOCIATION OF DIRECTORS OF ACTIVITIES

Winter 2007

Volume 106 No. 3

**CADA's Mission**  
To Promote and Support Leadership development and Student Activities.



## Harry Bettencourt Wins National *This is the Second Year for California*

We would like to congratulate Harry Bettencourt for being the second Californian in a row to win the National Earl Reum Award. Harry will be honored at the CADA State Convention for his accomplishments.

Harry has served this organization and his community with a smile. He has taught: American Government, US History, Economics, Business Law, Introduction to Business, Accounting, California History, Contemporary Political Issues. He has been class advisor for a number of different classes: Yearbook, Ski

Club, Key Club, Dean of Student Activities/ Athletics.

He has won many of CADA's and Community awards:

1. JACK MOORE AWARD (1988) (CADA's lifetime achievement award)
2. WARREN SHULL AWARD - CA NOMINEE (1999)
3. SHINGING STAR AWARD (1993) (ASSOC. OF CA S C H O O L ADMINISTRATORS)
4. OUTSTANDING ADMINISTRATOR OF THE YEAR (HIGH SCHOOL) (1993) ACSA
5. FRIEND OF EDUCATION AWARD (2005)
6. COMMUNITY SERVICE AWARD



Rocco Morano from National, Harry, and Earl Reum

(Continued on page 12)

### Inside this issue:

Convention Info	2
Vice President Candidates	3
Sudoku CADA Style	4
Activity Programs = Patterns of Success	7
Convention Highlights	8
Email Etiquette	10
Global Warming Trends & Ideas	11
Risk Taking—Take Balanced Approach	15
Don Dagne' says Goodbye	17
Starbucks Experience	18
Events Calendar	20

## State Convention in San Diego, CA

### Gearing Up for the CADA State Convention?

We have a stunning convention coming in just a few weeks! We will REV IT UP with CADA at the beautiful Town and Country Resort in San Diego beginning Wednesday February 28th. This year we will have extraordinary general sessions, favorites such as Meet the Pros and newer sessions such as Curriculum Round Tables which show you ways to pull leadership standards into your activities programs. Did you know about the Advanced Learning Seminars? We offer four sessions this year. Take your program to the next level and

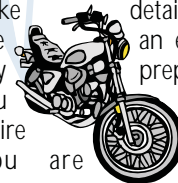
dig deep rather than wide with these exclusive seminars. Don't forget you can only register on line for the Advanced Seminar sessions and there is a limit to 50 people per session.

Go to [www.cada1.org](http://www.cada1.org) to register now!

There really are so many exciting reasons to attend the State Convention! The special events planned, featuring medallion sponsors, are some of the best ever. When you book your flights or finalize your travel plans, make sure to come in Wednesday afternoon so that you can soak up the entire conference! You are

encouraged to stay Saturday for the 11:30 luncheon and a sneak peak of the exciting 2008 convention in Reno Nevada and closing video that makes us all remember why there is nothing like a CADA Convention.

CADA people make conventions come to life with energy, so come get your mid-year shot in the arm of inspiration and motivation then take home tons of education! Check out the CADA website for more details. Don't forget to pack an empty suit case and be prepared to get REVVED UP at the CADA Convention! [www.cada1.org](http://www.cada1.org)





## THE ROAD AHEAD, 2007

The California Association of Directors of Activities Presents

# *Rev it Up with CADA*

The 44<sup>th</sup> Annual CADA State Convention

**Join us in San Diego at  
the Town and Country Resort  
and Convention Center  
February 28 - March 3, 2007**

Your ride leader Denise van Doorn will take you on a journey to rev up your leadership skills and fuel your enthusiasm for promoting and supporting leadership development and student activities.

Leadership is a journey; make sure you are ready to ride!

**RIDE LEADER:** Denise van Doorn [obwhan@cox.net](mailto:obwhan@cox.net)



## *“Revving it up to Serve” - Patty Judge*



This past football season, my family and I traveled to an away game in support of my son's school. The game happened to be homecoming for the opponent. While we were finding our seats, we could hear the roar of motorcycle engines in the distance. I immediately began to think of our convention theme for San Diego. Motorcycles filled the tennis court area adjacent to the stadium. The high school FFA Club entertained us with a precision horse riding routine that set the tone for a spectacular evening. The half time show began with sixty motorcycles circling the track around the football field. The rumbling and vroom of the engines brought excitement to the crowd and reminded me of our CADA luncheon last March when motorcycles entered the banquet facilities to kick off this year's convention theme. We are set to have a sensational time during "Rev it Up with CADA", February 28 – March 3.

I am revved up to continue my "ride" with CADA as your Vice Presidential candidate. When I was hired as Activity Director in 1986, I discovered CADA. I was introduced to summer camps, leadership conferences, and the

convention. With little knowledge of student activities, CADA was an essential experience for me and I haven't missed one conference in 20 years. CADA has been a tremendous support for me. My first opportunity to become a part of the leadership team for CADA was through Stanford camp. I had the pleasure of working as a staff member and began to develop a network of advisors that have turned into invaluable resources and friendships. As my CADA "ride" continued, I increased my involvement with the organization. Area conferences became a place for me to share my organizational skills. I started to feel the CADA excitement drawing me towards a deeper commitment to the mission of CADA in 1992, at my fifth convention, "A Touch of Class". I began assisting with planning, organizing, and facilitating local conferences. In 1996, I volunteered for a position on the Area "A" Council. From 1999-2001 I served as Assistant Coordinator. When I made the decision to run for Area Coordinator, I knew I had an interest in running for Vice President some day, and took advantage

There's a reason why AllStar Events is the top choice among experienced High School Activities Directors. We not only have Orange County's most fun and unique event locations, but we also offer the most competitive rates in the business. Call today for a Free event consultation.

**949-All-Star (255-7827)**  
Or email to: [allstarevents@cox.net](mailto:allstarevents@cox.net)

★ PROMS ★ WINTER FORMALS ★ HOMECOMINGS ★  
★ GRAD NIGHTS ★ REUNIONS ★ CATERING ★ ENTERTAINMENT ★  
★ TOP DJ's, MUSIC VIDEO AND LIGHT TECHNOLOGY ★

of each opportunity I could to gain knowledge and tried to expose myself to various aspects of the organization. This upcoming convention will mark the end of my third term, six years, as Area "A" coordinator. My participation in three CADA State Board goal setting sessions and serving as lead coordinator have given me the opportunity to study the entire organization, from grass roots to the state level.

**My goals for CADA include:**

- ★ Develop strategies to meet the needs of CADA members
- ★ Look to our future, develop strategies to strengthen the structure of the organization to develop leadership programs for today and develop leaders for tomorrow
- ★ Promote CADA by continuing development of

- "Administrative Task Force"
- ★ Develop strategies to study legislative issues affecting student activities and our schools
  - ★ Develop a comprehensive membership drive to reach non-member schools and develop a plan for supporting increased membership

Last years' campaign for Vice President was a catalyst for continuing my "tour" with CADA. I am so revved up about being your Vice Presidential candidate. I have a sincere devotion to CADA; a deep willingness to serve as Vice President; and the burning desire to see CADA be a part of your activities journey. As Vice President, I will work diligently to insure your needs are met. I would appreciate your vote of confidence in San Diego. See you at "Rev it up with CADA".

## By the Numbers ... How Do We Learn?

No matter how you look at it, teaching is the most important thing to sustain a life, a culture, a world. I have seen percentages that have things spelt out in many ways and they all come out saying the same thing. I recall seeing a basic chart about what we read, hear and see and when I did some research I found many statistics on the matter. I was going to just go with one but they were off by a few percents that my journalistic integrity wouldn't allow me to trust one over the other so I print it now for you to decide ... How do we learn?

- 10 % Of What We Read
- 20 % Of What We Hear
- 30 % Of What We See
- 50 % Of What We Both See and Hear
- 70 % Of What We Discuss With Others
- 80 % Of What We Experience Personally
- 95 % Of What We Teach To Someone Else

OR

- 14 % of what we hear (80% of this is distorted memory)
- 22 % of what we see
- 30 % of what we watch other do
- 42 % of what we see, hear and watch others do
- 72 % when learning is connected to real or imagined life experience
- 83 % when learning is connected into challenging activity
- 91% when we teach others



### Sudoku CADA Version

Sudoku is played on a 9x9 grid. Heavier lines subdivide this grid into nine 3x3 boxes. Usually the object is to fill in the grid so that every row, column, and 3x3 box contains the numbers 1 through 9 with no repeats, but with this one you need to replace the numbers 1 through 9 with the letters R.E.V.I.T.C.A.D.A. Where 1=R and the 2=E and so on. The puzzle begins with some of the letters already entered.

There will be just one solution for the puzzle. Good luck and see you in San Diego. You will find the solution to the puzzle elsewhere within this newsletter.

		T						
	V	E	A			R	D	
R				I				E
	D			R				I
		C				E		
E			A				V	
A				D				R
	R	D			A	A	C	
						T		

## REV It Up With CADA List of Workshops

- ★ Activities That Teach
- ★ Middle School Class Organization
- ★ Organizing Your High School Class
- ★ Friday Fundays VII
- ★ Legal Aspects of Student Activities
- ★ Sportsmanship, The Ongoing Approach
- ★ How to Survive as Cheerleader Advisor
- ★ Music in the Classroom
- ★ Organizing Your Leadership Program
- ★ Star Testing, Activities
- ★ Leadership –The Hardest Easy Thing
- ★ Reaching the Invisible Students
- ★ Rallies that Explode
- ★ Communicating your core values to the school community?
- ★ Spirit Works... Turn It On!
- ★ Leadership Goes to The Movies
- ★ Homecoming an Inclusive Occasion
- ★ So You Want to be Activities Director?
- ★ Nuts & Bolts 1 – ASB Finance
- ★ If It's Only Dancing, Then Why is Everybody "Freaking Out?"
- ★ The Interaction Method
- ★ Activities That Teach
- ★ Recognition Reloaded
- ★ Activities of A Third Kind
- ★ Fantasyland Theater
- ★ Leadership Factor
- ★ Leadership In The Movies
- ★ C.A.R.E. for Your ASB...
- ★ Tips for New Advisors
- ★ Resources for New Activity Directors
- ★ Crazy Eights of Leadership
- ★ Involving Invisible Students
- ★ Vision: The Essence of Leadership
- ★ Communications Among Staff, Students & Community
- ★ Crazy Crowd Pleasers
- ★ Character Education In The World of Activities
- ★ Create Dynamic DVDs
- ★ Teaching to the CADA Standards
- ★ Celebrate What's Right With The World
- ★ Activities That Teach
- ★ Lessons Aligned with the Communication Strand
- ★ Building Relationships/Building Connections
- ★ From the Other Side – Student Store
- ★ Star Rallies That Shine
- ★ Cultural Cavalcade
- ★ Spirit Rallies
- ★ Vision: Essence of Leadership
- ★ Every 15 Minutes
- ★ Advanced Learning Seminars: (Online registration required)
- ★ Activities That Teach
- ★ Powerful Leadership

Visit the CADA WEB Page [www.CADA1.org](http://www.CADA1.org) for conference updates



*"Your school's one-stop shop"*



### Portable PA Systems

- 100% Portable -
- Easy Plug and Play set-up -
- Simple operation -
- Professional brand name gear -
- 3-year warranty -
- Available for audiences up to 5000+

### Equipment Rental

- Audio, Lighting, Staging, & Video -
- Graduation ceremonies -
- Rallies -
- Assemblies -

### Design and Installation

- Gymnasium sound system upgrades -
- Theatrical lighting -
- Video systems -
- Dance classrooms/studio -



**UltraSound Audio - The Professional Choice  
For All Of Your Audio & Video Needs!**

**www.getultrasound.com - (877) 438-8587**

## *Time To Clean Up Your Act? Follow These Clutter-Busting Rules For Real Results*



Most of us have too much stuff—stuff that becomes a liability when it's time to move and sell a home, and stuff that just gets in the way when we are trying to do our day to day business. Even if you're not getting ready to move, and if you aren't frustrated by bumping into boxes and piles of papers in your office, think about how much time and effort you spend cleaning, arranging and caring for all those things you no longer need, use or like. Getting rid of your excess possessions will make your life easier to live. Here are some good rules to follow from <http://www.TheCleanTeam.com>

**Rule 1:** When in doubt, throw it out.

**Rule 2:** Use it or lose it.

**Rule 3:** Efficiency counts, so store things accordingly.

**Rule 4:** Handle something once, deciding then and there whether to keep or toss

**Rule 5:** Recycle if possible.

**Rule 6:** Pick a number and stick with it (if you need one old jar for something, toss the rest. If you need a few boxes for storage, pick the number you need and don't exceed it.)

**Rule 7:** Use a file cabinet.

**Rule 8:** Do Something now. Pick one place to start.

**Rule 9:** A place for everything, and everything in its place.

**Rule 10:** Items displayed in the house have to pass a "function or form" test. If they don't have either, get rid of them.

**Rule 11:** Don't do things "later."

**Rule 12:** Label things.

**Rule 13:** If needed, call in a professional.







**A student offers you an apple...  
You show them the world.**



**www.goworldpass.com  
(800) 268-3594**

WorldPass Travel Group is a proud Platinum Sponsor of CADA.



WorldPass Travel Group is your trusted source for Student Travel. With over thirty years' of experience, our reputation as the premier student travel company will astound and delight your students.

- ▶ East Coast Education
- ▶ California Education
- ▶ Hawaii Education
- ▶ Graduation Celebration
- ▶ Meetings & Incentives
- ▶ Alumni
- ▶ Snow Tours
- ▶ Sports
- ▶ Band/Music

## *Lifetouch Yearbook @ Convention*



*As a platinum sponsor, Lifetouch wanted to do more ... Once again, they will be developing a Convention Yearbook for everyone. Don't forget to get your photo taken during the Convention. Lifetouch is creating a long lasting memory for each attendee. We wish to thank them for all they do for our organization.*



## Activity Programs = Patterns of Success

From the perspective of Principals...How does your ASB program support the hot topics of today? Below are two excerpts from the NASSP webpage. Interestingly enough the successful patterns of high performing schools include relationships and connections along with safety nets and family, and collaborative leadership. Do you see how easy it is to connect your Noon Activities, Dances, Service Projects and more develop all of these traits? Next there is a story about the correlation of collaborative school cultures with Student Achievement. Activity programs do affect the schools in positive ways!

From NASSP Bulletin  
Vol. 89 No. 645 December, 2005

*High Performing High Schools: Patterns of Success - Jewell Cooper, Gerald Ponder, Sherri Merritt, Catherine Matthews*

Initially, this article lists the challenges facing high schools today: disengagement, class cutting, disrespect for teachers, violence, high teacher and principal turnover rates, lack of student preparation for work or post-secondary study. These are complicated by other factors: the achievement gap between both socio-economic and ethnic groups, dropout patterns within the same groups, more diverse ethnic and language groups.

These authors focused specifically on North Carolina schools and their high-stakes accountability system, "layered with *gateways* for promotion and end-of-course tests and exit exams as requirements for graduation." In doing so, they were seeking schools which could serve as resources or, if you will, mentors for less successful ones. They also did analytical research to estimate the extent to which schools had implemented the recommendations of *Breaking Ranks* and the Southern Regional Education Board's (SREB) High Schools That Work initiative.

The original text of *Breaking Ranks* emphasized 6 major points: teacher-student personalization, coherency (identifiable knowledge and aligned curricula), time (flexible scheduling), technology (modern tools for a modern workforce), professional development, and leadership (putting vision into practice through collaboration). A later text, *What the Research Shows: Breaking Ranks in Action* (NASSP, 2002), suggests through a research lens that educators should do the following:

Design a curriculum with a grade level continuum and subject levels that complement assessment; Use various instructional strategies to encourage higher-level thinking skills; Integrate assessment into instruction; Employ professional development to integrate technology into the curriculum; Connect learning across grade levels and subject areas; Employ small class size to create a supportive and caring environment; Maintain a system of accountability; Employ a variety of evaluation schemes (student/teacher, staff/administration, etc.); Maintain and sustain a safe

school environment including written, articulated, and available plans.

A case study was made based on the North Carolina state accountability system results of 2001 and 2002 which identified high performing schools using the criteria of consistently high scores, increasingly high levels of improvement, geography, variety of socioeconomic and demographic representation, and variety of size and location. These schools submitted archival documents (e.g., master schedules, student publications, handbooks, web

pages, reports, etc.) which were analyzed prior to one to two day site visits including observations and interviews.

Three separate phases of data analysis were employed, and these yielded the following results. In respect to the guiding question, "How has your school achieved success?", five major themes emerged:

1. Relationships and connections: In these schools, success was comprehensive and based on caring relationships between the different school groups; all of the mission statements cited elements of lifelong learning and the belief that students should strive for and attain significant goals; test scores were secondary considerations. The importance of these attributes was evident in school documents and in classroom visits.
2. Safety nets and family feeling: Support systems were clearly evident. In addition, there was recognition of the teaching continuum (continuous improvement coupled with preparation for students moving into the program). Numerous remedial, tutorial, or elective possibilities were present. A system for mentoring and advocacy was in place. These concepts applied to staff as well, with multiple resources and support mechanisms in place. Finally, the community felt connected to the school as well.
3. Data-directed dialogue and collaborative instruction: Decisions were directed by student data as well as data from state and

(Continued on page 16)



Platinum Sponsor  
Mike Westra  
703 Pier Ave. Suite B-231  
Hermosa Beach, CA  
90254  
(310) 372-8498





CALIFORNIA ASSOCIATION OF DIRECTORS OF ACTIVITIES

# Convention Highlights

## Wednesday, February 28

2:00-7:00 Registration  
 1:00-4:00 Advanced Learning Seminar /  
**Tom Jackson or Cami Hayes**  
 (Online Pre-registration required)  
 3:00-6:00 CADA Store Open  
 3:00-3:50 Workshop Session 1  
 4:00-4:50 Workshop Session 2  
 4:00-4:50 Personal Coaching Session with  
**Phil Boyte**  
 4:50-6:15 Dinner on Your Own  
 6:15-7:15 Orientation and Welcome  
**Mike Smith and Earl Reum**  
 7:30-8:45 First General Session featuring  
**Mark Scharenboich**  
 9:00-12:00 Area Suites Hosted by  
**Lifetouch**

## Thursday, March 1

7:30-1:00 Registration  
 7:30-8:45 New to Convention / Breakfast  
 and Orientation Sponsored by  
**World Pass Travel Group**  
 9:00-10:30 Second General Session -  
 featuring **Jim Cathcart**  
 10:30-3:30 CADA Store

10:50-11:50 Awards Reception  
 10:50-11:30 Workshop Session 3  
 11:40-12:20 Workshop Session 4  
 11:30-12:30 New To Convention Exhibits  
 12:30-2:30 General Membership Exhibits  
 1:20-4:20 Advanced Learning Seminar with  
**Micah Jacobson or Cami  
 Hayes** (Pre-registration req.)  
 2:45-4:00 Meet the Pros  
 2:50-3:30 Workshop Session 5  
 3:40-4:20 Workshop Session 6  
 4:30-6:00 Area Meetings  
 6:00-9:00 **Coca-Cola** Exhibit Hall  
 Reception  
 9:00-12:00 **Herff Jones** Born to Ride  
 Rally Party

## Friday, March 2


8:00-10:30 Registration  
 8:30-4:00 CADA Store Open  
 8:00-9:30 Past Presidents Breakfast  
 8:30-9:00 Workshop Session 7  
 9:10-9:40 Workshop Session 8  
 9:50-10:20 Workshop Session 9  
 10:30-12:00 Third General Session Featuring

## Scott Greenberg

12:15-1:15 VIP Luncheon  
 12:15-1:30 Leadership Camp "Think Tank"  
 12:00-3:00 Exhibit Hall  
 3:40-4:50 Curriculum Roundtables  
 3:50-4:40 Workshop Session 10  
 4:50-6:00 Area Meetings/Receptions  
 7:00-8:00 Reception  
 8:00-9:00 Denim, Leather & Lace Dinner  
 Celebration  
 9:00-12:00 **Jostens** Dessert, Dance and Silent  
 Raffle

## Saturday, March 4

7:30-8:30 Fun Run  
 9:00-10:20 Meet the Pros  
 9:30-10:20 Keynote Follow-up with **Scott  
 Greenberg**  
 10:20-11:20 Certification Program  
 10:30-11:20 Personal Coaching Session  
 10:30-11:20 Session 11 & 12  
 11:30-12:30 Fourth General Session /  
 Luncheon - Convention Recap  
 and 2008 Convention Preview  
 12:45-2:00 Evaluation Meeting



**An Incredible Assembly  
 Is In Your Future!**

**RUSS PEAK**  
**Comedy Stage Hypnotist  
 & Magical Motivator**

Call for your FREE Demo DVD  
**800.381.5858**  
[www.RussPeak.com](http://www.RussPeak.com)



## CADA thanks our Medallion Sponsors

Their generosity and support provides essential resources to help the CADA organization provide quality and useful services for CADA Members and the Students of California. Please show your support by using their products and services.

### Platinum Level Sponsors



### Gold Level Sponsor



asbdirector.com



### Silver Level Sponsor



### Copper Level Sponsor



Phil Boyte—Learning for Living



Keith Hawkins  
Real Inspiration

Tyler Durman



Norm Hull  
The Leaders Forum



Scott Greenberg  
Jump Start



Kustom Imprints  
Quality Screen Printing, Embroidery, Promotional Items



Russ Peak  
Magic of the Mind

QLNO quantum learning network™



### Published by:

California Association of Directors of Activities

### Printers

Modern Litho

### Editor

Paul Chylinski

### Sponsored by:

Jostens, Inc.

If you would like to submit an article, thoughts or well wishes, send to:

**Paul Chylinski**

1765 W. Cerritos Ave.

Anaheim, Ca. 92804

Chylinski\_p@auhsd.k12.ca.us

### Bronze Level Sponsors

- ⇒ Boss Graphics Wall Murals
- ⇒ Don Sproul Co./Ready Mark Distributors
- ⇒ Feet First Eventertainment
- ⇒ First Class Events
- ⇒ IZA Design
- ⇒ Medieval Times Dinner & Tournament
- ⇒ Party Pals
- ⇒ QSP—Reader's Digest / World's Finest Chocolate
- ⇒ Sea World of California
- ⇒ South Coast Photography
- ⇒ T.S. Outfitters

To advertise in **CADA News**  
Contact David at CADA Central  
(831) 464-4891  
Email: dave@btfenterprises.com

## How's your e-mail etiquette

More and more, e-mail is becoming the communication method customers prefer. It's an inexpensive, quick and easy way of transmitting information.

Christina Cavanaugh, author of *Managing Your E-mail: Thinking Outside the Inbox*, says because e-mail is becoming so popular, customer service reps need to meet certain expectations when e-mailing customers. "It's important to cater to that expectation and make sure turnaround is quick," she says.

*Test your e-mail etiquette and take this quiz based on advice from Cavanaugh:*

- You've finished filing a claim for a customer and you have several questions. You should:**
  - E-mail the customer, explaining your concerns in detail.
  - Call the customer on the phone.
  - E-mail and call the customer.
- When e-mailing a customer, you should never:**
  - Reread your message before sending it.
  - Address the person as Mr. or Ms.
  - Save time by typing in a recipient's address before writing an e-mail.
- A customer e-mails you a question, and you don't have the complete answer. You should:**
  - Acknowledge receipt of the e-mail and tell the customer exactly when you'll have the answer.
  - Send an e-mail only when you have the complete answer.
  - Do nothing. You can't help if you don't know the answer.

#### 4. When writing e-mails to customers, you should:

- Make the subject line as specific as possible.
- Use bullets and short paragraphs for easy reading.
- State the e-mail's key points in the first sentence.

#### Answers:

- When you have something technical, with more than one key point involved, you should always pick up the phone. Your customers will get frustrated and confused if they have to wade through overly complex e-mails. Also, it's better to use one form of communication, rather than calling and e-mailing, to avoid further confusion.


- You should never type in the e-mail recipient's address before writing an e-mail, because you risk the chance of sending an incomplete message. Also, you should always review your messages before sending to catch spelling and grammar errors. And you should address customers as Mr. or Ms. in e-mails. Avoid sounding too informal when using e-mail to communicate with customers.

- Customers expect quick e-mail responses because they are used to an office environment where sending and receiving e-mails is common. But it's better to estimate a time when you'll

have an answer, instead of giving an exact time, to avoid missing the deadline and disappointing your customer.

- A, B and C. To avoid spam filters and having your e-mails tossed aside by customers, your subject lines should detail the nature of the message and who the message is from. Your customer will appreciate the organized structure of bullets and brief paragraphs, and they will thank you for getting to the message's main point quickly.

Copyright 2006, Briefings Publishing Group, a division of Douglas Publications, LLC  
(<http://www.briefings.com/>).




**casl**  
rhythm of leadership

**Middle Schools**  
Friday, March 30 - Sunday, April 1, 2007

**High Schools**  
Saturday, March 31 - Monday, April 2, 2007

**FEATURING:**  
Two Keynote Presentations  
Interstate Student Sessions  
School Leadership Strands  
School Dinner Dance  
CASL Statewide Community Service Project  
Student-led workshops and activities  
Opportunities to meet and socialize with students from other schools



California Association of Student Leaders  
[www.CASL1.org](http://www.CASL1.org)

**casl 2007**  
san diego town and country resort

## Global Warming Student Speakout—Top 50 Ideas

Google recently partnered with [Global SchoolNet](#) to invite teachers and students to use [Google Docs & Spreadsheets](#) collaborative software in a project to brainstorm strategies for combating global warming. Children of all ages from more than 80 schools around the world participated, and on November 27th they took out a [full-page ad](#) in *USA Today* to put their ideas in the spotlight. Without further ado, here are their top 50 ideas:

1. Include global warming/ climate change in school curricula (as part of National Science Standards), so when the students are in charge they can make educated decisions.
2. Increase availability of low-interest Energy Efficient Mortgages to support homeowners who increase the energy efficiency of their homes.
3. Put light sensors in all office and school buildings so all lights go off when the rooms are empty.
4. Require that all products contributing to global warming be marked with a specific color (e.g., chemical pesticides could be marked with a red sticker for being extremely dangerous to the environment).
5. Use less paper; use the back of the paper to print on or write on; use recycled paper.
6. Plant more trees to reduce carbon dioxide in the atmosphere.
7. Teach recycling techniques in classes and school-wide programs.
8. Make recycling mandatory in all public facilities, such as schools, parks and beaches.
9. Do public service announcements on TV featuring celebrities promoting carpooling, walking, riding bikes, using public transportation, conserving electricity and recycling.
10. Give grants and tax credits to companies that invest in alternative, sustainable, emission-free fuel technologies while ending such subsidies for fossil fuel production.
11. The media should conduct interviews of legislators to help the public become aware of their ability and willingness to help solve the problem.
12. Replace incandescence light bulbs with fluorescence light bulbs.
13. Restrict the use of chemical fertilizer in agriculture.
14. Provide incentives and policies to encourage car makers to make more fuel efficient cars.
15. Protect wetlands and preserve more open space.
16. Provide tax incentives for regular recyclers and car poolers.
17. Use solar panels in the construction of new homes and office buildings.
18. Substitute local community transportation fleets with hybrid vehicles.
19. Require that car dealers hand out fact sheets that inform car buyers about the pollution levels of different cars.
20. Send scientists to talk about global warming in schools. They can bring hands-on activities so students feel more involved.
21. Unplug all electronics from the wall when they're not in use.
22. Have another Global Warming Student Speakout in one year - to see if any of these ideas have been implemented.
23. Raise mandatory emissions standards for cars and other vehicles sold in the US.
24. Use solar power in the day and use electricity at night when needed.
25. Give tax rebates for using solar power.
26. Congress should ratify the Kyoto Agreement.
27. Establish off-shore wind farms - saves land space and produces reliable power.
28. Levy higher taxes on companies that pollute the air.
29. Wait until you have a lot of clothes to wash before using the washing machine.
30. Provide tax incentives for companies that create Hybrid cars. That will reduce the need for oil.
31. Schools and businesses should be fined for not having recycling bins available to the people on their premises.
32. The media should tell us about what is really going on with global warming. We don't think that we have all the information we need.
33. At the end of the weather forecast, report "CO2 emissions levels today..." or comparative average temperatures (i.e., this year's temperature as it compares to the past several years).
34. Lead by example and convert 50% of government vehicles to environmentally friendly cars by the year 2020.
35. Place recycling bins throughout the city



In partnership with

(Continued on page 13)

*LifeTouch*  
SCHOOL  
PORTRAITS

Southern  
California  
Gary Sammon  
(949) 443-9925  
Northern California  
Mark Burket (510) 372-1501

**COCA COLA**  
Platinum Sponsor  
Jennifer Wilkie  
1334 S. Central Ave.  
Los Angeles CA 90021  
(213) 276-2113



*Harry Bettencourt continued*

(Continued from page 1)

(2000) (Highest award given by the FUHSD Trustees)  
 When time came to honor Harry and write a letter of recommendation for his award to NAWD this is what his friends had said:

Harry Bettencourt, the CADA/CASL nominee for the 2006 Earl Reum award, has always been part of student activities and CADA. From the early days as it's secretary/treasurer to this current summer, Harry has been involved and been a mentor to both advisors and students.

I hardly know where to begin in describing the role he has played and the impact he has had on leadership in California. Then of course there is the involvement in both NASC and

NAWD. Harry has attended all NAWD conferences since 1982 with one exception. He has taken an active role in NASC attending and participating in at least 10 National Conferences. In 2000 he and Joanne Laird hosted the national conference in California.

Harry is super organized. He is always positive. He is a constant resource for both his teachers and advisors, but he is also a resource for our organization. He is proactive. He encourages young teachers to become advisors. He somehow comes up with funds to help clubs and organizations. He sells activities and the role of the adult advisors to school and district administrators. He finds solutions. He volunteers. He cares about others. He has a strong sense of responsibility.



Have you seen this site? This may be of interest to you.

<http://www.google.com/educators/index.html>

"I probably know most of the Reum award winners. Along with Mike Smith, I created this lifetime honor a number of years ago to recognize some outstanding individuals who exemplify the role model for student activities," says Earl Reum. "Harry Bettencourt certainly qualifies for that distinction."

Strange as it may seem, from the CADA areas to the National Office, everybody seems to know Harry and has a story or quip about him. Earl Reum talks about a time that Harry had ping pong balls dropped out of a helicopter for the school's homecoming. Earl said, "It proves Harry is human." Jack Ziegler, CADA past president said, "Harry pulled off a massive CASL community service literacy project by arranging with San Jose schools, administrators, and teachers to bring into this past year's CASL conference 600 kindergarten and 1st

graders for one to one reading. Each left with a new book. It was amazing. He was able to pull strings to make it happen."

Bob Martin, CADA past president said, "He doesn't look like a guy that rides a motorcycle. When he was the CADA treasurer he did a great job of training the area coordinators. He has a wonderful sense of humor and was able to make us all very comfortable, even while he was teaching us to be frugal."

John Gibson, CADA past president said, "Harry has always had a extremely positive attitude and has the respect of so many he worked with. Always kept up to date on new trends and ideas and willing to listen and absorb. His way of presenting kept you interested and tuned in."

What more can I say about Harry? He has truly made a positive and significant difference.

Again, congratulations Harry we all knew you were special in California, it's good to see the USA thinks so too. See you in San Diego.

**SERVICE AS SPECTACULAR AS OUR VENUES!**



**WOW!**  
Special Events

*We will WOW you!*

**Call us today!**  
(866) 465-9698

[www.wowsspectalevents.com](http://www.wowsspectalevents.com)

**PASSION**

Follow your passion, and success will follow you.

~ Arthur Buddhold

"Let us endeavor to live so that when we come to die even the undertaker will be sorry." ~ Mark Twain

A genuine passion is like a mountain stream; it admits of no impediment; it cannot go backward; it must go forward.

~ Christian Nestell Bovee

"The most powerful weapon on earth is the human soul on fire." ~ Field Marshal Ferdinand Foch

# Global Warming Continued

(Continued from page 11)

- wherever there is a trash can.
- 36. Require companies to limit the amount of packaging an item can have and it must be recyclable.
- 37. Block bills that cause more damage to the environment.
- 38. Media could reduce advertising costs for alternative energy products to inform and increase sales in these areas.
- 39. Keep your tires fully inflated to improve gas mileage.
- 40. Replace old appliances with Energy Star appliances.
- 41. Promote awareness of local recycling centers.
- 42. Require college and high school students to take a global warming class.
- 43. Give tax reductions to public transportation users.
- 44. Protect our oceans - prevent plankton in the ocean from dying.
- 45. People running for elections should use email, radio and other media to campaign and stop using so many paper signs and flyers that use up our natural resources and then get left out and become pollution.
- 46. Reuse newspapers as wrapping paper for gifts.
- 47. Enforce laws about littering.
- 48. Use less electricity, turn off the TV, read books, walk, run, bike, surf, play tennis.
- 49. Business should require employees to telecommute several days a week.
- 50. Provide scientists appropriate resources to help them research the future of energy and the freedom to explore innovative ideas.

## PARTICIPATING SCHOOLS

<b>Australia</b> Myrrhee Primary School Portland Neighbourhood House St Philip's College Strathfieldsaye Primary School	<b>Philippines</b> Iligan City East High School Manila Science High School Philippine Science High School	<b>Tajikistan</b> Isfara Soghd	<b>Concord Elementary School</b> Davidson Young Scholars Dirigo High School Ensworth Fifth Grade Frisco Elementary Fox Creek Elementary Gemini Elementary George Washington Middle School Green Run High School Greenwood High School Gussner Elementary Hopkins West Junior High Indianapolis Metropolitan Career Academy John Muir School Judge Memorial Leeds Central School Lyman High School Lyme Middle School Massaponax High School McDowell County Gifted Program Nazareth Area Middle School	<b>NC School of Science and Mathematics</b> Newberry Middle School North Whiteville Academy Northland Pines Middle School Norwood High School Otay Ranch High School Pacific Grove High School Point Loma High School The Quaker School at Horsham Rutgers University Cook College Sparrows Point Middle School St. Alban's City School Stanford Middle School Suzanne Middle School T. R. Wright Elementary School University of Chicago Laboratory Schools Vincent School Vista Academy Wood River Middle School
<b>Canada</b> Lower Canada College William Gillett Academy	<b>Portugal</b> Escola Básica 2-3 da Pontinha	<b>Tasmania</b> Tasman District School	<b>Turkey</b> Enka International High School Etimesgut Anatolian High School	
<b>China</b> Shanghai American School	<b>Puerto Rico</b> Radians School	<b>United Kingdom</b> St. Augustine's High School	<b>United States</b> Ambassador Preparatory Annunciation Catholic Academy Baccalaureate School for Global Education Berry Elementary Cabrin High School Cary Academy Central Intermediate School Cesar Chavez High School Collegiate School	
<b>Germany</b> DOD Bitburg Elementary	<b>Romania</b> Colegiul National "Carol I" Elf School Iris High School Liceul Teoretic Grigore Moisil Vasile Alecsandri National College			
<b>Ghana</b> Opoku Ware School	<b>Saudi Arabia</b> Future Scientists Clubs			
<b>India</b> American International School American School of Bombay Millennium Education Centre	<b>Singapore</b> Raffles Institution			
<b>Indonesia</b> SMAN 3 Yogyakarta	<b>South Africa</b> KwaZulu-Natal			
	<b>Switzerland</b>			

# HERE ARE YOUR COMPLETE SOUND SYSTEMS & AUDIO ACCESSORIES!

## Easy to Set Up and Operate!

WOODS & OUTDOOR ACTIVITIES • DANCES • ASSEMBLIES • PEP RALLIES • LINGUISTIC MUSIC • SPORTING EVENTS • SYMBOLISM • AUDITORIUMS • GRADUATIONS • AEROBIC • DANCE CLASSES • MEETINGS • AND MORE

**Three Year Warranty and One Year Money Back Guarantee! Call or Email Us for a Complete Catalog and Price List!**

**2770 S. Harbor Ste D Santa Ana, CA 92704**  
**Phone 800-305-8441 or Fax 888-302-8441**  
**email: Dynamix10@aol.com www.audiodynamix.com**

**Audio Dynamix**  
Complete Sound Systems & Audio Accessories

## Award Winning Service

You strive to provide your customers with excellent service. But does it qualify as "award winning"? It will if you follow the advice of Brian Hill, service manager at Leisure Tyme RV in Mary Esther, Fla. The company recently received a prestigious service quality award from Newmar Corp., a manufacturer of motor homes that Leisure Tyme sells and services.

Here are seven easy-to-apply secrets that helped Leisure Tyme win this award:

1. **Treat customers like family.** "Treating customers like family is our whole philosophy," Hill says. "We think of our dealings with customers more as personal relationships than business arrangements. We understand their cares and concerns, and we will even suffer a loss in profit if that's what it takes to satisfy our customers."
2. **Help them feel at home.** "We want our customers to be just as comfortable doing business with us as they would feel in their own home relaxing at the end of a workday," Hill says. "That's why every employee at Leisure Tyme greets customers promptly, smiles at them and asks 'How are you doing today?'"
3. **Make even the unpleasant as pleasant as possible.** "There's nothing recreational or fun about bringing in your RV for servicing. It's a necessary evil," Hill admits. "So we make the service experience as pleasurable as possible. We're here to exceed expectations." Employees at Leisure Tyme offer service customers much more than they expect to receive. When customers come to pick up their motor homes, they discover they've been cleaned and polished as well as serviced. Employees also bring any extra problems they found to customers' attention, rather than just taking care of the service issues.
4. **Be willing to take a new or unusual approach to solving a customer's problem** instead of doing everything by the book. For example, if a customer calls Leisure Tyme with a service problem, employees could just say "You will have to bring your vehicle in." But whenever possible, employees will try to walk customers through a simple fix over the phone so that they can take care of the problem on their own. "A lot of service centers won't do that. They'd just tell the customer to bring the RV in," says Hill. "Once a gentleman was having an electrical problem and didn't have time to make it to our place before we closed. Instead of just telling him to come in the next day, we walked him through the steps of fixing the problem. This got him through the weekend so he didn't have to disrupt his vacation to get the work done. He was so grateful that he sent us a nice letter," Hill recalls.
5. **Remember that all customers are created equal.** At Leisure Tyme, the employees treat all their customers with the same level of courtesy, whether or not the customers bought their RVs from Leisure Tyme. "Every customer deserves the same level of satisfaction they'd get from their hometown dealer, and we try to give them that," says Hill. "Our customers are often so appreciative that they give us a hug rather than just shake our hand."
6. **Give them the full story.** When customers come in to shop for a new RV, Leisure Tyme staffers tell them there are no stupid questions. "We stay with them until they have all the answers they need to make a purchase decision," says Hill.
7. **Take advantage of every opportunity to serve your customers.** "We host an annual steak dinner for all our customers at a local campsite. Employees set up, cook and clean up. Participation is totally voluntary, but everyone is happy to be involved," says Hill. The customers who attend those annual dinners are always awed by the dedication of Leisure Tyme employees. The experience serves as a tried-and-true loyalty builder for new and old customers alike.

***"The Ultimate 3-D Experience"***

Create a moment in time that will be remembered by all your guests forever.

*We will surround your guests with various shapes and colors of beautiful confetti and streamers customized for your event.*

*Professional confetti productions*

# CONFETTI



**Call for a FREE Consultation & Demo Disk**

***Specializing in-Academic Events-Corporate & Special Occassions***

**(toll free) 1.877.6.CONFETTI**

**www.confettifxllc.com**



## Risk Taking, Take a Balanced Approach

**P**oker-playing is a crash course in risk-taking. Each hand presents players with the opportunity to leverage their chips for victory or to squander their chips if they bet and lose.

After the cards are dealt, poker players bet on the relative strength of their hand, or they may try to bluff the opposition into quitting the hand.

They may also choose to fold their cards if they do not have confidence in their chances of winning.

With every card shown on the table, a host of new scenarios arises. These new possibilities force poker players to make snap judgments on how to manage their risks. Should they raise the bet? Should they quit the hand? Should they match the bet of an opponent?

Knowing how many chips to risk, understanding when to risk them, and concealing the nature of the risk are each marks of a successful poker player. A person who is afraid to risk will never make significant gains, while an overly rash bettor will likely be beaten quickly.

The ability to manage risk is not a skill relegated to poker tables or game rooms in Las Vegas. Risk is inherent in business, and there are seldom, if ever, safe bets. Entrepreneurs risk startup capital and resources in the hopes of turning a profit.

Corporations risk resources to open a retail location, intending to earn a return on investment. With more complexity than ever before in the marketplace, a leader's attitude toward risk often makes the difference between a prosperous company and a bankrupt business.

Bestselling author and business advisor, Ram Charan, recently counseled leaders on risk-taking in his article, "Developing an Appetite for Risk," appearing in his column for *Yahoo! Finance*. In it, Charan identifies four steps toward a balanced approach to risk.



1. Anticipate the consequences Good risk-takers are like chess players—they are able to see multiple pathways into the future before they make a move. They clarify assumptions before making a choice, and they carefully consider the consequences of flawed assumptions. Likewise, they anticipate the rewards of correctly assessing the future, and they weigh these into their decision-making.

2. Diversify to mitigate risk Smart risk-takers heed the warning "don't put all your eggs in one basket." They hedge their resources so that if circumstances don't go as planned, they are not fully invested in a losing venture. They balance radically new initiatives with tried-and-true revenue streams. They

offset widespread change with pockets of tradition and consistency.

3. Watch for early warning signs By falling in love with a chosen course of action, risk-takers may not spot initial indicators of impending failure. Assumptions should be evaluated frequently, particularly in the early stages of a risky decision. Oftentimes, warning signs will precede total collapse and allow for time to change direction.

4. Curb your psychological bias Whether possessed with a gambler's impulse or an innate aversion to the unknown, leaders must be aware of their disposition toward risk. For the over-cautious, it is wise to be spurred on by more daring decision-makers. For the high stakes adventurer, asking for opinions from more reserved personalities is a prudent way to proceed with caution. Each person has a built-in capacity for risk, and seldom is it balanced. Intentionally interacting with persons of the opposite persuasion brings a healthy "middle-ground" perspective.

For the full text of Ram Charan's article "Developing an Appetite for Risk," visit *Yahoo! Finance* online at: <http://finance.yahoo.com/columnist/article/companyknow/10765>.

"This article is used by permission from Dr. John C. Maxwell's free monthly e-newsletter 'Leadership Wired' available at [www.maximumimpact.com](http://www.maximumimpact.com)."

### TIP OF THE WEEK

**W**hen you ask for something ASAP, you give up control of your request because "as soon as possible" really means "whenever you get to it." Instead, be clear about when you want work completed or documents returned. For example, when routing a memo or report and asking for feedback, write the date and time of day you want the document returned.

Source: 39 Communication Bloopers ... & How to Avoid Them



## *Don Dagne' Says Goodbye*

### Hello and Good-Bye to All Our CADA Buddies

This year Sandy and I will be leaving the Board after serving 28 years of great fun, learning, experiences, and wonderful friends. We plan to stay active on the local Area E Council as long as they will have us and we are still useful.

If my health holds up, I hope to finish teaching in probably four to five more years. If I have the schedule I have this year, I may not make it. Sandy and I plan to travel quite a bit after retirement. I have been to fifty-seven countries, all the US States, twenty-six of the Mexican States, and all the Provinces in Canada; but I have missed South America and Antarctica. These will be some of my next destinations.

Sandy and I have been blessed to work with some of the most likable, helpful, intelligent, imaginative, and kindest people in the world. Every year we tried new ideas and creative programs. We tried to keep the "heart and soul" that was left by my predecessor, Ola King-Claye and to keep building upon it. We tried to take innovation to the future successors as well. There have been so many people who have made our years on the Board a loving, meaningful experience. We will never forget what you meant to each of us as a group and as individuals. We will always try to be there for you in everything we do.

I want to thank each Board member, each Council member, and each CADA member who has made a difference in Sandy and my life. Please remember my smile and the warmth of our hearts for each of you. We will see you at State Convention in San Diego at the end of February. God bless, Dr. Don Dagne'.



## Activity Article Continued

*(Continued from page 16)*

and expectations that are evident in the way a school operates. They do feel that their data supports the creation of more collaborative cultures and show a link between such and student achievement.

The study was designed to assess collaborative culture via an inventory of relative artifacts, or "footprints." These are observable and include behaviors, dress, room decor, stories, myths, jargon, beliefs concerning how students learn and parental support, and values such as test scores and student self esteem. The study documented such footprints for 81 schools in Indiana. The data provided scores on six factors (for 35 items) used to describe a collaborative community. The scores on the six factors were then correlated with math and language arts student achievement data using the Indiana Statewide Testing for Educational Progress (STEP) program. These six factors are:

1. Collaborative Leadership;
2. Teacher collaboration;
3. Professional development;
4. Unity of Purpose;
5. Collegial Support;
6. Learning Partnership.

According to this process, the more collaborative schools tended to have higher student achievement. The caution here is that the study reveals links, not causality. The strongest correlations come from factors 3, 4, and 6. Factor 3 captures the degree to which teachers value the idea of themselves as learners. Factor 4 is about the mission of the school and how it affects the way things are

done. The mission statements serves as a unifying source identifiable by all. Factor 6 describes the educators' relationship with parents, or to what degree parents are involved and the teachers' perceptions of that involvement (though in general such involvement tends to statistically decrease as students progress through the system).

School culture and student achievement are not divergent issues for schools to consider.



Copyright © 2005 by National Association of Secondary School Principals



### Herff Jones

Platinum Sponsor

Mark Traugber

Regional Sales Manager

953 E. Juanita Ave. Suite B

Mesa, AZ 85204

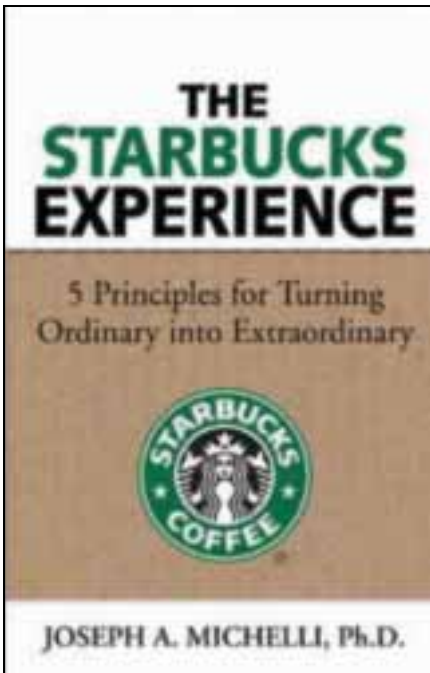
480.892.0064



# Book Review: *The Starbucks Experience* *5 Principles for Turning Ordinary into Extraordinary* By Joseph A. Michelli

Aside from the advent of the information age, in the past 20 years, perhaps no cultural phenomenon has gripped society like Starbucks coffee. From a smattering of Ma and Pa shops spread thinly across the country in the 1980s, the coffee industry has been transformed by the Starbucks juggernaut to the point where Starbucks stores adorn street corners across the globe.

How did Starbucks grow from a small business in the Seattle area to one of the best recognized brands in the world? How did Starbucks capture the loyalty of customers who visit an average of 18 times per month? What accounts for the demand enabling Starbucks to open five stores per day, every day of the year? How did Starbucks convince coffee drinkers to abandon their usual routine and pay prices six or eight times higher for specialty coffee blends?



In his recent release, *The Starbucks Experience*, Joseph A. Michelli uncovers the management principles guiding the exponential growth and wild popularity of the Starbucks brand. The book is the culmination of two years of research during which Michelli immersed himself in the stories of Starbucks. As part of his research, Michelli extensively interviewed Starbucks personnel—from top executives to the baristas making the beverages. He listened to customers describe their affinity for Starbucks, studied the company's business model, and even visited one of its coffee farms in Costa Rica.

Even before opening the book, its appearance gives the reader an impression that Michelli is well-versed in the ins and outs of the corporate coffee giant. The jacket of the book smartly resembles a cup of coffee from Starbucks. The black and green lettering of the title sits upon a white background, and an imitation card-

board sleeve encircles the middle of the cover, prominently displaying the Starbucks logo. Even the look and feel of the pages is very "Starbucks."

What makes *The Starbucks Experience* come alive are the stories of how the company has positively connected with its clientele. From baristas caring for an injured American in Kuala Lumpur, to partners helping a widow cope with the loss of her husband, to patrons assisting an armed forces battalion in Afghanistan piece together a makeshift Starbucks café, images of the powerful connection of Starbucks abound.

As with any ubiquitous brand, Starbucks has been accused of trampling on the little guy. Critics cite corporate greed when claiming Starbucks is ruining the livelihoods of small business owners. In perhaps the most instructive chapter of the book, "Embracing Resistance," Michelli blows apart the notion of Starbucks as an uncaring mega-corporation. By considering the environment, serving the community, and protecting the well-being of its partners, Starbucks strives to practice the values it professes and win over its skeptics.

Michelli spreads examples of Starbucks' corporate conscience throughout the text. To encourage volunteerism, Starbucks donates \$10 per hour, up to \$1,000 per project, to qualifying organizations where a Starbucks employee volunteers. To shield coffee workers from exploitation, Starbucks pays over \$1.25 more than its competitors when buying coffee to ensure partnerships that embrace Starbucks' values of fairness and good employee treatment. With respect to the environment, Starbucks has also taken the initiative to reduce its carbon emission, use a higher percentage of recycled materials, and increase its usage of renewable wind energy.

If there is any criticism of the book, it's

Michelli's focus on the positives. He glosses over negative aspects in *The Starbucks Experience*, and only briefly mentions the company's shortcomings. However, in doing so, he rightly highlights the unique strengths of the brand and bypasses the generic, unglamorous qualities held in common by Starbucks and all worldwide businesses.

*The Starbucks Experience* is a bountiful collection of innovative management philosophies. The book offers great insights into Starbucks' remarkable ability to connect with customers by offering consistent products and ambience, while suiting every store to the strengths of its partners and the flavor of its locality. Readers of LW will be able to extract several ideas from *The Starbucks Experience* to apply in their own places of employment.

*"The Starbucks Experience: 5 Principles for Turning Ordinary into Extraordinary"* By Joseph A. Michelli (McGraw-Hill, 2007)

*"This article is used by permission from Dr. John C. Maxwell's free monthly e-newsletter 'Leadership Wired' available at [www.maximumimpact.com](http://www.maximumimpact.com)."*

If you have read any books that you feel the members would love to read contact us as CADA Central and leave the name of the book, the author and a one page review of the book. All this can be sent to [ski.lhs@verizon.net](mailto:ski.lhs@verizon.net)



### CADA Sudoku Solution

D	V	T	V	V	R	I	E	C
V	C	V	V	E	I	D	R	T
R	E	I	T	D	C	V	V	V
T	V	D	C	V	V	R	I	E
V	R	E	I	V	D	C	T	V
I	V	C	E	R	T	V	D	V
E	T	V	E	I	V	V	C	R
C	D	R	V	T	V	E	V	I
V	I	V	R	C	E	T	V	D

24th Annual CADA/CASL LEADERSHIP CAMPS - 2007

# THE LEADERSHIP ADVENTURE WITH CADA/CASL

U. C. SANTA BARBARA \* STANFORD UNIVERSITY

## CADA Leadership Camps

... are a great setting to develop personal and interpersonal skills  
 ... help to ensure future success in high school, college and the 21<sup>st</sup> century work force  
 ... are staffed by professional and credentialed educators  
 ... have been training California student leaders for 24 years

### CADA/CASL CAMP CAN HELP YOUR STUDENTS TO BECOME ...

- ☞ DYNAMIC STUDENT LEADERS
- ☞ WELL-ROUNDED TEAM PLAYERS
- ☞ CREATIVE PROBLEM SOLVERS
- ☞ EFFECTIVE COMMUNICATORS
- ☞ SUCCESSFUL PRESENTERS
- ☞ VISIONARY PLANNERS

### SPECIAL CASL/CADA MIDDLE SCHOOL CAMPS AT U.C. SANTA BARBARA AND STANFORD

This unique middle school camp program will allow your younger leaders to gain valuable experience in leadership. Middle school students will be organized into councils under the guidance of credentialed CADA staff members assisted by CADA trained CASL student officers. This year CADA/ CASL Middle School Camps are limited to those grade levels (6th through 8th grade). We do require an advisor or responsible adult attend with your delegation.

### EXPERIENCE INCLUDES

- ☞ Leadership Activities Handbook - 280 pages
- ☞ Camp Video - High School Camps & Middle School Camps
- ☞ LEADERSHIP CAMP T-

shirt

- ☞ CADA/CASL Leadership Certificate

### ADVISOR SESSIONS

The advisor program, which is parallel to the student program, will cover topics designed to assist new and experienced advisors in developing the best plan to meet their individual school activity plans. **Again this year college credit will be available for the full advisor program.** (There is an additional fee for this credit.)

### LEARN

### LEADERSHIP SKILLS

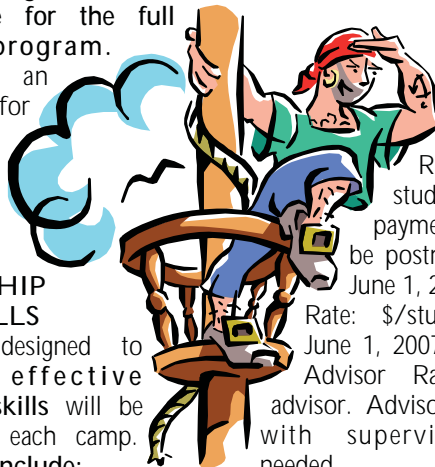
Workshops designed to develop effective leadership skills will be presented at each camp. **Topics may include:**

- Effective Meetings
- Communication
- Working with the Advisor
- Goal Setting
- Time Management
- Officer's Responsibilities
- Student/Staff Recognition
- Fundraisers and Finances
- Proms and Homecoming
- Community Service
- Multi-Cultural Activities
- Publicity
- Rallies and Assemblies
- Conflict Management
- Noon-time Activities
- Elections
- Stress Management
- Challenge Course Activities
- Substance Abuse Prevention
- Problem Solving
- Tobacco Use Prevention
- Solving campus concerns
- Diversity
- Interpersonal skills
- Environmental Awareness

- Public Speaking
- Creative Yearbook Ideas
- New Games
- Project Planning
- Personality Styles

### RATES FOR 2007 APPLY NOW AND SAVE MONEY!

### STUDENTS NAMES ARE NOT NEEDED UNTIL EARLY JUNE.



### High School Rates

Regular Rate: \$/student. Full payment must be postmarked by June 1, 2007. Late Rate: \$/student after June 1, 2007. Special Advisor Rate: \$/advisor. Advisor will help with supervision as needed.

### Middle School Rates

Regular Rate: \$/student. Full payment must be postmarked by June 1, 2007. Late Rate: \$/student after June 1, 2007. Special Advisor Rate: \$/advisor. Advisor will help with supervision as needed. If there are no CADA members at your school, please contact CADA Central for current membership fee structure, or contact Jack Ziegler for further details. Membership in the California Association of Student Leaders (CASL) is included in the price of membership.

### CONTACTS

**Jack Ziegler**—Camp phone number (530) 662-8533, Home (530) 666-0808, FAX (530) 662-8118, E-Mail: jziggle@aol.com  
**John Gibson**— School (661) 871-7221, Home (661) 871-7458, E-Mail: jgibson@khsd.k12.ca.us

## Convention Discount & Dates

The CADA Leadership Camp staff has started to plan for the 2007 camp season. Our dates for the program held at U.C. Santa Barbara and Stanford University are below. At the CADA Convention, REV it Up with CADA, from February 28—March 3, in San Diego, we will be offering a Special Convention Rate Coupon to those members who attend. This coupon offers significant savings for your school so make sure to stop by the CADA Leadership booth in Reno.

### CADA CAMP DATES FOR 2007

U.C. SANTA BARBARA, HIGH SCHOOL •  
 U.C. SANTA BARBARA, HIGH SCHOOL

U.C. SANTA BARBARA, MIDDLE SCHOOL

STANFORD, HIGH SCHOOL •  
 STANFORD, MIDDLE SCHOOL •

For more information contact Jack Ziegler...  
 Phone: 530-662-8533 E-Mail: jziggle@aol.com





# Contacts

**Monica Anderson (Area D)**  
 Nipomo High School  
 525 N. Thompson Road  
 Nipomo, CA 93444  
 School (805) 474-3300  
 Manderson@lmusd.org

**Cindy Bader (Area B)**  
 Terra Linda High School  
 320 Nova Albion Way  
 San Rafael, CA 94903  
 School (415) 492-3287, ext. 1109  
 Fax (415) 492-3105  
 cinbad@marin.k12.ca.us

**Pete Cahn (State Legislative)**  
 P.O. Box 1554  
 Woodland, CA 95776  
 (530) 666-0285  
 pcahn@cada1.org

**Paul Chylinski (Communications Coord.)**  
 Loara High School  
 1765 W. Cerritos Ave.  
 Anaheim, CA 92804  
 School (714) 999-3692  
 FAX (714) 999-3703  
 chylinski\_p@auhsd.us

**Don Dagné (Past President)**  
 Clifton Middle School  
 226 South Ivy Avenue  
 Monrovia, CA 91016  
 School (626) 471-2600  
 FAX (626) 471-2610  
 drbanana11@aol.com

**Mark Dutra (Area C)**  
 Hanford Adult School  
 905 Campus Drive  
 Hanford, CA 93656  
 School (559) 583-5905  
 mdutra@hjuhsd.k12.ca.us

**Tiburcio Garcia (Vice President)**  
 Sunny Hills High School  
 1801 Warburton Way  
 Fullerton, CA 92833  
 School (714) 626-4216  
 FAX (714) 738-3728  
 tgarcia@sunnyhills.net

**Patricia Holt (Area F)**  
 Yorba Linda Middle School  
 4777 Casa Loma Ave.  
 Yorba Linda, CA 92887  
 School (714) 528-7090 x7043  
 Phacula@sbcglobal.net

**Patty Judge (Area A)**  
 Cesar Chavez High School  
 2929 Windflower  
 Stockton, CA 95212  
 School (209) 933-7000 x8763  
 pajpatty@aol.com

**Sandi Kurland (Area G)**  
 Ramona High School  
 1401 Hanson Lane  
 Ramona CA 92065  
 School (760) 787-4128  
 Fax (760) 787-4129  
 sandrakurland@cox.net

**CADA News 3540 Soquel Ave. Suite A Santa Cruz, CA 95062**

Please route to the following people [ ] Activities Director [ ] Advisors  
 [ ] Principal [ ] Other Administrator [ ] Yearbook [ ] Cheer Advisor  
 [ ] National Honor Society [ ] Other Coordinators [ ] Key Club Advisor

**Mark Lantz (Area E)**  
 Chaparral Middle School  
 1405 South Spruce Tree  
 Diamond Bar, CA 91765  
 School (909) 861-6227  
 FAX (909) 396-0749  
 mlantz@uia.net

**Bob Martin (Treasurer)**  
 3301 Bucknell Street  
 Bakersfield, CA 9330  
 (661) 872-0941  
 FAX (661) 872-7752  
 CadaCash@cox.net

**Don Shaffer (President)**  
 Kramer Middle School  
 645 Angelina Drive  
 Placentia, CA 92870  
 School (714) 524-2171  
 Cell (714) 624-1405  
 DonShaffer@sbcglobal.net

**Bill Smith (Convention Coordinator)**  
 267 North Ambling Drive  
 Brea, CA 92821  
 (714) 529-5865 Fax  
 (714) 529-5865  
 bsmithcada@aol.com

**Denise van Doorn (President Elect)**  
 Bear Valley Middle School  
 3003 Bear Valley Pkwy  
 Escondido, CA 92025  
 School (760) 432-4060ex. 110  
 FAX (760) 504-0814  
 obwhan@cox.net

**Linda Westfall (Secretary)**  
 PO BOX 1550  
 Weldomar, CA 92595  
 (760) 929-0086  
 lsurfwestfall@aol.com

**Jack Ziegler (Leadership Camp/CASL)**  
 (530) 662-8533  
 FAX (530) 662-8118  
 JZiggie@aol.com

**Glenn Zimmerman (Ex Dir)**  
**David Boddy (Acct Man)**  
 CADA Central  
 3540 Soquel Ave., Suite A  
 Santa Cruz, CA 95062  
 (831) 464-4891  
 FAX (831) 464-4881  
 glenn@btfenterprises.com  
 dave@btfenterprises.com

**1.888.USE.CADA**  
**www.Cada1.org**

## CADA Statewide Calendar of Events\*

January 15, 07	Deadline for NASC Student Delegation	September 2007	South Lake Tahoe Adult Conference
January 19, 07	Early Reg. Deadline for CADA Convention	September 2007	Area D Advisor Conference
February 1, 07	Deadline for applying for Outstanding Activities Program	September 2007	Area C High School / Middle School Conf
February 8, 07	Area F Middle School Conference	September 2007	Area E & F Advisor Conference
February 15, 07	Area D High School Conference	October 2007	Area A High School / Middle School Conf.
Feb 28-Mar. 3, 07	CADA Conference * San Diego	November 2007	Area G Student Leadership Conference
Mar 30-Apr 1, 07	CASL Middle School State Conference	November 2007	Area B Student Leadership Conference
Mar 31-Apr 2, 07	CASL High School State Conference	November 2007	Area F Student Leadership Conference
May 10, 07	Central Valley (Modesto) Student Conference	November 2007	Area E Student Leadership Conference
June 23-27, 2007	71st NASC Conference * Kansas	June 25-29, 2008	72nd NASC Conference * Texas

\* Area Coordinator is the contact unless otherwise noted, see above numbers for information

For more detailed information check the web site at [www.cada1.org](http://www.cada1.org)