

Loara High School ASB



Manual 2008-2009

THE INSTALLATION OATH

As the **Activities Directors** of **Loara High School**, we challenge you to continue the momentum of last year's group, and maintain a high work ethic towards the future. We encourage you to strive to maintain high standards in all activities you put on as well as high standards in your own personal life, and we challenge you to put others and school before yourself.

But most of all, we challenge you to be true to yourself in all that you do.



CHECK YOUR CALENDARS!



The CASL Conference is Saturday – Monday April 2, 3 & 4, 2005

This is a date change. Registration forms will be on-line in October and mailed out in November.

This conference will be held at The Coast Anaheim Hotel.

Be sure to "Follow The Leadership Road"

CADA News



Sometimes we raise money with no focus to where the money is going. Further more we have stuff lying around the house that we feel guilty throwing away. There's more to having garage sales and fundraisers than keeping the money, why not donate your items to a worthy organization. In an article posted in Family Circle, June 15, 2004 they offer several ways to give stuff away.

Clear Out Your Closets

- Donate suits, outfits, blazers or professional shoes to Dress for Success. For an affiliate near you, log on to www.dressforsuccess.com.
- Provide a prom dress and accessories for a high school student. Check for organizations that collect them for good uses, or hold a drive at your own school.
- Pass along your most precious dress. Send your wedding gown to Making Memories Breast Cancer Foundation, 1270 SE Stephens Street, Portland, OR 97233. If possible, pin \$5 to the gown to help pay for the cleaning, pressing and preparation of the garment for sale.

A Wish For Leaders

by Dr. Earl Reum

I sincerely wish that you will have the experience of living within a new idea, planning it, organizing it, following it to completion and then having it be magnificently successful. I also hope that you will go through the same process and have something bomb out horribly just so that you can cherish the experience of dealing with failure.

I wish that you could achieve some great good for humankind, as special favor for someone, but have no one know about it except for you.

I wish that you could find values so worthwhile that you deem them worthy of investing your entire future life within them. I truly wish that your dreams will all come true – and more than that, I hope you become frustrated and challenged enough to begin to push back the very barriers of your own personal limitations and to contribute to the greater good of human kind.

I hope that you make a stupid, maybe even—unethical mistake—and get caught red handed

and are big enough to say those magic words: "I was wrong", "I am sorry", "I will do better the next time."

I hope you give so much of yourself that on some days you wonder if its worth all the effort.

I wish for you a magnificent obsession that will give you reason for living and purpose and direction and power from within, to do that which must be done.

I wish for you the worst kind of criticism for everything you do because that makes you fight to achieve beyond what you normally would accomplish; that makes you earn the power of commitment which is a sacred trust, a key to achievement.

I wish for you the total experience of LEADERSHIP within the cosmos of the Greatest Student Council which has ever



Go to EarlReum.com and here's the photo

existed.

Earl has been involved with CADA since the beginning of dawn. To get more info on Earl write to, Dr. Earl Reum, Itinerant Sorcerer, 827 Milwaukee Street, Denver, Colorado 80206 or go online at www.earlreum.com

There's More To Fundraising Than Raising Money ... Give Stuff Away

- Send baby clothes and supplies to Newborns in Need. The organization will distribute

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THE CHALLENGE OF LEADERSHIP



UNDERSTANDING GROUP DYNAMICS

When a group is working together, it can accomplish more than the sum total of the work produced by its individual members. This is synergy; it spurs a group on to greater heights and accomplishments.

As leaders, we sometimes find ourselves working with a group, trying to discuss important matters and no matter what we do we can't get the group to work constructively together. It is helpful if we can keep calm, and analyze what is happening before we react. The following are suggestions you might want to try if a group member appears to be keeping the group from being productive.

If a group member ...	You might ...
talks endlessly and doesn't allow others to participate	thank her for the input and suggest getting the views of others in the group. Politely point out that others need an opportunity to participate.
must always present the negative	ask for group reactions to the expressed views, or alternate side of an issue solutions to the problem by another group member.
talks about all subjects whether they are pertinent or not	call attention to the issue at hand, or say that because time is limited you'll discuss other issues later. In a non-judgmental way, recommend getting back to the subject at hand.
gets lost as he/she is trying to make a point	in a friendly manner, indicate the digression. Draw attention to the discussion objectives, remind everyone that time is limited.
distracts others by engaging in side conversations	Call on the talkers by name and either ask an easy question, or restate the last opinion expressed by the group and ask their opinion. Try not to embarrass them. You might casually stand behind them or ask them to share their views.
represents another group	Ask who she/he is speaking for, ask her/him to discuss the benefits or end results for your group, and compare those to your group's goals.
acts superior to the group	ask for other views on issues after indicating the respect that the group holds for that person. Do not overdo this or else the group will resent it.
picks on specific members	ask that personalities be omitted.
states messages that are judgmental	thank member for one point of view. Ask the group for other sides of the issue that should be considered.
is bored or indifferent	try to draw him into the discussion by listing alternate solutions and asking for his/her opinion. Ask the person to lead a discussion.
is timid or insecure	draw out the person next to him then ask his opinion of the view expressed.

LEADERSHIP



Definitions:

Leadership is like beauty -- it's difficult to describe or define, but you know it when you see it. Leadership is influence. It can be either positive or negative.

Leadership has been defined in many ways:

A leader is anyone who has two characteristics: first, he is going somewhere; second, he is able to persuade other people to go with him.

A good leader inspires men to have confidence in him; a great leader inspires them to have confidence in themselves.

Leaders are ordinary people with extraordinary determination.

Leadership is the ability to inspire individual contributions toward a common goal.

Leadership denotes both the occupancy of a status, and the active performance of a function that mobilizes organized collective/voluntary effort toward the attainment of shared goals.

Leadership is influence with people that causes them to communicate, select common goals and act towards achieving these specific goals.

Good leadership is often equated with high group morale, popularity and high group productivity.

“No person can lead other people except by showing them a future. A leader is a merchant of hope.” - Napoleon

“The art of getting someone else to do something that you want done because he wants to do it.” - Dwight D. Eisenhower



“Leadership is the discipline of deliberately exerting special influence within a group to move it toward goals of beneficial permanence that fulfill the group's real needs.” - John Haggai

Haggai's definition can be examined more closely:

- Discipline indicates that leaders are made, not born.
- Deliberately indicates a commitment on the part of the leader.
- Special influence is not forced, but comes from deep respect.
- A group has a unity of purpose.
- Goals refer to a set of specific, measurable achievements designed to reach one's purpose.
- Permanence, a leader should work for changes that are continuing, enduring and lasting.
- Real needs, the best interest of the group must be a genuine interest of the leader.

Leadership may also be regarded as a series of functions that:

- builds and maintains the group
- gets the job done
- helps the group feel comfortable and at ease
- helps set and clearly define objectives
- cooperatively works toward these objectives

A leader, then, is one who assumes the role of guiding or helping others perform some of the functions listed above for the common good of the group. There are two major requirements of a leader:

1. He/she must know where he/she is going.
 - a. Vision: A clear picture of what the leader sees the group doing or being.
 - b. Mission: Having a vision is not enough. There must be a commitment to act on the vision. That is called a mission.
 - c. Goals: a designed program of measurable steps of action.
2. He/she must be able to get someone to go with him/her.
 - a. Communication -- "Leaders are only as powerful as the ideas they can communicate" -- Bennis and Nanus.
 - b. Motivation -- it is the inner drive that launches us into action.

HISTORICAL APPROACHES TO LEADERSHIP

Trait Theory: We have often heard the statement, "That person is a natural-born leader." In earlier years it was assumed that leaders possessed certain special traits or characteristics. According to this theory, leadership is determined by a person's personality characteristics. It is reflected in personality differences between leaders and followers.



Many studies were made in an effort to correlate the leadership capacity or potential of an individual with these personal attributes. While some definable personal characteristics have been linked to leaders in certain situations, these studies haven't been successful in providing a formula for leadership selection.

Situation Theory: According to the situational approach, leadership is a role. Roles are expectations about how all people in a given position should think or act. Roles do not exist within individuals as traits do; rather, roles arise from the social context in which they take place. The leadership role is not static, but changes with the situation. Thus, leadership depends upon the group of people involved, the task to be accomplished, and the environment of the work to be accomplished.

Functional Theory: This theory concentrated on the kind of behavior required for a group to survive and achieve goals. Everyone had a contribution to make and different members assumed different roles, such as initiating, blocking and maintenance roles. The roles assumed by members became more important than the leader.

Transactional Theory: This theory stresses the quality of leader-follower relationships. Leadership is a dynamic process of mutual influence between a leader and followers directed towards attaining mutually established goals and maximizing benefits while minimizing costs for all involved. Leadership is a dynamic process; it changes over time as a leader emerges or is appointed and then works within a changing social and physical environment to achieve constantly evolving goals. Leadership is transactional; it reflects the interaction or mutual influence of leaders and followers. Leadership is goal-directed; its purpose is to work towards goals set and changed through group interaction. Finally, leadership is reflective of social exchange; leaders supply rewards and reduce costs for followers in exchange for a favorable balance of rewards and costs for themselves.

Skills of Leadership



Effective leaders are not born; they are made. There is no question that one's performance in a leadership role can be enhanced through effort, study, and, of course, practice.

Here are some important skills that should be learned and practiced;

1. Skills of personal behavior. The effective leader:
 - a. Is sensitive to feelings of the group.
 - b. Identifies self with the needs of the group.
 - c. Learns to listen attentively.
 - d. Refrains from criticizing or ridiculing member's suggestions.
 - e. Helps each member feel important and needed.
 - f. Should not argue.
2. Skills of communication. The effective leader:
 - a. Makes sure that everyone understands not only what is needed but why.
 - b. Makes good communication with the group a routine part of the job.
 - c. Helps the group see how it can deal with internal conflicts.
3. Skills in equality. The effective leader recognizes that:
 - a. Everyone is important.
 - b. People support what they themselves create.
 - c. Leadership is to be shared and is not a monopoly.
 - d. A leader grows when leadership functions are dispersed.
4. Skills of organization. The effective leader helps the group:
 - a. Develop short and long term objectives.
 - b. Break big problems into small ones.
 - c. Share opportunities and responsibilities.
 - d. Learn skills needed for new responsibilities.
 - e. Plan, act, follow up and evaluate.
5. Skills of self examination. The effective leader:
 - a. Is aware of motivations and motives guiding actions.
 - b. Is aware of members' levels of hostility and tolerance so that appropriate counter measures are taken.
 - c. Is aware of their fact-finding behavior.
 - d. Helps the group to be aware of their own forces, attitudes and values.

Leadership is not bestowed -- it is only yours for as long as it is continuously earned.

Identifying A Leadership Model

Think about local, state and/or national leaders you admire, and then respond in writing to the following statements and questions.



1. I consider _____ to be a good leader.

2. The following qualities make this person a good leader. _____

3. I display the following similar qualities

4. I do not display the following similar qualities

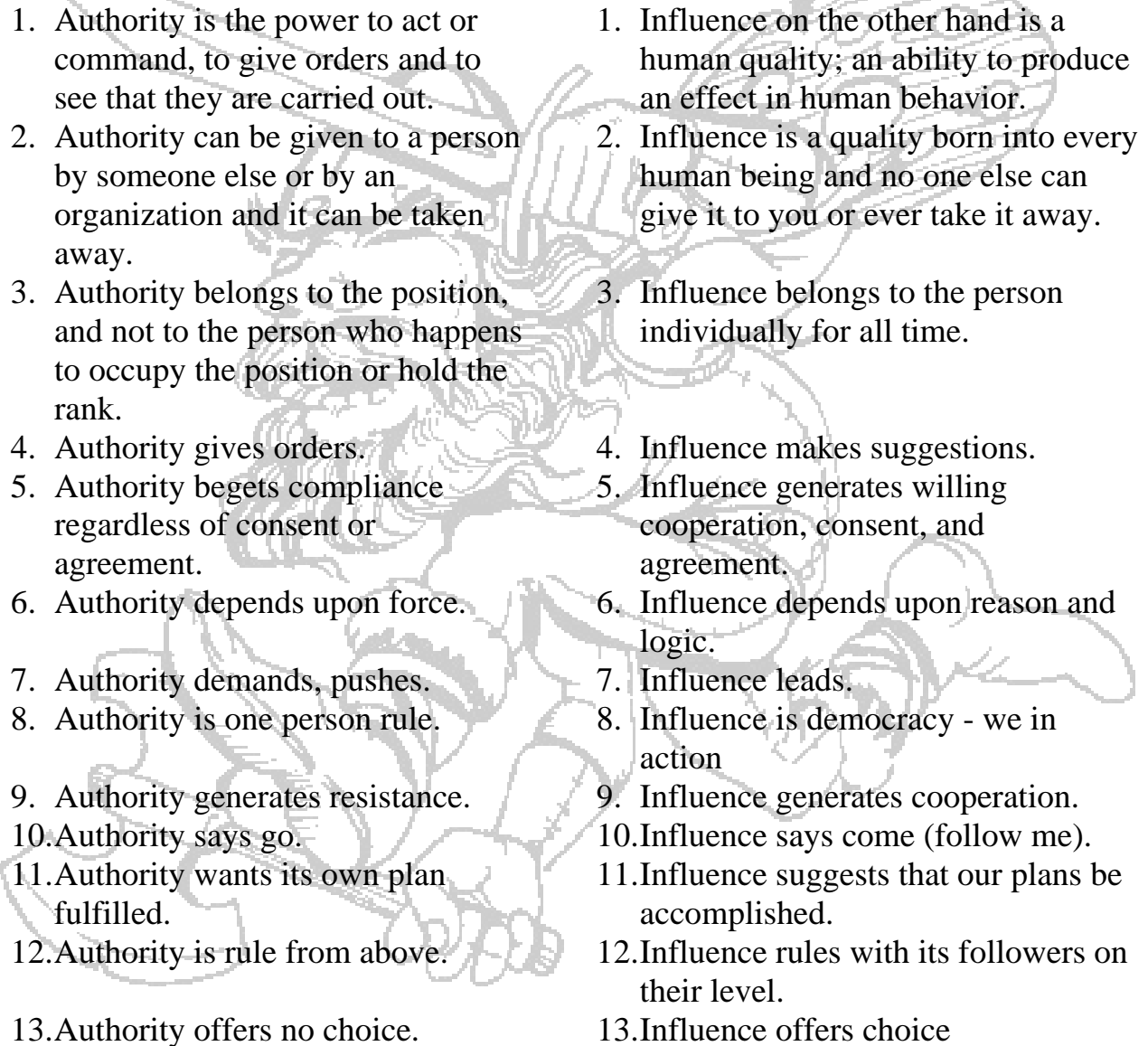
5. I consider my greatest, most unique talents to be

6. What can I learn about effective leadership by studying the leadership style of the person I identified in statement one?

What makes a poor leader? What kinds of people don't make good leaders or motivators?

1. Aggressive ... against people who do not agree with them, or who do not do as they want them to.
2. Apprehensive ... that others are scheming against them, or the firm.
3. Fatalistic... in thinking that worker's aren't to be trusted; intolerant of democratic leaders
4. Inflexible ... preferring action to thinking it over before acting
5. Prejudiced ... against certain social groups, firms, religions, or nations
6. Submissive ...in blindly believing in, and following, forceful leaders or achievers whom they admire

AUTHORITY VS INFLUENCE

- 
- | | |
|--|--|
| 1. Authority is the power to act or command, to give orders and to see that they are carried out. | 1. Influence on the other hand is a human quality; an ability to produce an effect in human behavior. |
| 2. Authority can be given to a person by someone else or by an organization and it can be taken away. | 2. Influence is a quality born into every human being and no one else can give it to you or ever take it away. |
| 3. Authority belongs to the position, and not to the person who happens to occupy the position or hold the rank. | 3. Influence belongs to the person individually for all time. |
| 4. Authority gives orders. | 4. Influence makes suggestions. |
| 5. Authority begets compliance regardless of consent or agreement. | 5. Influence generates willing cooperation, consent, and agreement. |
| 6. Authority depends upon force. | 6. Influence depends upon reason and logic. |
| 7. Authority demands, pushes. | 7. Influence leads. |
| 8. Authority is one person rule. | 8. Influence is democracy - we in action |
| 9. Authority generates resistance. | 9. Influence generates cooperation. |
| 10. Authority says go. | 10. Influence says come (follow me). |
| 11. Authority wants its own plan fulfilled. | 11. Influence suggests that our plans be accomplished. |
| 12. Authority is rule from above. | 12. Influence rules with its followers on their level. |
| 13. Authority offers no choice. | 13. Influence offers choice |

CHALLENGE

Vol. 8, No. 8

For Students

April, 1996

One of the purposes of the Student Council is to promote good relations with the public upon whose good will the Council depends

No Student Council public relations program can be successful unless the Council program is fundamentally sound and related to worthwhile educational principles.

Internal Public Relations: Communications must begin within the Student Council itself. Each member must feel he/she is contributing to the Council's total program and to the total school program.

External Public Relations: The Student Council focuses on achieving good communications with the administration and faculty, the student body, parents, the community, and other school groups. This implies the interchange and sharing of ideas among the people of these groups and Council.

Communication and Public Relations: Communication in Student Council work means receiving ideas and suggestions from the student body, the school staff, and the community; in turn, transferring ideas and suggestions to these groups.

RELATING TO YOUR PUBLIC

PURPOSES OF PUBLIC RELATIONS/COMMUNICATIONS ARE:

- to receive information from and to inform all groups concerning the work of Council
- to gain the support of "publics"
- to develop an awareness of the importance of the Student Council in a modern educational program
- to improve the quality of the Council program through continuous evaluation and reflection on experiences
- to correct misunderstandings and misconceptions about the Student Council
- to instill in the entire student body an interest in the Council and its activities. Support will follow.
- to make each homeroom or unit group a vital part of the Council's progress in promoting good school relationships
- to instill in all members of the student body the values derived from democratic principles
- to create an awareness of Council's role in the modern educational program
- to involve young people in the school and its activities

PUBLIC RELATIONS/EFFECTIVE COMMUNICATION MUST BE

- honest
- positive
- continuous
- planned
- simple/comprehensive
- two-directional
- dignified/organized
- aimed to serve a particular group

SPECIAL CONSIDERATIONS

- Use of the administrative unit, homeroom, class, etc.
 - * The homeroom provides a direct line from the Student Body to the Council.
 - * Homeroom representatives must be strong, interested leaders.
 - * The students in the homeroom must feel that their wishes, desires, and interests influence the Council.

Purposes of the Student Council include good public relations

Continued from page 1

- * Homeroom teachers are able to see the importance of Council through the homeroom representative's interest and the class' receptivity and response.
- * Ideas from these units should be acted upon by the Council. The aid of non-Student Council members, who are interested, should be used whenever possible.
- Special work with the faculty: When properly informed, faculty members can supply the "spark" for an active and productive Council.
 - * Enlist the aid of faculty members in the work of various Committees.
 - * Invite faculty members to meetings.
 - * Cooperate with the faculty on such issues as:
 - taking pupils out of class.
 - spacing activities.
 - providing a variety of activities, some of which encourage scholarship.
- Student Council Publicity Committee
- School bulletins and Bulletin Committee
- Public Address Writer's Committee
- Newspaper Reporters
- Poster campaigns and Committees
- Regularly scheduled meetings with the Principal
- Projects designed to inform the faculty:
 - * faculty meeting report
 - * inform-your-teacher week
 - * windshield-washing Committee
 - * weekly interview project
 - * invitation to faculty members to work on Committees
 - * letter to the teacher project
- * posted minutes
- * carefully prepared reports to homerooms
- * suggestion box listings and reactions
- * direct lines from the Student Body to the Council
- * bulletin board usage
- * assemblies
- * radio and television presentations
- * graphs and charts
- * questionnaires and surveys
- * public address announcements
- * telephone taped messages
- Projects designed to inform other student groups:
 - * national club week
 - * charter club membership interviews
 - * open club membership interviews
 - * assignment to clubs of special Council projects
 - * inclusion of club presidents as sounding board

***A suggestion box
should be provided
so that members of
the student body may
participate in the
work of the Council.***

WAYS AND MEANS OF PUBLICIZING AND COMMUNICATING

- school bulletin boards
- assembly programs
- oral reports and class discussions
- school papers
- daily bulletins on public address system
- neighborhood papers
- daily newspapers
- radio and television
- pictures and graphic materials
- faculty meetings
- questionnaires and surveys
- minutes posted and distributed
- the student-to-student grapevine

TOOLS OF EFFECTIVE COMMUNICATION

- Projects designed to inform the community:
 - * meet-your-merchant week
 - * special issues of the newspaper
 - * school-community day
 - * special invitations to assemblies, etc.
 - * use local newspapers
 - * contact civic groups
- Projects designed to inform the Student Body:
 - * poster campaign
 - * open Council meetings
 - * special issues of Council news

GROUP RELATIONSHIPS

- The Student Council with the student body:
 - * Council members must serve as good examples for other students.
 - * Council members must listen at all times to what students are REALLY saying.
 - * Projects must be workable and benefit the student body.
 - * Meetings should be open to all students.
 - * Council minutes should be posted weekly in a conspicuous place.
 - * A suggestion box should be provided so that members of the student body may participate in the work of

Continued on page 3

Other purposes of the Student Council

Continued from page 2

- the Council.
- * Student polls and surveys should be used often and followed-up.
- * Members of the student body should be enlisted in Council projects and Committee work.
- * Bulletin boards should display Student Council projects.
- * A handbook should be published and used.
- * The school constitution must be publicized.
- * A Student Council newsletter should be distributed to all students.
- * All projects should be carefully planned before presenting them to the student body.
- * All activities must be supported—athletics, speech, art, music, etc.
- The Student Council with administration and faculty:
 - * Keep the administrators and faculty informed of Council activities, plans and proposals.
 - * Send special invitations to administrators and faculty members to attend Council meetings.
 - * Give copies of suggested projects to teachers for their recommendations, approval or disapproval.
 - * Encourage Student Council members to meet with faculty and administration and talk honestly.
 - * Hold special social events for faculty members.
 - * Develop and maintain a friendly, courteous attitude of mutual respect.
- The Student Council with the community:
 - * The Council must take the lead within its school to cooperate in worthwhile community drives, e.g., The United Way, High School Red Cross, etc.
 - * The Council may conduct special drives to help the community, e.g., driver safety, safe and sane Halloween, clean-up, etc.
 - * The Council should cooperate with existing community organizations.
 - * The Student Council can improve its prestige within the community by developing and advertising a workable student code of conduct.
 - * The Council may work closely with the community on student exchange programs.
 - * The Student Council should make its entire program known to the community.
 - * The Council should sponsor activities which the community may attend.
 - * The Student Council works to bring the community into the school through publicizing various activities.
- Questions about specific areas of public relations:
 - * How can the Student Council secure and maintain prestige?
 - * What are good methods for securing faculty and administrative support for the Student Council program?
 - * How can the Student Council promote better inter-school relations?
 - * How can good Student Council/faculty relations be secured and maintained?
- * What devices can be used to promote friendly school/community relations?
- * What should be the Student Council's relationship to other school organizations?
- * How may inter-school relations be improved?

SOME CHECK POINTS ON COMMUNICATION

- Full understanding should be frequently evaluated by involving non-Council members whenever possible.
- Council representatives should be encouraged to give full, strong reports to their classes.
- Class members must feel that their wishes, ideas and interests are acted upon by the Council.
- The faculty must be continuously reminded and shown the educational importance of the Council and its work in order to aid the representative in gaining the participation of the class.
- Protect Council members from academic suicide by:
 - * taking students out of class sparingly.
 - * spacing activities throughout the year.
- No public relations program will be successful unless your Student Council program is fundamentally sound. Good publicity cannot cover up poor leadership!



Positive Inventory

Everybody is good at something and nobody is bad at everything. Take a positive inventory of yourself. Avoid being humble. List everything; no matter how small you think it might be, it is still important.

Things I like about myself:

Things I have learned how to do:

I once received an award for:

The last time someone said, "Good job! Nice going!" to me was:

An accomplishment that made me feel great about my abilities was:

Something I can do that I am proud of:

Something I am learning how to do right now:

Something I did today that I was proud of:

Something I did this week that I was proud of:

LEADERSHIP STYLES

styles of leadership vary from person to person and may be different for the same individual from one situation to another. Three typical styles have been observed among leaders. Depending on the amount of time available to meet, the knowledge plus skill of individuals and the relationships existing between group members, one style may be more effective than the others.

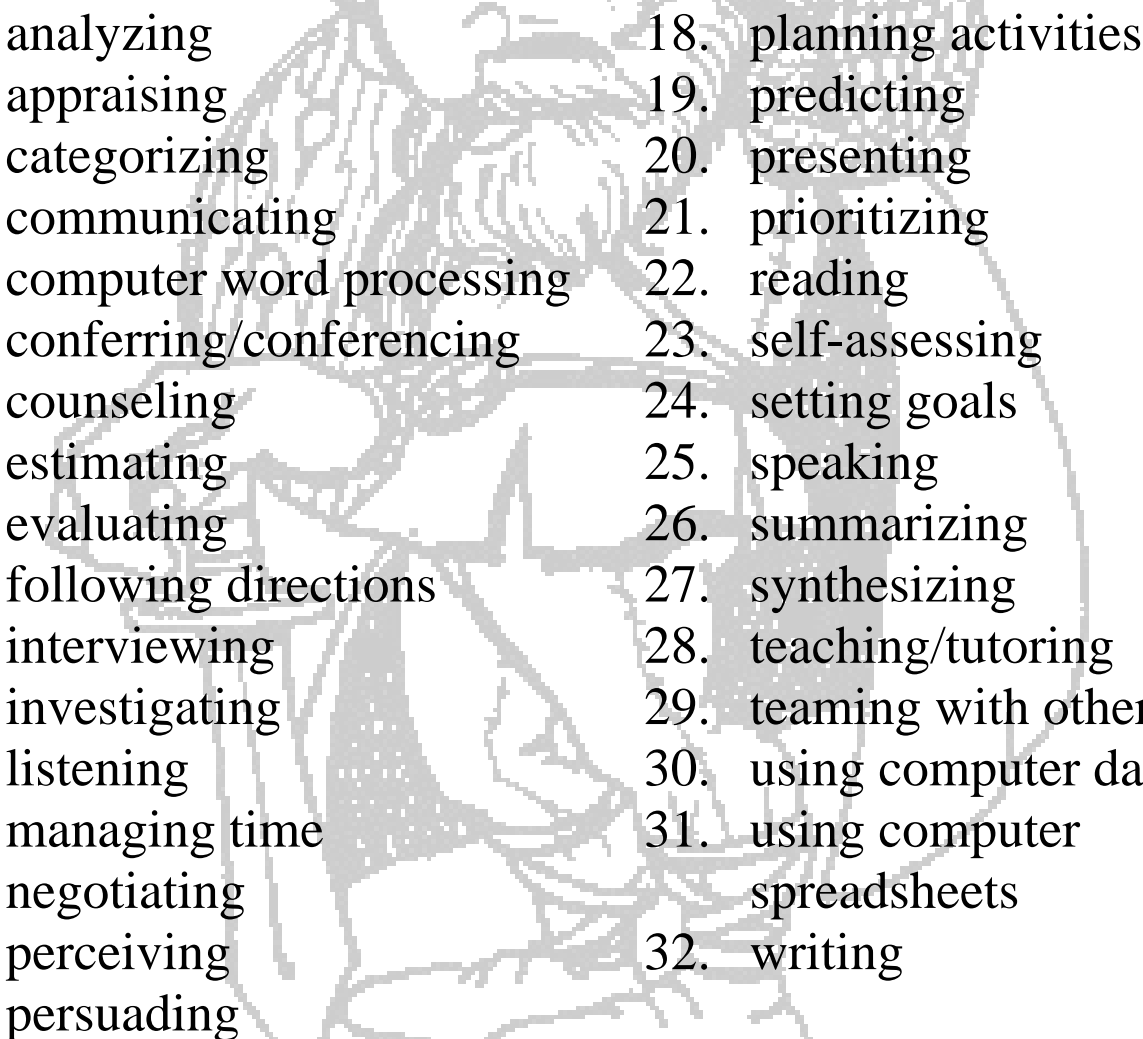
STYLE	CHARACTERISTICS	WHEN EFFECTIVE	WHEN INEFFECTIVE
AUTOCRATIC	Tells others what to do Limits discussion/ participation	Time is limited Individuals/Group lack(s) skill and/or knowledge Individual/group is inter- ested in project	Developing a strong sense of team is the goal Some degree of skill/ knowledge Degree of motivation
DEMOCRATIC	Involves group members in planning and carrying out activities Asks before tells	Time is available Group is motivated Some degree and skill/ knowledge Sense of team exists	Group is unmotivated High degree of conflict No skills or knowledge
LAISSEZ-FAIRE	Gives little or no direction to individuals' groups	High degree of skill and knowledge. Strong sense of team exists	Low degree of skill and knowledge. Low sense of team/inter- dependence.

STYLE	SITUATION	LEADER'S RESPONSE/STYLE
AUTOCRATIC	Tweary students have thirty minutes to finish decorating the gym for a dance. Individuals are sitting in small groups talking. The gym is only half decorated and those who are working keep asking questions about what to do.	A person walks into gym, sees the confusion and lack of decorations. He/she calls group together, lists remaining tasks to be done, the steps to be taken, and assigns them to specific people.
DEMOCRATIC	A group is meeting in the summer to plan a car wash for the first month of school. Several members learned about this at leadership camp and their enthusiasm has resulted in the group being excited about this project.	A person asks for ideas for a date, place and publicity methods. He/she encourages members to consider all ideas.
LAISSEZ-FAIRE	A committee is planning the annual Christmas Pep Rally. Last year this was the most successful activity. All of the students who worked on the committee are returning and there are no new members.	A person reviews task, timeline and budget for the group. He/she asks if there is any other info needed. If not, he/she becomes a member of the group and participates with the others in planning. From time to time various individuals take leadership roles within the group.

Skills for Life

The following is a list of skills which have been identified by businesses as skills necessary to be successful. We will incorporate these skills in planning and carrying out a variety of school and community projects.

(This is only a partial list)

- 
1. analyzing
 2. appraising
 3. categorizing
 4. communicating
 5. computer word processing
 6. conferring/conferencing
 7. counseling
 8. estimating
 9. evaluating
 10. following directions
 11. interviewing
 12. investigating
 13. listening
 14. managing time
 15. negotiating
 16. perceiving
 17. persuading
 18. planning activities
 19. predicting
 20. presenting
 21. prioritizing
 22. reading
 23. self-assessing
 24. setting goals
 25. speaking
 26. summarizing
 27. synthesizing
 28. teaching/tutoring
 29. teaming with others
 30. using computer databases
 31. using computer spreadsheets
 32. writing

IT'S NOT EASY

by Michael Josephson

Let's be honest. Ethics is not for wimps.

It's not easy being a good person.

It's not easy to be honest when it might be costly, to play fair when others cheat or to keep inconvenient promises.

It's not easy to stand up for our beliefs and still respect differing viewpoints.

It's not easy to control powerful impulses, to be accountable for our attitudes and actions, to tackle unpleasant tasks, or to sacrifice the now for later.

It's not easy to bear criticism and learn from it without getting angry, to take advice, or to admit error.

It's not easy to really feel genuine remorse and apologize sincerely, or to accept an apology graciously and truly forgive.

It's not easy to stop feeling like a victim, to resist cynicism and to make the best of every situation.

It's not easy to be consistently kind, to think of others first, to judge generously, to give the benefit of the doubt.

It's not easy to be grateful or to give without concern for reward or gratitude.

It's not easy to fail and still keep trying, to learn from failure, to risk failing again, to start over, to lose with grace, or to be glad for the success of another.

It's not easy to avoid excuses and rationalizations or to resist temptations.

No, being a person of character is not easy. That's why it's such a lofty goal and an admirable achievement.



CONTINUED GOALS

- ✎ Maintain and expand the heart of Loara High School.
- ✎ Effectively communicate and publicize all events and aspects of the school. These include but aren't limited to, sports, activities, academic events, community involvement, etc.
- ✎ Reach out beyond the norm and involve the uninvolved and the disenfranchised.

BASIC LISTING OF IDEAS

- | | |
|-----------------------------|--|
| ♥ Generate enthusiasm | ♥ Publicity beyond the norm |
| ♥ Passion for what we do | ♥ Thinking outside the box |
| ♥ Commitment | ♥ Student |
| ♥ Spirit | |
| ♥ Originality | |
| ♥ Unity | |
| ♥ Respect | |
| ♥ Responsibility | |
| ♥ Going beyond | |
| ♥ Over achievement | |
| ♥ Positive "no buts" | |
| ♥ Reason | understanding ... involvement and reaching outside ASB |
| ♥ Expanding social horizons | ♥ Communication |
| ♥ Support beyond ASB | ♥ Use senates more effectively |
| ♥ Sacrifice | ♥ More opportunities |
| ♥ Community involvement | ♥ Find a cause |



Quotes

*"People tend to support that which they help create." AND
"Involvement together ... the key to success."*

- Alden Esping

*"It's amazing what you can accomplish when you don't care who gets the credit" AND
"I have not failed. I've just found 10,000 ways that won't work".*

- Thomas Alva Edison

*We must always change, renew, rejuvenate ourselves; otherwise, we harden. - Goethe
The most powerful weapon on earth is the human soul on fire.*

- Ferdinand Foch

If-

Rudyard Kipling

If you can keep your head when all about you
Are losing theirs and blaming it on you;
If you can trust yourself when all men doubt you,
But make allowance for their doubting too;
If you can wait and not be tired by waiting,
Or, being lied about, don't deal in lies,
Or, being hated, don't give way to hating,
And yet don't look too good, nor talk too wise;

If you can dream - and not make dreams your master;
If you can think - and not make thoughts your aim;
If you can meet with triumph and disaster
And treat those two imposters just the same;
If you can bear to hear the truth you've spoken
Twisted by knaves to make a trap for fools,
Or watch the things you gave your life to broken,
And stoop and build 'em up with worn-out tools;

If you can make one heap of all your winnings
And risk it on one turn of pitch-and-toss,
And lose, and start again at your beginnings
And never breathe a word about your loss;
If you can force your heart and nerve and sinew
To serve your turn long after they are gone,
And so hold on when there is nothing in you
Except the Will which says to them: "Hold on";

If you can talk with crowds and keep your virtue,
Or walk with kings - nor lose the common touch;
If neither foes nor loving friends can hurt you;
If all men count with you, but none too much;
If you can fill the unforgiving minute
With sixty seconds' worth of distance run -
Yours is the Earth and everything that's in it,
And - which is more - you'll be a Man my son!

A Paradox of Our Time

The paradox of our time in history is that we have taller buildings, but shorter tempers; wider freeways but narrower viewpoints; we spend more, but have less; we buy more, but enjoy it less.

We have bigger houses and smaller families; more conveniences, but less time; we have more degrees, but less sense; more knowledge, but less judgement; more experts, but more problems; more medicine, but less wellness.

We drink to much, smoke to much, spend too recklessly, laugh too little, drive too fast, get angry too quickly, stay up too late, get up too tired, read too seldom, watch TV too much, and pray too seldom.

We have multiplied our possessions, but reduced our values. We talk too much, love too seldom, and hate too often. We've learned how to make a living, but not a life; we've added years to life, not life to years.

We've been all the way to the moon and back, but have trouble crossing the street to meet a new neighbor. We've conquered outer space, but not inner space; we've done larger things, but not better things.

We've cleaned up the air, but polluted the soul; we've split the atom, but not our prejudice; we write more, but learn less; we plan more, but accomplish less.

We've learned to rush, but not to wait; we have higher incomes but lower morals; we have more food, but less appeasement; we build more computers to hold more information to produce more copies than ever, but have less communication; we've become long on quantity, but short on quality.

These are the times of fast foods and slow digestion; tall men, and short character; steep profits, and shallow relationships. These are the times of world peace, but domestic warfare; more leisure, but less fun; more kinds of food, but less nutrition.

These are days of two incomes, but more divorce; of fancier houses, but broken homes.

These are the days of quick trips, disposable diapers, throw away morality, one-night stands, overweight bodies, and pills that do everything from cheer to quiet, to kill.

It is time a time when there is much in the show window and nothing in the stockroom; a time when technology can bring a note like this to you, and a time when you can choose either to make a difference, or to just hit delete...

Author Unknown



Be Ready to
change quickly
and enjoy it
again and again:
They keep
moving the
cheese.

Leadership Development Inventory

Name

Position

Date

Area of Concern

Needs Help Good Great!

Uses class time wisely; exercises good judgment about need to be out of class.			
Shows initiative. Takes charge of committee work or assignments & doesn't need to be told what to do. Initiates projects & is creative.			
Follows through with responsibilities. Doesn't need to be reminded of duties.			
Is organized. Breaks down tasks into manageable steps.			
Produces quality work. Puts forth effort needed to do the best job possible.			
Demonstrates ability to communicate effectively with others. Includes a willingness to listen.			
Demonstrates ability to guide and motivate others.			
Is confident in front of a group.			
Demonstrates effective interpersonal relationships with co-chairs & other class members.			
Is good role model for other students; consistently sets good example of behavior & attitude.			
Completes all necessary reports & paperwork.			
Meets deadlines.			
Demonstrates dependability. Always there to do the biggest or smallest job. Reliable.			
Dedication. Shows evidence of doing out of class work for projects/assignments.			
Attendance. Is on time for events and class with appropriate materials. Does not delay class time with chatter or unnecessary questions.			
Demonstrates flexibility in handling unexpected situations or problems; keeps a sense of humor; works to quickly solve problem.			
Works as part of the team; puts in extra time/effort when needed to help others.			

GENERAL COMMENTS:

Leadership Grade: Evaluator

SO YOU'VE BEEN ELECTED, WHAT
HAPPENS NOW?



So you've been Elected, What Happens Now?

This is the time to review and reflect on the promises you made when you were elected or appointed. By running and winning, you've accepted a big responsibility; you denied the other candidates the opportunity of doing what they thought was best so you have to prove yourself the best leader to the other candidates, your supporters, your advisor, and your fellow candidates as well as to those who voted against you. Set your goals high.

You're probably familiar with many qualities of leadership - a good speaking voice, proper dress, and someone who is courteous, friendly, conscientious, and democratic, to name a few. Take a deeper look into the realm of leadership.

LEADERSHIP QUALITIES

- 🏰 A good leader must have initiative. He or she must be ready to swing into action without being pushed.
- 🏰 Good leaders don't have to be led. For example, a good leader will not wait for the sponsor to remind him that he needs a committee to run the refreshment stand Friday night. As a leader you must show some initiative, or you're not a leader, you're a follower.
- 🏰 A good leader must be enthusiastic. He must be supercharged with dedication. The basis for good school spirit is leaders who are dedicated and enthusiastic. Your peers will be inspired by your energy.
- 🏰 One of the indispensable qualities of food leaders is that they accept responsibility and have the perseverance to see a job through. These responsibilities include everything from planning a project to cleaning up after it's over, from invitations to thank you's, from bills incurred to bill's paid.
- 🏰 How many times have you seen an activity planned with enthusiasm, students have persevered to fruition, and then the sponsor is left to clean up the mess because the students wanted to spend the evening with their boyfriend or girlfriend? This obviously is not the sponsor's responsibility, it's yours. It may not be your job to do personally, but it's your job as a leader to see that it's done.
- 🏰 Another important quality is integrity. Determining right from wrong, leading in a positive direction from the greatest common good, not misusing the powers delegated to a leader - this is integrity.
- 🏰 Everyone needs to feel like he belongs and is accepted. As leaders, you have to help people to get involved. Make contact with new students and make them feel welcome. Thanking people is also a powerful way to recognize people.

Authority of Student Council

Student leaders often ask, “What authority do we have, how much power does student counsel really have?” to best answer that we need to look at the structure of authority for a school system.



Board of Education: Every school district is governed by an elected Board of Education. These citizens of the community have the final authority in most school matters, in accordance with state and federal laws and guidelines.

Superintendent: This person is hired by the school board to be the chief administrative office of the school district. He/she mans the day to day activities and makes decisions within the guidelines established by the school board.

Principal: This individual is hired by the school board to handle the daily activities and decisions of a particular building. This individual makes many of the decisions dealing with the conducting of most building matters and concerns. It is with the principal that the student council will deal most frequently. In many cases it will be the principal who determines the scope and range of student council authority.

Advisor: This individual is selected by the Principal to be the advisor to the Student Council and the link between it and the faculty. He/she is responsible for advising members of ASB and teaching them leadership and other skills needed to function as effective leaders.



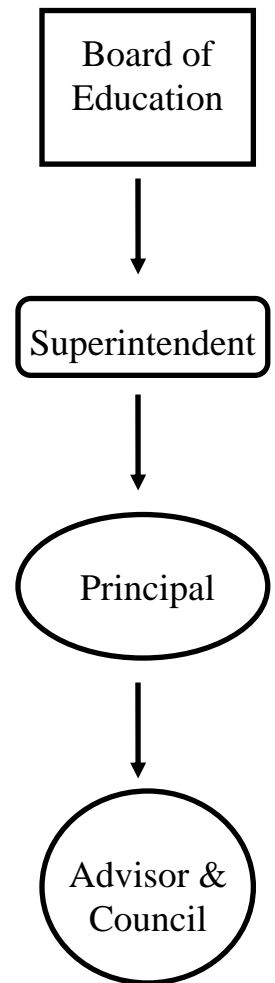
Council: The amount of authority a council has is relative to the maturity and responsibility shown by members of the student council. Student Councils that seek to work with the principal and others to achieve a common goal rather than working against other authority figures are in turn given greater responsibility. Leaders who cooperate and provide positive input and concern will find greater success than those who criticize and only look on the negative side.

There are generally three degrees of authority which concern the student council. The degree of authority which the student council exercises varies greatly depending on individual circumstances and conditions.

No authority ... Student Council generally has no authority in matters of staff decisions, general school policy on attendance, discipline, and other policy level decisions.

Shared authority ... This is the area in which most student council authority is found. In many cases involving school activities and functions, authority is shared between student council and either teachers and/or administrators. In this situation, the student council may develop, plan, organize and carry out activities of school wide nature in cooperation with teachers and administrators. Where there is a high degree of trust the student council may have final authority.

Exclusive authority ... This is generally limited, but the amount of total authority exercised by the student council depends on the responsibility shown.



What is Student Council?

The role of student council varies from school to school. There is very little that is absolute about what a student council must be; there are many things a student council can be. Your individual school, attitudes of the students, faculty, and the administration will play a large part in determining "What is a Student Council?"



How would you define a Student Council?

My personal definition of student council is ...

Elements of most definitions would include:

- A group of students
- Elected by students
- Organized
- To promote school activities
- To plan programs and activities
- To represent the interests of the students
- To represent the students to the faculty and administration

In order to be an effective and viable force within the school community, a good student council should:

- Fairly and equally represent the student body
- Perform worthwhile functions within the school
- Be based on democratic principles
- Maintain open communication with the students, faculty, and administration

Student Councils were not meant to be all things to all people; rather, they were meant to help all people be all the things they would like to be.

Commissioner and Committee Heads



It is time to begin seeing yourself as a TEAM LEADER... a person who will organize others, motivate them, and inspire within them a sense of commitment to a cause. Whether your job is to organize publicity drives, athletics, proms, rallies, or noontime activities, if you set goals and involve a number of people in the planning, you will have an incredible impact on the quality of student activities at your school.

Where to Begin...

Find your job description. If you do not have one (or if the one you have needs revision), sit down with your activities director/president and (re) write it! Be specific...how many activities will you put on, who you are to report to, etc.

Meet with the past commissioner/ committee head. What advice do they have? What did they do well? What would they do differently?

Survey the school (if applicable) ...what advice do the students/faculty have? Can they tell you something about effective publicity, new activities, prices, dates? You bet!

Next Steps...

Once you have collected enough background information, ask yourself the following questions:

What was the greatest (thing) done last year (by my committee/commission)?

What one change will I make? What area will I focus on?

What would happen if this committee/commission vanished from the school? What impact would it have?

Why is it important that this committee/commission exist? (Answer this one)

It is crucial that you have a strong sense of the importance of the work you are about to begin; only with a commitment to offering something of significance to the student body can you inspire those who will be working with you!

Building Your Team

Remember the following:

Choose a wide variety of people to work with you: involved and non-involved, young, old, etc.

Spend structured time getting to know each other. What arrangements will help you work together?

Discuss the data you've collected and together create your goals for the year. Follow up with objectives.



ORGANIZATION

Organization is one of the most important elements necessary for a successful group. As a student leader, you will find it necessary to organize yourself, your council, and the projects you undertake.

Self Organization - Tips for organizing your time and your life:

1. Look at your normal time schedule and analyze it.
 - a. How much unassigned time do you have? How can you use it more effectively?
 - b. In what ways do you waste time?
 - c. What similar activities can be grouped together to save time? (Telephone, letter writing, errands, etc.)
 - d. What is your most productive time of day? How can you schedule things to make the best use of this time?
2. Write down specific, attainable goals.
3. Schedule blocks of time to make significant progress on the most important goals. Plan each day the night before. Think of ways you can reduce distractions.
4. Use "To Do" lists daily, weekly and long term. Rank your tasks in order of priority.
5. Do one thing at a time and resist detours.
 - a. Break down large or unpleasant jobs into manageable units. Being a better student is too big; start with studying math longer each day.
 - b. Establish starting times/dates, review times/dates, and completion times/dates. Stick to them; commit yourselves and others to get things done on time.
6. Plan for the unexpected! Don't schedule every minute of every day.
7. Learn to say NO! (to the phone, salespeople, friends, t.v. ,etc.)
8. Use sleeping time to let the subconscious work. Keep paper and pen by your bed to record ideas as soon as you wake.
9. Delegate activities/assignments to associates and friends whenever possible. Ask people for help, and be sure to give them recognition for the work they do.
10. Determine which things can appropriately be put off or ignored. (Prioritize!)
11. Remember the 80/20 principle: 80% is accomplished by 20% of the people, 20% is accomplished by 80%.
12. Regularly ask yourself "What is the best use of my time right now?"

SUMMARY: Write out goals. Plan calendars ahead. Get organized. Block interruptions. Handle decisions. Delegate everything feasible. Measure achievement. Believe you can do better. Work smarter.

COMMITTEES



Committees are the backbone of any organization. They enlist the help of a large number of people and give those students a voice in shaping the organization.

Committees are used to:

1. plan activities
2. present best ideas to the club or council
3. research a topic for the large group
4. carry out actual work of a project
5. avoid wasting time of the whole organization unnecessarily (on little details)
6. get more done in less time.

There are basically three kinds of committees:

1. **Standing Committees:** usually elected or appointed for the entire year. Their work is on-going. Some examples are programs, elections, and school spirit committees.
2. **Special Committees:** appointed for a specific purpose. When the purpose is accomplished, the committee is dismissed.
3. **Executive Committees:** usually composed of officers, chairmen of committees, or an elected board. This group assists in planning meetings and initiating and organizing activities.

Tips for Successful Committees:

1. When a committee is established, the purpose should be clearly defined, so that the members will know what their goals are, and what the job entails.
2. Any major decision made by the committee is subject to the approval of the whole organization. The authority to make any decision on their own must be given to them by the group.
3. Committees suggest, they don't decide. Too often committees take it on themselves to make a decision and tell the group what it is, when they should actually narrow down to the top choices and allow the organization to vote.
4. Set clear deadlines for work to be completed by.
5. Coordinate actions with another committee through the vice-president so as not to duplicate work or overlap.
6. Meetings should be regular. Arrange committee meeting times so that all members are aware of them and can attend.
7. Vary the size of committees according to the project and the scope of work to be accomplished. Smaller groups work more effectively: five to seven constitute a workable number. Committees should be large enough to represent a variety of opinions, yet small enough to make meeting schedules possible. If a committee is large, perhaps there is a need for sub-committees.
8. Involving different kinds of people increases your resources in the school & community.

Responsibilities of a Committee:

1. Thoroughly research the topic assigned to committee, (e.g., cost, facilities, time element, number of people, etc.)
2. Discuss only those topics related to the purpose of the committee.
3. All decisions made by the committee are subject to the approval of the large group.
4. No financial obligation can be made without permission of the large group.
5. No committee action should start until the project has been passed by the advisor, governing body within the school, and the principal.
6. Organize action to be taken after the larger group decision. All details are handled by committee.
7. Be willing to place group objectives above personal objectives and be able to accept the majority position and support it.
8. Evaluate the success of the project.

Examples of Standing Committees

- Alumni - coordinates all alumni activities.
- Assemblies - organizes and plans all assemblies.
- Budget/Finance - prepares budget for school year and proposes and carries out money raising projects.
- Building and Grounds - responsible for keeping courtyard and school grounds neat.
- Bulletin Boards/Showcases - makes bulletin boards and exhibits for showcases advertising projects and displaying different aspects of the school and activities program.
- Constitution - revises constitution annually and distributes copies to the members.
- Dances - holds dances throughout the year for the student body.
- Exchange - organizes exchanges with local high schools. Elections - coordinates school-wide elections.
- Evaluation - evaluates all projects done by organization to determine their level of success and to make recommendations for future use.
- Homecoming - plans annual homecoming activities. Marquee - places all information on marquee.
- Orientation/Hospitality - greets new students throughout the year, holds receptions and conducts orientation of new students.
- Publications - in charge of newsletters or reports to be distributed
- Publicity - responsible for any publicity needed for school related activities.

- Scholarships - coordinates the awarding of scholarships to graduating seniors; recommends scholarship amount and criteria for selection of recipient.
- Scrapbook - makes scrapbook of the year for the organization with pictures, news clippings, etc.
- Spirit/Sportsmanship - conducts pep rallies, spirit weeks, and other school spirit projects. Also plans activities that aid in fostering good sportsmanship.
- Student Recognition - responsible for recognizing student achievement of all kinds.
- Student-Teacher Relations - plans projects and activities to help promote better student/ faculty/administration relations.

Lists - Lists - Lists **The secret to Success!**

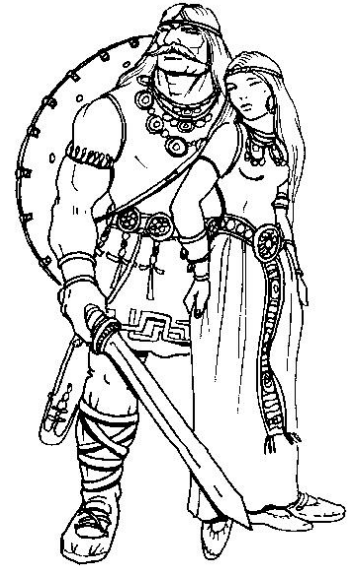


Many of the most successful business leaders in America declare that the secret to their success is making lists. If this is so, we had better learn how it's done. All you really need is a pad of paper and a pencil. But what you do with them is critical.

1. Write down every task, assignment, promise to provide information, etc. which comes your way each day.
2. Do what you can as they occur: i.e. return phone calls, provide information, etc.
3. At the end of each day prioritize your list. At the top place the tasks which must be accomplished the next day. List all others as you wish. Do not finish the next day without crossing off the MUST tasks. Then do as many others as you can. You will be adding new tasks each day. Thus this list must be revised at the end of each day.
4. Teach all of your student leaders the value of this skill. It is truly a skill for life and will allow them to manage a very busy schedule.

Ten Principals of Effective Group Leadership

1. Leaders must be able to search-out, to recognize and live-with alternatives in accomplishing the same goal.
2. Leaders must face honest situations and must be able to make decision under stress. Decision-facing leads to decision-making.
3. Leaders must be willing and able to share responsibility, to delegate authority, and to give credit to those who get results.
4. Leaders must be effective communicators. Good communication is relevant, meaningful, and requires our physical presence(face-to-face), as well as our mental presence (Listen and concentration)
5. Leaders communicate best by the example that they set for others.
6. Student seeking to lead must effectively communicate with peers and with adults
7. Student seeking to lead must realize that they are sharing leadership with the administration and faculty of the school. The administration and faculty are choosing a degree of risk in this sharing role.
8. Leadership requires followership. Leading involves knowing where the group is, or “should be” headed ... and how to influence them in that direction.
9. Commitment of members of the group to the purpose(s) or task(s) is all important. Group defined goals tend to create commitment. An effective leader facilitates the group process of defining goals and achieving them.
10. The Human needs that each member of a group brings to the task must be recognized and dealt-with. No task or purpose will ever be achieved that does not meet with individual needs of the group members in the process.



PARADOXICAL COMMANDMENTS OF LEADERSHIP



1. People are illogical, unreasonable, and self-centered. Love them anyway.
2. If you do well, people will accuse you of selfish ulterior motives. Do well anyway.
3. If you are successful, you win false friends and true enemies. Succeed anyway.
4. The good you do today will be forgotten tomorrow. Do well anyway.
5. Honesty and frankness make you vulnerable. Be honest and frank anyway.
6. The biggest men with the biggest ideas can be shot down by the smallest men with the smallest minds. Think big anyway.
7. People favor underdogs but follow only top dogs. Fight for a few underdogs anyway.
8. What you spend years building may be destroyed overnight. Build anyway.
9. People really need help, but may attack you if you do help them. Help them anyway.
10. Give the world the best you have and you'll get kicked in the teeth. Give the world the best you have anyway.

Our Student Council Does or Should:



Listed below are a number of reasons that have been given for the existence of student council. Does your student council perform these functions? Should your student council perform these functions? Think about each one and decide if it should be a part of your student council, or how it can be made a part of your student council.

YES	NO	Does our Student Council
<input type="radio"/>	<input type="radio"/>	1. Represent student feelings, opinions, and interests?
<input type="radio"/>	<input type="radio"/>	2. Give students a share in decision making?
<input type="radio"/>	<input type="radio"/>	3. Develop individual feelings of self-confidence and social maturity.
<input type="radio"/>	<input type="radio"/>	4. Encourage students to participate in school activities?
<input type="radio"/>	<input type="radio"/>	5. Promote an activity program that is open to all students?
<input type="radio"/>	<input type="radio"/>	6. Promote respect for law and order?
<input type="radio"/>	<input type="radio"/>	7. Emphasize citizenship and democracy?
<input type="radio"/>	<input type="radio"/>	8. Help students understand their role in school government?
<input type="radio"/>	<input type="radio"/>	9. Develop within individuals a sense of responsibility for their own conduct and behavior during school hours?
<input type="radio"/>	<input type="radio"/>	10. Develop an understanding, respect, and appreciation for cultural differences and similarities?
<input type="radio"/>	<input type="radio"/>	11. Develop a sensitivity to and awareness of the needs and problems of others.
<input type="radio"/>	<input type="radio"/>	12. Develop desirable sportsmanship attitudes.
<input type="radio"/>	<input type="radio"/>	13. Develop friendship among all students and a general feeling of friendliness in the school.
<input type="radio"/>	<input type="radio"/>	14. Take pride in the condition and appearance of the school building, school grounds, and other facilities.
<input type="radio"/>	<input type="radio"/>	15. Promote school loyalty and spirit.
<input type="radio"/>	<input type="radio"/>	16. Create good relationships between faculty and students.
<input type="radio"/>	<input type="radio"/>	17. Promote scholarship.
<input type="radio"/>	<input type="radio"/>	18. Encourage good relations with other schools.
<input type="radio"/>	<input type="radio"/>	19. Coordinate school activities.
<input type="radio"/>	<input type="radio"/>	20. Sponsor and coordinate assembly programs.
<input type="radio"/>	<input type="radio"/>	21. Sponsor social and recreational activities.
<input type="radio"/>	<input type="radio"/>	22. Conduct and regulate all school campaigns, elections, and officer installations.
<input type="radio"/>	<input type="radio"/>	23. Perpetuate school customs and traditions.
<input type="radio"/>	<input type="radio"/>	24. Participate in and promote school service projects.



A GREAT STUDENT COUNCIL GETS THINGS DONE

Here's a mnemonic device to help remember what needs to get done to have a successful year, each person has to be a **POSTMASTER** and always deliver:

Permission - Ask permission of the Principal, the faculty, maybe the School Board, the staff, parents ... Ask everyone involved!

Objectives - Write down the "Goals of the Project" and plan the whole activity: the people, the dates, everything possible. Do a First-Things-First list, and a time line schedule.

Schedule - Write out the Schedule: (when we will need the space), the materials, the people, the events. (Check the records of the last time we did this.)

Time - Choose the Time, Place, Date, Hours; set them and do the calendar

Money - Earn the money for the project or else show how this activity will pay-for - itself.

Agreement - Talk with the people involved. Agree on what each job is and when it must be finished. Set deadlines for when reports must be turned in to the Student Council.

Structure - Organize the Committees. Write-out jobs, the reports needed: list the members. Agree on what to expect by what date.

Talk - Publicity campaign, get printing ordered early. Get posters made. Get newspapers, radios, and TV people in action

Evaluation - measure if the project reached the Goals listed under "Objectives"

Response - Send Thank You's (use every possible way!) Put all the reports in the file for the officers and council members next time.

PRACTICAL POINTERS ON PARLIAMENTARY PROCEDURE

The motions or points listed below (1-9), are in order of precedence.

In other words: A. When any one of them is pending, you cannot introduce one that is listed below it. B. You can introduce one listed above it.

You Want To:	You Say:	Interrupt?	Second?	Debatable?	Amended?	What % Vote?
1. Adjourn	"I move we adjourn at ..."	NO	YES	NO	NO	MAJORITY
2. Recess	"I move we recess until ..."	NO	YES	NO	YES	MAJORITY
3. Register a complaint	"Point of privilege Mr. Chairman"	YES	NO	NO	NO	NO VOTE (Chair Decides)
4. Suspend further consideration to a matter (to table)	"I move we table this matter"	NO	YES	NO	NO	MAJORITY
5. End discussion or debating of a matter	"I move the previous question"	NO	YES	NO	NO	2/3
6. Postpone consideration of a matter	"I move we postpone this until ..."	NO	YES	YES	YES	MAJORITY
7. Have further study	"I move we refer matter to committee"	NO	YES	YES	YES	MAJORITY
8. Amend a motion	"I move motion be amended to read..."	NO	YES	YES	YES	MAJORITY
9. Introduce motion	"I move that ..."	NO	YES	YES	YES	MAJORITY

These are general points, proposals, and motions and have no order of precedence over on another. You may introduce any one of them at any time except when 1,2 or 3 is pending.

You Want To:	You Say:	Interrupt?	Second?	Debatable?	Amended?	What % Vote?
10. Object to error or personal affront	"Point of order"	YES	NO	NO	NO	NO VOTE (chair decides)
11. Request for information	"Point of information"	URGENT?	NO	NO	NO	NO VOTE
12. Verify voice vote, taking actual count	"I call for division of the house"	NO	NO	NO	NO	NO VOTE UNLESS OBJ. MAJORITY

You Want To:	You Say:	Interrupt?	Second?	Debatable?	Amended?	What % Vote?
13. Object to consideration of matter you consider improper or undiplomatic	"I object to consideration of this question"	YES	NO	NO	NO	2/3
14. Take up a tabled matter	"I move we take from the table .."	NO	YES	NO	NO	MAJORITY
15. Reconsider something already disposed of	"I move we reconsider our action relative to ..."	FOR	YES	WAS	NO	MAJORITY
16. Consider something out of scheduled order	"I move we suspend the rule and consider"	NO	YES	NO	NO	2/3
17. Vote on chair's ruling	"I appeal the chair's decision"	YES	YES	WAS ORIGINAL?	NO	MAJORITY

We don't use all of the motions in every meeting. Generally the motions most commonly made are 1,7,8,9 &12 by our student council. These come from Robert's Rules for governing and are stated in our constitution as to what run's our meetings.

DEFINITION OF PARLIAMENTARY PROCEDURE TERMS

1. Address the chair – speak to presiding officer.
2. Adjourn- dismiss or end the meeting
3. Amend – change or modify
4. Call for Question – close discussion and ask for vote
5. Division of the House – a standing or hand vote rather than voice vote
6. Majority Vote – one more than half the members present must vote
7. Make a Motion – to propose a certain action by the group. Say “I move that ...”
8. New Business – subject being brought up for the first time.
9. Obtain the Floor – getting the right to speak with permission and recognition being given by the chair. No one may speak without this recognition.
10. Old Business – items discusses previously at a meeting.
11. Point of Order – seeking clarification or correction on procedure.
12. Question of Privilege – to bring up matters on rights of members
13. Quorum – number necessary to conduct business
14. Second – indication of second person in favor of motion. All motions must be seconded before next step is allowed.
15. Withdraw a Motion – a motion to withdraw a previously seconded motion.

Meeting Skills



Many student councils meet monthly, twice a month, every two weeks, weekly, and a few meet more often. Regardless of how often you meet, a well planned meeting is the key to accomplishing those items of business you need to get done.

PLANNING A MEETING

The meeting - whether it's a meeting of the whole council or a committee - should have a well-thought-out plan which will help ensure that goals are reached. When planning the meeting, keep these things in mind:

1. **Purpose of the meeting** ... All meetings have reasons for people coming together. If there is no real reason, don't hold the meeting! Sometimes the purpose is clearly stated, sometimes it's taken for granted. Do you want people to experience something? Learn something? Make decisions? Plan something? Structure your meeting to accomplish the purpose you have in mind.
2. **People involved** ... Consider who will be present at the meeting. Are they familiar with the business at hand? How motivated will they be to participate? Answering these questions will help determine the activities of the meeting.
3. **Setting** ... Plan an atmosphere which will be conducive to participation and productivity. Consider such things as size of room, arrangement of seating, lighting, acoustics, and temperature.
4. **Time Limit** ... Times of meetings vary greatly. How much can be dealt with in the time available? Plan your agenda so that everything can be handled within the time allowed.

CHARACTERISTICS OF A GOOD MEETING

- Members know well in advance the time, date and location of the meeting.
- Furniture is arranged so everyone is looking at each other.
- An agenda is presented, added to, agreed upon.
- There are time estimates of how long each agenda item will take.
- No one person dominates the meeting. Everyone is encouraged to participate.



THE AGENDA



To insure an orderly meeting, you must start with an agenda. An agenda is nothing more than a plan, an order for the business. Below is an example of an agenda that is followed by not only student councils, but most organizations in a business meeting.

1. **Call to order** ... This is the official start of the meeting. The presider says "I now call this meeting to order."
2. **Roll Call** ... The secretary reads the list of the members and records those present and absent.
3. **Reading of the minutes** ... The secretary reads the minutes of the previous meeting. The president then asks for any corrections. If none, the president says "The minutes are approved as read."
4. **Officers' Reports** ... If any officer has a report it is given at this time. Treasurer gives financial report at this time.
5. **Committee Reports** ... The chairpersons of committees give their reports on any projects or activities they are planning.
6. **Unfinished Business** ... This is for ideas or business you started at a previous meeting and you need to finish.
7. **New Business** ... This is the time for new ideas or order of business. Motions are made, seconded, discussed and voted upon. The decisions of the council are made at this time. If more information is needed, the item can be left unfinished and taken up under old business at the next meeting.
8. **Announcements** ... Any person can announce other meetings, for example committee meetings, or any item of interest.
9. **Adjournment** ... The president closes the meeting. There is no debate on a motion to adjourn.

TIPS FOR SUCCESSFUL MEETINGS

1. Let people know ahead of time if you're going to ask them to do something such as lead a small group discussion.
2. Plan well in advance.
3. Set time limits for guest speakers, agenda items, and group discussion.
4. Communicate clearly the purpose of the meeting.
5. Check out all equipment before the meeting to be sure it works..
6. Be sure to arrange seating to facilitate the purpose of the meeting.
7. Go over the agenda/program ahead of time with those who will be speaking.
8. Have enough copies of written materials for everyone who will be present.
9. Don't plan more items for the agenda than can be handled in the time allowed for the meeting.
10. Stay on one subject at a time.
11. Don't come to a solution until the problem is adequately discussed and analyzed. Premature motions divide the group and create artificial disagreements.
12. Verify all agreements made during the meeting at the end of the meeting, such as chairs appointed, committees formed, etc. Pin down the who, what, when, where on the spot.

PARLIAMENTARY PROCEDURE



Parliamentary procedure is your key to effective facilitation in large groups. It opens the door to organized meetings and controlled discussion. The majority rules, but the minority is entitled to a full and fair hearing. By following the rules of parliamentary procedure, your group ensures its awareness of what business is at hand and the orderliness of its discussion.

Advantages of Parliamentary Procedure:

1. Justice and courtesy are extended to each person.
2. Only one item of business is considered at a time.
3. The majority opinion is maintained.
4. The rights of the minority are respected.
5. This is the oldest and best known technique for conducting business (a standardized code.)

Disadvantages of Parliamentary Procedure:

1. It may become so complicated that it obstructs, restrains, or hinders group discussion or action.
2. It is not universally known or understood.
3. It may not be the best technique for securing ideas and suggestions in regard to the problems involved.
4. It does not encourage creativity.

The Heart of Parliamentary Procedure is the Motion:

What is a motion? It is a proposal that the group take certain action, made by a member of the group. The five types of motions are:

1. **Main motions** are major proposals or suggestions for action to be taken by the group. Main motions are the only way to bring business before the group.

EXAMPLE:

Member: The member rises, remains standing, waits for recognition, and addresses the chair, "Mr.(or Madame) President".

Chair: Recognize member. "The chair recognizes....." After receiving recognition, the member is said to "have the floor".

Member: State the motion. "I move that..." or "I move the adoption of the following resolution."

Member2: "I second the motion." Seconding member need not address the chair or be recognized. If there is no second, the motion dies. There can be no discussion, no vote.

Chair: State the motion. "It is moved and seconded that..." "Is there any discussion?" Members wishing to speak for or against the motion must rise, address the chair, and be recognized. Members generally speak only once and limit their remarks

to pertinent comments. No other motion may be made until the motion on the floor has been disposed of; either passed, rejected or tabled. When there seems to be a lull in the discussion, the chair may ask "Are you ready for the question?" If no one objects, the chair puts the motion to vote.

Chair: The chair again repeats the motion. "It has been moved and seconded that..." "All in favor of the motion say 'aye'." "All those opposed say 'no'." The chair then announces the results. "The motion is carried." or "The motion has failed." If the chair is not sure of the vote, he/she may ask for a show of hands or a standing vote. (See "methods of voting") On some important matters there may be a need for a roll call vote. This is also the time for a call for the "division of the house."

2. **Subsidiary motions** in some way alter or change the disposition of the main motion. Subsidiary motions are always acted upon before the main motion. Such motions include motions to postpone a matter, amend a motion, refer to committee, limit or extend debate, or lay a motion on the table.
3. **Privileged motions** have no connection to the main motion but are of such importance or urgency that they are entitled to immediate consideration. Privileged motions outrank all other motions. Such motions include questions of privilege, motions to recess or adjourn, etc.
4. **Incidental motions** concern matters of procedure arising out of business and must be settled at once. A group member will make an incidental motion when he or she feels a mistake has been made or a point must be clarified in the observance of either parliamentary procedure or the organization's rules. Examples include points of order, to appeal the decision of the chair, to suspend the rules, call for a division of the house, point of inquiry/information, permission to withdraw motion, etc.
5. **Restoratory and related motions** are those which are not classified in the above categories. Restoratory and related motions cannot be made if any other motion is under consideration, and must be appropriate for that part of the meeting (unfinished business, new business, etc.) Examples include motions to take from the table or to reconsider a motion.

METHODS OF VOTING



Voting is a means of determining the will of the assembly. Everyone present and eligible to vote should do so. A quorum is a majority of the membership unless otherwise noted in the by-laws. A majority is more than half the votes cast, unless otherwise stated in the by-laws. A plurality is more votes than any other candidate in an election.

Some common ways of voting are:

Acclamation of voice ... The chair takes a voice vote, using "aye" and "no", then announces the outcome. If a member doubts the vote, he/she calls for a division of the house.

Ballot ... Voting by ballot is used for election. The chair appoints at least two tellers who distribute slips to each member including the chair. The chair announces the results as follows: "The whole number of votes cast is ... Candidate A, having received the required number, is elected."

Show of hands ... The chair asks for a show of hands of those in favor, and opposed.

Consensus or General Consent ... In small groups, such as council committees, informal agreement may be reached without counting votes pro or con. After some discussion, one point of view emerges with the support of those present. The chair frequently will state briefly the decision as he/she understands it. If there is no objection, the agreement stands as stated.

ALTERNATIVES TO PARLIAMENTARY PROCEDURE



Parliamentary procedure is not the only way to conduct a meeting, nor is it always the best way. Some form of "interaction discussion" technique might serve your purpose better in some circumstances. Interaction discussion in small groups involves direct, easy interchange. Members speak up without waiting for recognition by the leader, and each person is aware of other's reactions.

Interaction discussion has many variations. Consider some of the following options:

Action Planning

This informal strategy helps groups make plans to achieve goals. A team of people develops a new action plan to handle a situation or solve a problem, or evaluates and updates an existing plan. Each team fills in a job chart which details each member's task responsibilities. Consensus without formal voting is usual.

Interaction Method

This system uses a facilitator and recorder to post the group agenda, give ground rules, and help with interaction and participation. The facilitator keeps the group focused and keeps it on track. The recorder writes down group member ideas on butcher paper, posted so people can clearly see their recorded words. This method is effective because it fosters participation of all members of the group, and consensus is built by sharing ownership of plans.

Roundtable Discussion

This technique is used by groups that are trying to achieve a specific goal or solve a problem. Members meet, with or without a chairman, and start talking.

Buzz groups

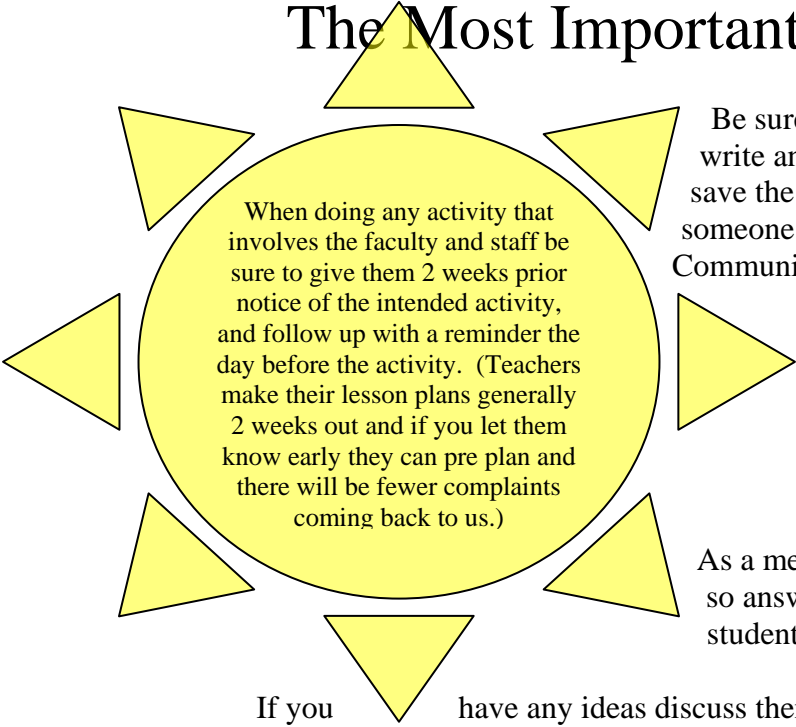
After a general presentation or discussion the large group is divided into groups of six or eight persons. Each of these buzz groups is asked to consider a specific question. All of the small groups may be answering the same question, or each may examine a different question, and each group selects a leader and/or recorder. At the end of the time allotted, the leader reports the group's findings to the whole group.

Open Forum

An open forum provides the chance for each group member to express an opinion on a topic. The right to speak is available to all members of the group; prepared or impromptu comments may be freely expressed.

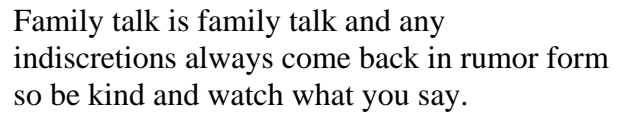
COMMUNICATION AND GOAL SETTING

The Most Important Things to Know!



When doing any activity that involves the faculty and staff be sure to give them 2 weeks prior notice of the intended activity, and follow up with a reminder the day before the activity. (Teachers make their lesson plans generally 2 weeks out and if you let them know early they can pre plan and there will be fewer complaints coming back to us.)

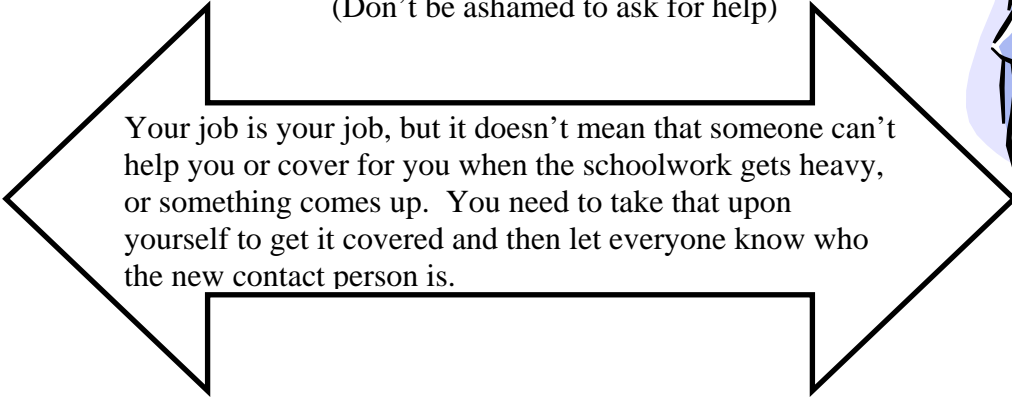
Be sure to let the Activities Director know of anything you write and put in the teacher' mailboxes. (This is mainly to save the AD and other members the embarrassment when someone says thank you, or asks for more details)
Communication is the key.



Family talk is family talk and any indiscretions always come back in rumor form so be kind and watch what you say.

As a member of ASB you are also an employee of the school, so answer the phones "Loara ASB (student government) student speaking" as a common courtesy.

If you have any ideas discuss them before you do them. Everything needs some planning before doing and you need at least 2 months prior to make a big idea become a reality.
(Don't be ashamed to ask for help)



Your job is your job, but it doesn't mean that someone can't help you or cover for you when the schoolwork gets heavy, or something comes up. You need to take that upon yourself to get it covered and then let everyone know who the new contact person is.



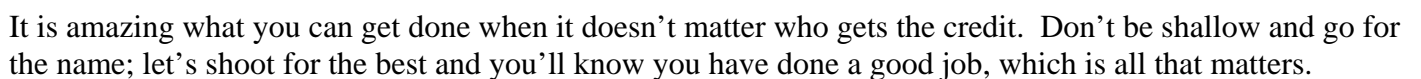
There are no bad questions or bad ideas

When you are in a meeting, keep the conversation on the subject at hand. Only bring up things that affect the entire ASB. If you have a question for an individual person then save it for after the meeting. Meetings are long enough.



Friends are friends but they'll respect you more when you stand up for what you believe in. Never say, "I didn't want to tell my friend to do something (or not do something), I don't want them to hate me." They'll dislike you more in the long run if you aren't firm but fair, be honest with them and yourself.

You should be busy doing something (thinking is something). If you don't have a specific task and/or your job isn't this month you can always sweep, help, walk about campus looking for new things for us to do. **YOU JUST DON'T DO YOUR JOB, YOU DO EVERYTHING.** Make a new friend today!



It is amazing what you can get done when it doesn't matter who gets the credit. Don't be shallow and go for the name; let's shoot for the best and you'll know you have done a good job, which is all that matters.

The Most Important Things to Know!

Always remember the 6 P's of Leadership:
Prior Planning Prevents Piss Poor Performance

The 10 most
powerful 2
letter words:

IF
IT
IS
TO
BE
IT
IS
UP
TO
ME



When throwing away posters, don't throw them in the trash ... ball them up and place them next to the trash cans ... let's be nice to our custodians and they will be nice to us.

NOTICE... NOTICE... NOTICE

Any activity will be canceled if you are not totally ready with the event two weeks prior. This means tickets are printed and ready to sell if need be, a plan of attack is typed up and approved by the advisor, posters are made, job duties are assigned, all the little things are arranged.

During an activity, your advisors are on their toes making sure your activity goes well. Cut them some slack if they snap at you, bark a few orders or do something out of the ordinary. It is all about your success, we are never truly mad at you and don't think we hate you ... just know it's all about getting the job done.

You are in ASB and should represent us well. You should be above reproach, which means your standards should be higher than everyone else (not snobby). If you miss a class, you make up the work. Don't walk around campus during ASB period like you're someone cool ... teachers and students alike think we don't do anything in this room, prove them wrong. Don't hang out in ASB during off periods just because there is "nothing to do" in your other class. Most of all remember it's not what you do it's how you do it that people are looking at ... "the penalty of leadership" ... have character and conviction and you'll make a true mark on this campus.

COMMUNICATIONS



Your ability to communicate and effectively express yourself, your ideals, and your goals, is very important in your role as a student leader. As individuals we must communicate with one another to achieve goals; as a group, student council must relate favorably with the advisor, student body, administration, faculty and the community. Communication involves both personal skills, and public relations skills.

Interpersonal Communications

An individual can view any situation in which he/she and at least one other person interact as having three important components: me, you (one or many), and the context (the issue and/or substance of the interaction). Effective communication takes all three into account equally. When one of the three elements is not considered, the communication is garbled and dysfunctional.

FOUR BASIC SKILLS FOR IMPROVING INTERPERSONAL COMMUNICATIONS:

1. **PARAPHRASING** This skill consists of letting the other person know what meaning has been attributed to his/her statements. It is used for the purpose of acknowledging and checking for accuracy in understanding.
 - a. "Do you mean (statement)?"
 - b. "Is this an accurate understanding of your idea? (Statement)"
 - c. "Would this be an accurate example of what you mean? (Specific example)"
2. **CHECKING PERCEPTIONS** This skill involves tentatively describing one's perception of the other person's feelings without evaluating him/her.
 - a. "I get the impression that you'd rather not talk about this. Is that the case?"
 - b. "Is it your feeling that we should form a committee?"
 - c. "You look as if you don't agree with my comment. Do you?"
3. **DESCRIBING BEHAVIOR** When using this skill, one describes specific, observable actions of the other person; inferences, accusations, or generalizations about that person's motives, attitudes or personality traits are not stated.
 - a. "You bumped my cup" rather than "You never watch where you're going."
 - b. "Jim and Bill have done most of the talking and the rest of us have said very little" rather than "Jim and Bill have talked too much, and the rest of you should contribute."
4. **DESCRIBING FEELINGS** This skill consists of identifying one's feelings by name. This identification is conveyed as information about one's inner state and not as an accusation or a coercive demand.
 - a. "I felt hurt when you ignored my comment" rather than "You're so mean!"
 - b. "I feel hurt and embarrassed" rather than "You just put me down!"
 - c. "I'm disappointed that you forgot the meeting" rather than "You don't care about the club."
 - d. "I'm too angry to listen to any more now" rather than "Get away from me!"

I-MESSAGES



As a student leader you will often face situations in which you need to communicate criticism or praise to members of your group. Communicating feelings honestly and directly without infringing on the rights of others, without accusing or blaming, and without put-downs can be difficult. The most effective way to do that is with "I" messages. An "I" message states your feelings- whether positive or negative - directly and honestly. "I am angry." "I feel anxious." "I resent being called a jerk." "I like the way you treat people."

I messages are very powerful because you take complete responsibility for your own feelings. The opposite of an "I" message is a 'you" message: "You make me angry." "You shouldn't say things like that." A 'you" message gives the other person power over you or tries to take his power away. "You make me angry" means 'you have power over me to make me feel angry." "I am angry" means the feelings are mine. I am responsible for them and I am willing to take care of them. "You shouldn't say things like that" means you do not know how to talk, so it is my job to tell you how to behave." It takes away the other person's power. "I resent being called a jerk" keeps your power and lets the other person know that you do not like his behavior. He still has his power to do what he wishes about his behavior without a judgment from you.

"I" messages keep you from aggressive name calling and put-downs. "I am really disgusted and disappointed that my confidence was broken and Mallory was told what I said," is quite different from "You jerk! How could you tell Mallory what I said? You broke my confidence. You really make me mad when you do that!" The "you" statement calls the other person name accuses her of breaking confidence, and gives her power over your feelings of anger. You will definitely get a defensive, aggressive response to it, or else you will have totally crushed a passive person. The "I" message gives the person a chance to think of her behavior, and if she was not the one who broke confidence, she can say, "I'm mad, too. That was a low thing for someone to do." You will not have unjustly accused, and will not have to apologize later for inappropriate behavior. If the person did break the confidence, you have treated her with dignity and respect; she knows exactly where you stand and will have to look at her own behavior, not yours.

An "I" message keeps you focused on the problem. A 'you' message takes you on a trip away from the problem. "You" messages take the focus off the problem and place it on the personalities involved. "You" messages make the receiver feel defensive. Feel the differences between these "I" and 'you" messages.

A 'you" message often is turned back on the sender, the sender becomes defensive and aggressive, and the battle rages. Many arguments can be avoided if you change your communication from 'you" to "I". However, "I feel that you are wrong" is still a 'you" message, even though you started with "I feel." Leave the 'you" out. "I feel angry about ..." is a safe beginning; then you are talking about what happened and not about the person. One use of an "I" message is for when the other person's behavior is below your level of acceptance and has a concrete and tangible effect on you. The purpose is to encourage the offending person to modify his or her behavior in some way. The "I" message sage of course does not guarantee a change in behavior. It does give the other person the responsibility of choosing whether or not to modify his or her actions. If behavior is not

changed, second and subsequent "I" messages and problem-solving may be needed. It should be stressed that "I" messages are not only for conflict or problem situations. They are an excellent means of sharing appreciation and giving positive feedback to another.

Parts of an "I" Message

An "I" message contains three parts; although one or two parts of an "I" message can be useful without all three.

1. The first part is a description of the person's behavior in very specific terms - "When you spilled the Pepsi on my coat...", "When you say you are going to call me and then you don't" etc. The more specific your description can be of the behavior that is causing the problem, the better the communication is, because then both parties will know exactly what it is that is causing the problem. This is very different from telling someone that their carelessness" (he spilled the Pepsi) or "unreliability" (not calling) is the problem. That only produces defensiveness and confusion about what you are actually objecting to.
2. The second part of an "I" message describes how the problem behavior made you feel. "When you spilled the Pepsi on my coat, I felt really unhappy and angry." "I" was very embarrassed 'when you interrupted me those three times tonight." 'When you say you are going to call and you don't, I feel disappointed and unimportant." When we state our feelings without blaming the other person, we introduce some important information into the relationship. Our feelings - anger, embarrassment, or whatever - become facts for us both to face and deal with. It is very important that others know how we feel when we want to keep a relationship strong and growing. Most people we are with really do care about our feelings; it is only when we include a lot of "Roadblocks to Communication" in our messages or when no one has been listening to their feelings, that they dismiss our feelings.
3. The third part of the "I" message gives some kind of explanation for the feeling or explains the consequences of the behavior that produced the feeling. It usually begins with the word "because." "When you spilled the Pepsi on my coat, I felt really unhappy and angry, because it was a new coat and I really like it and now I don't know if I'm going to be able to get it clean." "I was very embarrassed when you interrupted me those three times tonight because I don't want my friends to think that we have a relationship in which I'm just a doormat or that I can't speak for myself." "When you say you're going to call and you don't, I feel disappointed because your calls are important and I stayed home waiting to hear from you."

The complete "I" message provides a great deal of information to the person(s) you are communicating with. They now know how you feel, what it was that caused you to feel that way, and why that feeling is important to you or what the consequences of that feeling might be.

Good Communication by the Numbers

COMMUNICATION HELPERS

1. **SILENCE**
2. **PARAPHRASING:** Repeating back to the speaker what you heard him/her say from time to time to let the speaker know you were listening.
3. **SPECIFIC** supportive comments and questions: things like "tell me some of your best memories", "What do you mean, I'm not sure I understand".
4. **ATTENTIVE** body posture, movement, touching
5. **PLEASANT** tone of voice
6. **GOOD** eye contact

COMMUNICATION STOPPERS

1. **INTERRUPTING:** Continuing to butt in time and time again with statements about his/herself while another person is talking.
2. **ADVISING:** Giving unasked for advice. Using statements like "Well, If I were you ...", "Take my advice ..."
3. **PROBING:** Asking questions after question in a demanding tone
4. **CONFRONTING:** Putting the other person on the spot. Making accusations with statements like, "Well, so what? Do you thing I care?"
5. **JUDGING:** continual making judgments as the person speaks about (1) the personal self or (2) the thing the person is talking about. For example, if someone says, "I have a dog" you say, "what a good person you are - all dog lovers are fine people." Then they add, "My dog is a poodle," you say, "Oh, that's too bad, Poodles are such stupid dogs."
6. **INTERPRETING:** Adding you own ideas and conclusions to what the person says. For example, if she/he says "I have a dog," you say, "You're an animal lover."
7. **DOMINATING:** Flooding the person with words. Taking over the conversation and keeping him/her from getting a word in.
8. **PUT DOWNS:** making sarcastic and negative remarks about what the person is saying and about the person him/herself

TALKING WITH PEOPLE

Phone tips for ASB Officers

THIS IS BETTER THAN THIS
Answering the call Good Morning, Mr. Jones. Loara ASB, this is John Doe Loara ASB, student speaking Loara ASB, may I help you	Hello (or good morning) only Yes, please. ASB, who do you want?
Making Sure	
Would you repeat your name please? Would you spell that for me please? I'm sorry; I didn't get the name of that person.	What name did you say? I can't hear you. What did you say? Talk a little louder. I can't understand what you're trying to say.
Acknowledging	
Thank you. I'll get her for you now. Yes, I'll be happy to do that for you. I will be glad to leave a message.	OK I'll see if I can get him All right, I'll do what I can about it. I'll tell him what you said with I talked to him.
Person Called is Busy	
(Name) is in a meeting. may I take a message (may someone else help you) (would you like to wait)	He's busy now. She's talking now. Do you wanna call later?
Leaving the Line	
Would you mind waiting while I check, please? It will take a minute or so. Do you care to wait or shall I call you back? (Wait for an acknowledgement.)	Just a minute. Let me look around for it. I'll try to find it. Hold it, I'll see what I can do
Returning to the Line	
Thank you for waiting. I have that information. I'm sorry to have kept you waiting. I can help you now.	That's on the calendar. I can't find the form though.
Person Called Is Not In	
(Name) seems to be out of the room. She is out for the day (week) We expect her back on Monday. I'm sorry. He won't be back until (?) *In each case, ask if they would like to leave a message (may someone else help)?	She's not here. I don't know when she'll be back. Maybe next week. He left. he could call you later He's gone. Do you want me to take a message? Okay, I'll tell her.
Undetermined Party	
Will you wait, please? I'll find out who has that information. Let me get you the correct extension for that person.	I don't know who takes care of that. Who was it you talked to? That's someone else's responsibility. Call 999-3677 to find out. We don't handle that; you must have the wrong number.

THIS IS BETTER THAN THIS
Unusual Delay	
I'm sorry, but he's still with a student. Would you care to wait or may I take a message. I'm sorry for the delay, he can speak with you now	He's been out of the room all morning. I don't know how long he'll be ... maybe a few more minutes. Okay, I can get him now
Screening Calls	
(not a desirable way of handling calls) May I say who's calling please? Or may I give him your name? He's teaching a class right now. May I take a message?	He wants to know who's calling. If you tell me who's calling, I'll see if I can locate him
After Screening	
Here is Mr. (name), now. Just a moment please	Mr. (name) says he can talk to you now. Hold on a minute
Completing the Conversation	
Thank you for calling, Mr. Whoever. I'm glad I was able to help. Goodbye You're welcome Mrs. (name). Goodbye	Bye bye, okay, so long, that's okay, all right now, see ya later, all right bye, tootles.

MICROPHONE TIPS

In ASB you may need to talk in front of large groups. You may need to introduce yourself or athletes at assemblies. You may have to announce the Homecoming court. You may need to explain the rules of a class competition or you may need to talk on the PA.

Nervous? Here are some tips?



- ☞ Be prepared. Know what to say. Plan, practice, perfect!
- ☞ Test the microphone before anyone comes into the gym (don't bang on it, talk into it)
- ☞ Project your voice into the microphone as though you were speaking to someone in the far corner.
- ☞ Don't cheer/scream into a microphone
- ☞ Speak slowly and don't speak over a roaring crowd.
- ☞ Turn off the microphone when not in use. Everything you say can be heard when a microphone is on, sometimes even when you cover it with your palm.
- ☞ Don't overuse the microphone.
- ☞ Hold the microphone even with, but not touching your mouth.
- ☞ Always point the microphone away from the speakers because they'll squeal.

GOAL SETTING



Every time you have a desire, in a certain sense you have a goal - something that you would like to be, do, or have. Some desires are merely passing fancies, but others stay with us and go deeper. Our desires and goals give us direction and focus. They help to point us down our path of action in life.

For many people, the word "goal" has a negative connotation because it has so often been associated with compulsiveness, pushing, driving ourselves, competing with others, and so on. And truly, goals are often very much misused. But you can't really get away from having goals - even if your goal were just to have no goals, or to just be in the moment, or to meditate all day, that's still a goal!

Setting goals has many benefits. Among them are:

- Goal setting teaches you where you are now, shows you where you want to go, and helps you figure out how to get there.
- Goal setting improves your self-image and your self-awareness by making you aware of your strengths, and helps you make plans for improving your weaknesses.
- It forces you to set your priorities.
- Written goals help you visualize/actionalize/actualize.
- Goal setting makes you responsible for your own life and your own behavior.

To enjoy your goals, think of them as signposts pointing you in a certain direction. They give you a certain focus and help your energy to get moving. The way you go is up to you; you can get very uptight getting there, focusing only on getting to your goal, or you can relax and enjoy the journey, appreciating every step of the way, every unexpected bend and turn of the road, every new opportunity for learning something.

Guidelines for Goal Setting

1. To begin, you need to define your goal in a clear, precise statement that has the following:
 - It is realistic and achievable, but provides a challenge
 - It has a deadline for completion
 - It has measurable results
 - It is clear, specific and understandable
 - You are responsible for whether it happens or not
 - It is beneficial.

Goals are:

S	Specific
M	Measurable
A	Achievable
R	Responsible
T	Timeline

2. Write down your goals. This helps define them and separates goals from wishful thinking. The most successful people carry their written goals with them.
3. With short range goals, be realistic. Don't set them too high, or you'll end up feeling discouraged. It's better to take a short, reachable step and then set a new goal, to create a feeling of confidence. Realize that some of your short range goals will probably be aimed at helping you achieve your long range goals.
4. With long range goals, be expansive and idealistic. Let your imagination open up and reach for the highest. This will inspire you.
5. List your goals in each area of your life: social, financial, cultural, educational. physical, professional, spiritual, intellectual, family, hobby, etc.
6. Be flexible. You will probably find that many of your goals change frequently, but there is an essence in the most important ones that remains the same, and helps to guide you closer to your highest purposes.

Commissioner's Report



Commissioner Portfolios are due once a semester at the beginning of the period. Your portfolio should include everything relating to your commissioner's job - for example, letters you typed, responses to letters, work schedules, copies of purchase Rec's, etc. Portfolios must be submitted in a 3-ring binder (co-commissioners will share the same binder), and include a report which is typed and includes the following information:

1. Your Name
2. Date and Year
3. Position

You also need to address the following in your report:

1. List the goals you set as a commissioner. What goals were met and not achieved?
2. Elaborate on your accomplishments and specifically state EVERYTHING you have done as commissioner during the semester.
3. What should have been accomplished but was not? Why?
4. Do you have Recommendations for the future?
5. Indicate the names of people not in ASB who contributed to your success.

TOP TEN LIST

So you're the Chair of a committee what do you have to do besides the report?

1. Mark your calendar and double check the date with Activities Director ... FILL OUT AN ACTIVITY AND FUNDRAISER REQUEST FORM.
2. Obtain the files from years past on the event and read them over and over.
3. Ask Activities Director or any officer to clarify any questions you may have. (And you should have many questions.)
4. Form a committee and brainstorm.
5. Delegate, delegate, delegate and give the officer overseeing you a list of committee members and responsibilities.
6. Get a folder and mark it with the year and event and fill out a Project Planning Form.
7. Fill out any needed Purchase Rec's
8. Type any necessary letters and have someone proof read them. (Don't Go to AD first)
9. Ask Activities Director to okay letters and initial them for photocopy.
10. Work out all the necessary details to make your project a success and give advisor and officer in charge continual updates with specific information.

* Don't forget, after the wonderful event or project the Chairs fill out a Project Summary and the committee members fill out a Project Evaluation.

HAVE FUN!!!!

BE CREATIVE!!!! SHOW INITIATIVE!!!!

STRESS MANAGEMENT



No matter how hard you try to organize your life, there always seem to be times when you are overwhelmed with responsibilities, activities and demands on your time. Stress results from too many demands on too few resources. Often, this stress makes you become tense and irritable. It is vital that you learn to recognize signs of stress in yourself.

Some common self-observable signs of stress include:

- * General irritability, hyper excitation, or depression.
- * Pounding of the heart (an indicator of high blood pressure, often due to stress).
- * Dryness of the throat and mouth.
- * Impulsive behavior, emotional instability.
- * The overpowering urge to cry or run and hide.
- * Inability to concentrate, flight of thoughts, general disorientation.
- * Feelings of unreality, weakness or dizziness.
- * Predilection to become fatigued; loss of the joie de vivre (joy of living).
- * "Floating anxiety" - being afraid but not knowing what of.
- * Emotional tension and alertness - feeling of being "keyed up".
- * Trembling, nervous tics.
- * Tendency to be startled easily by small sounds, etc.
- * High pitched nervous laughter.
- * Stuttering and other speech difficulties, often stress-induced.
- * Grinding of the teeth.
- * Insomnia and/or nightmares.
- * Hyper motility - increased tendency to move around without any reason (are you kicking your foot right now?)
- * Sweating - becomes obvious only under considerable stress but is readily detectable by biofeedback instruments.
- * The frequent need to urinate.
- * Diarrhea, indigestion, queasiness in the stomach, sometimes even vomiting.
- * Migraine and/or tension headaches.
- * Pain in the neck or lower back.
- * Loss of, or excessive appetite.
- * Neurotic behavior.
- * Increased use of controlled substances: prescribed drugs, alcohol and other drugs, increased smoking.
- * Accident proneness.

HOW TO DEAL WITH STRESS



If you notice stress building, try these techniques for keeping it at a manageable level.

- * Look for causes. Who or what is at the bottom of the stress? Dealing directly with the person or issue may be the best approach. Look around and see if there really is something you can do about the stressful situation instead of worrying about it.
- * Anticipate stressful periods and plan for them. Find the level of stress that is best for you, remembering that both insufficient and excessive stresses are potentially harmful. Try and reduce the number of events going on in your life.
- * Do one thing at a time. Don't overwhelm yourself by fretting about your entire workload. Take each thing as it comes, and tell yourself you can handle it. You'll get more done with less hassle if you concentrate on each thing as it comes.
- * Set realistic goals.
- * Learn to pace yourself. You can't operate in high gear all the time. Take a break. Go for a walk. Look out the window. Do something else.
- * Exercise. Work off stress with physical activity: jogging, tennis, gardening, walking, racquetball, etc. Physical exercise can refresh you after heavy mental work.
- * Learn how to play. Find an activity that you enjoy (not what someone else thinks you'll enjoy) and engage in it regularly. Practice other forms of systematic relaxation.
- * Go with the flow if you can't fight what's bothering you, and you can't flee from it, then just go with it.
- * Create a quiet place. Take time to meditate, to pray, or read a book.
- * Develop a peer support system. Cultivate friendships with supportive people who have positive attitudes. Having people to confide in and seek advice from can uncoil the tightly wound spring of tension. Examine your relationships to see what you could do to put more warmth, communication and mutual support into them.
- * Do something for others. Reaching out can get your mind off yourself, and make you feel good by making someone else feel good.
- * Learn to accept yourself. It's okay not to be perfect. If you fail, don't concentrate on failure. Deliberately recall past successes. It helps self-esteem.

- * Take care of yourself. Get enough sleep. Lack of rest just aggravates your stress problems. Maintain a proper diet.
- * Avoid self medication. Alcohol and drugs can mask stress symptoms, but they don't help deal with the problems. Don't escape into drinking and drugging.
- * Don't sweat the small stuff. Not every argument is worth trying to win. Defend values that are important, but learn to ignore lesser issues. Don't take life so seriously. Remember, it's all small stuff.

WAYS TO PREVENT BURNOUT



Here are some suggestions for beating burnout. Some are frivolous, others serious. Even if you have no symptoms of impending trouble, you may find some suggestions meant for you! Relax, and enjoy these ideas for coping with life's problems.

1. Find a tension outlet that works for you and use it when you need it. Consider cross-word puzzles, card games, running, dancing, photography, board games, sewing, etc.
2. Write a journal of your daily activities, thoughts and moods.
3. Build fresh air and exercise into your daily life. Park a half mile from school and walk!
4. Turn on the radio to some zippy music when you're alone, and dance around to it. Don't look in the mirror, just let yourself feel good. (Remember "Risky Business"?)
5. Meditate daily.
6. When you get home after a bad day, get into a hot shower and sing. It's almost impossible to feel rotten when your voice sounds so great.
7. Practice good nutrition by eating balanced meals and by avoiding too many sweets, too much junk food, and foods that don't agree with you. Stay away from caffeine!
8. Take a good book into the library at lunch time. Choose a comfortable, isolated seat and enjoy the peace and quiet.
9. Get in some "dirty hands" activity: saw wood, dig up the garden, chop down trees, scrub the floor.
10. Volunteer your time and talents to a not-for-profit organization, and spend some time with someone who needs you. Become a Big Brother or Big Sister, or visit a nursing home. You'll feel good about making others feel good.
11. Never eat dinner while you're still stewing about school or work.
12. After school on a cold day, enjoy a mug of hot cocoa (with marshmallows, of course!) while taking a steaming hot bubble bath. On a hot day, sip a glass of cold lemonade and sit in cool water.
13. Go to a newsstand once a week and buy a different magazine each time. You will expand your horizons and find lots of new topics for conversation.
14. Be careful not to schedule all your leisure time.
15. Laugh.
16. Go see a sad movie and let yourself cry a lot. Then figure out why you cried a lot.

17. Take up that hobby you've been thinking about. Set up that aquarium, teach yourself to develop film, research your family tree, learn to weave or refinish a piece of furniture. Start off small though, so you don't overwhelm yourself and get discouraged too quickly.
18. Look for things to praise in yourself and others.
19. Go out to dinner at one of your favorite restaurants with a friend, or a relative.
20. Clean out your locker or your room if they need it. If they're already spotless, try letting them get messy for a week.
21. Take up a new sport. Learn how to play tennis, take scuba diving lessons, join a community softball or volleyball team, or start ice skating.
22. Reward yourself for all the good work you've been doing. Buy a tape or CD, or a new outfit, go to the theater or a baseball game.
23. Write a letter or send a card to a far away friend who you haven't heard from in a while.
24. Avoid going home and sitting in front of the TV or lying on the couch.
25. Make up your own stress reliever.

STRESS TEST

Read each statement and think about how well it fits the way you feel. Then decide which of the following most closely describes how often it happens to you:

once a week

once a month

rarely

1. I have trouble sleeping.
2. I feel irritable without an obvious reason.
3. I feel like crying.
4. I'm aware of being afraid of illness or disease.
5. I'm forgetful.
6. It's difficult for me to show my feelings.
7. I don't have the energy to do things I once enjoyed.
8. I have trouble making up my mind.
9. I feel isolated and don't have anyone to turn to.
10. My heart feels like it's beating too fast.
11. I'm very uncomfortable in open (or closed) spaces.
12. I feel pressured to rush on to another task before I have completed one job properly.
13. I have stomach pains and/or nausea.
14. I have to hold back my anger.
15. It's not easy for me to relax or laugh.
16. I feel restless.

Scoring: For each time you answered "once a week," score 2 points. For each "once a month," score 1 point. Score 0 points for "rarely." Add up the total.

If your score adds up to 15 or more, you may be experiencing significant emotional reactions to stress. These signs are a warning that it might be advisable to seek professional advice as well as an undertaking of stress reducing or stress-proofing activities.

101 WAYS TO COPE WITH STRESS

Get up earlier -- Prepare way ahead of time -- Avoid tight clothes -- Avoid chemical aids -- Set appointments even with yourself/ and keep them -- Write stuff down Practice preventive maintenance -- Make duplicate keys -- Say "no" more often - Set priorities -- Avoid negative people -- Support positive ones -- Use time wisely every second-- Simplify meals -- Copy important papers - Anticipate needs of everyone --Fill them -- Make repairs -- Get help with jobs which you dislike -- Break down large tasks into littler do-able ones -- List 16 "able" words: trustable, lovable, enable, dependable etc. List 16 "ate" words: cooperate, facilitate, evaluate, communicate, calculate, etc. Regard every problem as a possibility -- Look at challenges creatively --Unclutter your life -- Smile - Prepare for rain -- Tickle a baby -- Buy a plant at the dime store -- Pet a dog -- Don't know all the answers -- Look for the golden lining -- Say something nice to everyone -- Teach a kid to fly a kite.-- Take a bubble bath -- Walk in the rain snow sunshine -- Schedule play time -- Be aware of each decision -- Believe in yourself -- Stop talking negatively -- Visualize winning -- Reflect on at least three magnificent experiences -- Develop a sense of humor about yourself -- Stop thinking that tomorrow will be better of course it will now make today better -- Write out personal goals for today/this week/ this month -- Carry them with you -- Dance -- Say hello to a stranger -- Ask a friend for a hug -- Pay the toll for the car behind you as well -- Study the stars -- Make up one story about a star -- Breath slowly -- Whistle a specific tune -- Read a poem -- Listen to an entire symphony -- Attend a ballet -- Read every one of the funnies -- Go somewhere a brand new way -- Buy a flower to smell for a while then to give away -- Find a "Vent partner" -- Be optimistic -- Put safety first - Do something in absolute moderation -- Stop and study your appearance objectively --Strive for excellence rather than perfection in a particular task -- Stretch your limits --Enjoy a work of art/ study it for a long time -- Hum a commercial -- Weigh yourself --Plant a tree -- Feed the birds -- Practice Grace -- Stretch -- Develop a plan "b" --Doodle and share -- Learn a joke to share -- Recognize your feelings right now and why -- Work on your prioritized needs -- Draw-out your limits -- Say, "Have a good day" in Pig Latin -- Create and throw a paper airplane -- Exercise -- Practice a new song to share -- Get to work earlier stay later -- Clean-out a closet -- Play with a little kid -- Go on a picnic -- Put air freshener in your car and breath freshener in your mouth -- Watch a movie and eat popcorn -- Write to a friend who is far away -- Scream at a ball game -- Eat a meal by candlelight -- Recognize the importance of unconditional no strings attached love -- Tense/Relax every part of your body -- Keep a journal for one full month -- Share a monster smile -- Tip generously at a restaurant -- Reflect on your many options -- Build a support network -- Quit trying to fix other people -- Go to bed right after dinner and get up really early just to be aware -- Talk less and listen more --Praise others a lot -- Stop a bad habit -- Write out three new year's resolutions/tell someone about them -- Relax-- Take each day one at a time -- Decide that you have the rest of your life to live -- Today is the first day of the rest of that life - Think about the worst possible scenario-- Think about the best things that could possibly happen --Consider how this mess will be twenty years from today! Shake hands with someone on the street and pretend it was a natural mistake. Compliment a stranger on appearance without any sexual overtones --Surprise someone with a quality gift!



STRESS: Stress is stimulus to every sense in our bodies. It exists all the time. (We need a vital balance of stresses to stay alive or our bodies would explode.) Problems can happen when pressures from one side become so strong that they exert distress-stress on our bodies, minds/ spirits.

Here are a few ways to cope effectively with DIS-STRESS:

1. Do your life's work, but learn to honestly relax and not feel guilty about your work, your life, your relaxation or current progress toward goals.
2. Keep a sense of humor and use it often. Learn to laugh out loud; have fun; be happy now; stay enthusiastic. Gleeful good fun is great stuff!
3. Take the "Long Look." Learn to plan: Set goals that challenge you. Choose reasonably high, positive goals and keep raising the standards as you achieve them.
4. Keep writing out your goals; identify obstacles; choose activities which achieve the goals; choose organizational strategies; set priorities; do the work. Measure degrees of success and achievement and know that you are the reason for that.
5. Keep a time chart and post deadlines for finishing projects. Keep a "victory" list -- a spindle to mount the trophies, the records of success, the phone calls made... the lives honestly touched -- simply record the differences you are making.
6. Both choose and recognize your own personal limits. Control what "pressures" you; Always keep a gentle tension on yourself; Program times of other kinds of pressure on yourself (intense focus); or no pressure at all. Keep challenges vital and relevant.
7. Avoid distractions. Keep your working area clear and functioning. Don't be captured by TV, the phone, or allowing interruptions to divert your focus.
8. Be positive, optimistic, hopeful, loving. Keep being "The One You Choose to Be!"
9. Be more tolerant and forgiving: Forgive the unforgivable. Love the unlovable. Trust the untrustworthyGoof and grow!
10. Frolic with the competition. Totally commit to the games which you value the most. Work toward full cooperation and communication. Keep a "spirit of fun" in everything you do and organize an "urgent" game plan for yourself to give full meaning to life!
11. Regularly exercise. Eat and read only the "good stuff". Life is incredibly short!
12. Talk-out troubles; develop "friendships," earn them. Depend on the decency of others.
13. Focus on the needs, wants and concerns of other human beings. Search out commitment, honesty, and compassion in others and pursue happiness -- whatever you choose it to be for you. Fulfill your mission -- "the reason you were born!"

- Earl Reum



Meeting with the Principal

(Or Activities Director, Board Member, Assistant Principal)

- ✧ First decide what you want to get done in the conference.
- ✧ Write out those goals. Check them with the Advisor and with those other students who are involved.
- ✧ Get agreement on what you want to accomplish.
- ✧ Write out a summary of your goals.
- ✧ Decide who ought to attend the meeting (keep it to four or less)
- ✧ Go to the Secretary of the Principal. Make an appointment and leave a written statement of purposes. Be certain that all those who should attend the meeting can be there and that they know the time and place.
- ✧ Do your homework. Get all the possible information you will need ready.
- ✧ If copies of information would be helpful for the Principal to have, before the meeting get the copies to the Secretary with the note that "this will be useful for the meeting with Student Council Representatives at _____ time."
- ✧ Be prepared to answer questions about any part of your proposal. Try to have the agreement of involved teachers and be aware of how the custodial staff or lunchroom staff will react. Magic words are these: We are going to ask for the Principal's decision; will you help if he/she says, "yes?"
- ✧ Be in the outer office ahead of time (at least 5 minutes). Look good. Look like you care enough to present your best self.
- ✧ Bring the papers, the references, and the information needed in the conference.
- ✧ Be cordial. Open the meeting by stating the purposes of the meeting as you see them.
- ✧ Listen for the Principals response.
- ✧ Explain the reasons for your proposal - the advantages and disadvantages.
- ✧ Give choices for the Principal to make, if possible. (Let him/her turn down little stuff, make little suggestions, but work on a "yes" for your big question."
- ✧ Listen really hard to what he/she says. Take notes - get actual phrases if possible.
- ✧ Immediately after the meeting, write out what happens. Check it out with the others who were in the meeting. Date it, File it. Send a copy to the Principal for his/her records. Keep it honest. Drop a thank you note to him/her.
- ✧ Now, measure whether you achieved your purposes.

GETTING TO KNOW YOUR SUPPORT STAFF



WHEN YOU THOUGHT I WASN'T LOOKING

(Written by a former child)

A message every adult should read, because children are watching you and doing as you do, not as you say.

When you thought I wasn't looking, I saw you hang my first painting on the refrigerator, and I immediately wanted to paint another one.

When you thought I wasn't looking I saw you feed a stray cat, and I learned that it was good to be kind to animals.

When you thought I wasn't looking, I saw you make my favorite cake for me and I learned that the little things can be the special things in life.

When you thought I wasn't looking I heard you say a prayer, and I knew there is a God I could always talk to and I learned to trust in God.

When you thought I wasn't looking, I saw you make a meal and take it to a friend who was sick, and I learned that we all have to help take care of each other.

When you thought I wasn't looking, I saw you give of your time and money to help people who had nothing and I learned that those who have something should give to those who don't.

When you thought I wasn't looking, I saw you take care of our house and everyone in it and I learned we have to take care of what we are given.

When you thought I wasn't looking, I saw how you handled your responsibilities, even when you didn't feel good and I learned that I would have to be responsible when I grow up.

When you thought I wasn't looking, I saw tears come from your eyes and I learned that sometimes things hurt, but it's all right to cry.

When you thought I wasn't looking, I saw that you cared and I wanted to be everything that I could be.

When you thought I wasn't looking, I learned most of life's lessons that I need to know to be a good and productive person when I grow up.

When you thought I wasn't looking, I looked at you and wanted to say, "Thanks for all the things I saw when you thought I wasn't looking."



Loara High School

Clubs, Organizations and Sports

Curriculum Related (School Sponsored)

Academic Organization	Advisor ...	Meeting Time	Room
Academic Excellence Program.....	Counseling		
Associated Student Body *	Paul Chylinski	Daily	158
AVID *	Sue Balas	Daily	
Biology Honors Society	Wendy Carlson		
California Scholarship Federation *	Terrance Purdy		
Delta Epsilon Chi (DECA)	Millie Gorrie	Weds.	501
Education Academy	Becky Long	Daily	
Fine Arts	David Sporn	Weekly	
Future Business Leaders of America *	Bob Torres ..	Mon & Tues Lunch	503
GATE Club.....	Johann Edwards	every other Thurs.	
IB Club*	Beth Harper		
JROTC Drill Team / Color Guard *	Lt Col Robert Mabry	Daily	
JROTC Raider Team *	Lt Col Robert Mabry	Daily	
Key Club *	Wendy Carlson	Friday's	
National Honor Society *	Sean Phi	twice a week	

Cultural Organization

Brothers and Sisters United (BSU).....	Carlo Davis	Tuesday	
Filipino Club (Halo Halo Society)	Jose Paolo Magcalas	Monthly	
French Club	Lise Popejoy	twice a month	201
Inter Clubs Council (multi-ethnic)	Paul Chylinski	Monthly	158
Japanese Club	Scott Pakiser	Thurs. Lunch	
Korean Club	Sung Mun		
M.E.Ch.A.	Richard Quiroz	twice a month	
Polynesian Club.....	Kerri Holton	twice a month	
Vietnamese Club	Sean Phi	once a week	

Representative Organizations

Class Advisor (Seniors) *	Katherine Lo / Kris Eisenacher	monthly	
Class Advisor (Juniors) *	Jose Paolo Magcalas / Teresa Ghassemi	monthly	
Class Advisor (Sophomores) *	Kevin Freeman	monthly	
Class Advisor (Freshmen) *	Allison Somers / Kerri Holton	monthly	

Special Interest Organizations

Auto	Russ Baccarella		
Academic Decathlon	Jason Smith		
Band *	Bill Schroeder	Daily	
Best Buddies.....	Ricky Jojola / Yvonne Rodriguez	Tues	600
Bridges.....	Valencia Davis & Amit Mishal	Tuesday	702
CHOICES (Home Economic Careers)	Becky Long		
Choir *	David Rigsby	Daily	
Colorguard *	Bill Schroeder	Daily	GYM
Drill Team *	Bill Schroeder	Daily	GYM
Drumline.....	Bill Schroeder	Daily	Field
Environmental Club (E-Club)	Erin Asari	twice a month	
Fashion Design	Becky Long		
Future Teachers CSUF (College Class).....	Becky Long	Daily	752
Library Book Club.....	Anita Buers		Lib
Loara Choral Organizations *	David Rigsby	Daily	113
Loara Multimedia Academy (LMAC)	Daniel Klatzker & Martin Chavez	Daily	



Loara High School

Clubs, Organizations and Sports

Loara Theater Company *	Vanessa Montgomery	Daily	114
Peer Tutors (C&D Aeronautics)	Jason Smith		151
Pep Squad *	Jennifer Castro	Daily	
Photography	Art Cendejas	Daily	PHO
Saxon Red Zone	Ed Prange / Scott Wilson		
Saxon Shield *			
Seaxe (Yearbook) *	Paul Chylinski	Daily	YBK
Upward Bound	Sue Balas		
Virtual Enterprise Club	Millie Gorrie	Mon after school	501
World Cultures Club	Lyle Higger		
Young Democrats	Karen Ridley		

Sporting Organizations

Athletics *	Scott Wilson		GYM
Girls Athletic Association	Scott Wilson		GYM

Non-Curriculum Related (School Sponsored)

American Heart Association	Nick Pastis		
Astronomy Club	Kevin Smith	Friday	464
Bible Club (The Body)	Bill Kellogg	Wed & Thur	
Bowling Club			
Card Club (Social)	Terry Purdy		
Chess Club	Bill Schroeder		
The Club	Johann Edwards		
First Aid Club	David Rigsby		
Gay / Straight Alliance	Yvonne Rodriguez	every other Tues	508
Hiking Club			
Hockey Club		weekly	
Lost Club	Kevin Smith	Thursday	
Make a Wish	Sue Balas		
Music Appreciation	Bill Schroeder		
Ping Pong Club	Scott Pakiser	twice a week	
Recycle Revolution	Karen Ridley		
Red Cross Club	Steve Morton		
Salsa / Swing Club	Meredith Kirby	Tues & Thurs	510
Uke Crazy Club	David Sporn		508
Uno Club	Terry Purdy		

Curriculum Related (Non - School Sponsored)

Non-Curriculum Related (Non - School Sponsored)

SCHOOL ORGANIZATION COORDINATORS:

Anaheim Achieves	Paul Chylinski		
Close-Up	Jose Paolo Magcalas		200
Discipline Committee	Yolanda Mejia		
International Baccalaureate	Beth Harper		
Freshman Outreach Coordinator	David Sporn		
Network K	Becky Long		
Safety Committee	Yolanda Mejia		
School Site Council			



Loara High School

Clubs, Organizations and Sports

SST	Yolanda Mejia	150
SMART	Amanda Groover	
Staff Development	Matt Gray	
Staff Club	David Sporn / Wendy Dotan	
Student Store *	Paul Chylinski	
Technology		
Vision 20/20		

* under policy 7701.15-R these activities are have a clear and long-established status as an integral part of the school instructional program and are not required to request recognition when operating under the direction of the principal.

SPORTS:

Badminton	Diane Sweeny
Basketball (varsity men)	Ed Prange
(varsity women).....	Dean Katayama
Baseball (head coach)	David Lappin
Cross Country (head coach)	Yvonne Rodriguez
Football (head coach)	Dean Lappin
Golf (men)	Rick Burns
(women)	Kevin Smith
Soccer (men)	
(women)	Amador Nunez
Softball	Todd Rolph
Swimming	Andrew Ortiz
Tennis (men)	Shelly Noble
(women)	Shelly Noble
Track (head coach)	Kerri Holton
Volleyball (women)	Allison Sommers
(men)	Kristi Becker
Waterpolo (men)	Andrew Ortiz
(women)	Andrew Ortiz
Wrestling (head coach)	Tad Stricker
Trainer	Dale Miller

COUNTY MAIL ADDRESS LIST

DISTRICT	SCHOOL SITE
64 AUHSD	
66 Brea Olinda Unif.	Brea Canyon, Brea Olinda
68 Capistrano Unif.	Cap. Valley, Dana Hills, San Clemente, (Shore Cliffs, Foster, Newhart, Miguel Hills Middle)
70 Fullerton High	Buena Park, Sunny Hills, Sonora, Troy, La Habra, Fullerton
72 Garden Grove Unif.	Bolsa Grande, La Quinta, Pacifica, Los Amigos, Rancho Alamitos, Mc Garvin, Ralston (Jordan, Fitz, Irvine Intermediate)
74 Huntington Bch High	Wintersburg, Edison, Marina, Alaitos, Fountain Valley, Ocean View, Wesminister
75 Irvine Unified	University, Woodbridge, Irvine
76 Laguna Beach Unif.	
77 Los Al Unif.	
78 Newport Mesa Unif.	Newport Harbor, Costa Mesa, Corona Del mar, Estancia
80 Orange Unif.	Villa Park, El Modena, Orange, Canyon, (Santiago, Yorba Junior)
82 Placentia Unif.	El Dorado, Esperanza, Valencia
83 Saddleback Valley	El Toro, Siverado, Trabuco Hills, Laguna Hills, Mission Viejo
84 Santa Ana Unif.	Saddleback Valley
87 Tustin Unif.	Foothill, Hillview
88 Comm. College, NOC	Cypress, Fullerton
90 Coast Comm. College	Orange Coast
91 MISC.	
92 Rancho Santiago Com.	
93 NOC R.O.P.	
94 CSSF	
95 Coastline P.O.P.	
96 Saddleback Comm.	

above is a listing of all district addressing. To mail anything to those schools all you need to do is write the number of the site and the name of the site on the outside of the mail and send through district mail. (Don't forget to put the name of the individual you're sending it to as well.) Write address in red ink and circle for best mail results.

CLUBS AND ORGANIZATIONS



Club/Organization _____
Adviser _____
Date Submitted _____

FOR OFFICE USE ONLY:
Approved _____
Date Approved _____

SCHOOL SERVICE PROJECT PLANNING SHEET

PROPOSED PROJECT DESCRIPTION:

FOR WHOM/WHAT BENEFIT:

WHEN/TIME:

WHERE (ON CAMPUS):

COST:

STUDENTS INVOLVED:

(Don't forget to submit the activity request and paperwork required for students to be involved in activities off campus.) Remember that community projects cannot be fundraisers.

FOR OFFICE USE ONLY:

DATE COMPLETED:

PROJECT VERIFICATION:



AUHSD SCHOOL FUNDRAISING REVENUE POTENTIAL PROFIT/LOSS STATEMENT

Name of Fundraiser: _____

Date of Fundraiser: _____

Organization: _____

Group Advisor: _____

Potential Revenue

Number of Items

(How many items will you try to sell)

(A)

Unit Price

(Amount you are charging per item)

(B)

Potential Revenue

(AxB)

Attach materials and/or order forms as necessary.

Actual Revenue

Date

Amount Collected

Total Money Collected

(C)

Net Profit

Actual Money Collected

(C)

Actual Expenses

1. Payment to vendor

2. Awards paid out

Total Expenses

(D)

Net Profit/Loss

(C-D)

Explanation of Profit/Loss (if necessary, explain why actual revenue was more or less than projected revenue)



FUNDRAISING REQUEST

Date Request Submitted: _____

Group Making the Request: _____

Group Advisor: _____

Fundraiser (Explain completely and attach relevant materials):

Potential Revenue	
Number of Items (How many items will you try to sell)	(A) _____
Unit Price (Amount you are charging per item)	(B) _____
Potential Revenue	(AxB) _____
Date(s) of the Fundraiser: _____	Time (Start/End) _____
Facilities Needed	_____

If the even takes place outside of school hours, who will be present to chaperone?
(The chaperone must be a certificated school employee)

Chaperone(s):

Your request must be approved by both the Assistant Principal in charge of Activities and the Activities Director before your fundraiser can take place. Failure to submit this form for approval in a timely fashion may result in the cancellation of your fundraiser. Form may be emailed to Assistant Principal for approval.

Assistant Principal Signature

Activities Director Signature

The Assistant Principal will send you a copy of your request once it has been approved or disapproved. If you have any questions contact the Activities office.



DRAFTING A CLUB CONSTITUTION

Article I: Name

The official name of this organization shall be

Article II: Purpose

The purpose of this club shall be as follows:

Article III: Membership

Section 1. All members are required to be students of Loara High School.

Section 2. List any additional membership requirements.

Article IV: Officers

Section 1. The President shall be

The Vice President shall be

The Secretary shall be

The Treasurer shall be

Section 2. The officers shall be elected by a nomination and a plurality of voting members.

Section 3. The term of office for all officers shall be

Section 4. The President shall be elected by the last regularly scheduled meeting of the school year, unless otherwise stated.

Section 5. The names of the new officers will be immediately forwarded to the Inter-Clubs Commissioner.

Article V: Meetings

Section 1. This club shall meet _____ on _____ in _____ .
(Frequency) (Day) (Location)

Section 2. The President may call special meetings but only with the approval of the club sponsor.



Club/Organization _____
Adviser _____
Date Submitted _____

FOR OFFICE USE ONLY:
Approved _____
Date Approved _____

COMMUNITY SERVICE PROJECT PLANNING SHEET

PROPOSED PROJECT DESCRIPTION:

FOR WHOM/WHAT BENEFIT:

WHEN/TIME:

WHERE:

COST:

STUDENTS INVOLVED:

(Don't forget to submit the activity request and paperwork required for students to be involved in activities off campus.) Remember that community projects cannot be fundraisers.

FOR OFFICE USE ONLY:

DATE COMPLETED:

PROJECT VERIFICATION:



LOARA HIGH SCHOOL ASSOCIATED STUDENT BODY Budget For Fiscal Year _____ to _____

CLUB/ORGANIZATION NAME _____

Beginning Balance (Last year's ending balance) \$ _____

Estimated Income (List activities you know, i.e. International Week Sales, candy sales, Fundraisers etc.)

Activity	Amount
1. _____	\$ _____
2. _____	\$ _____
3. _____	\$ _____
4. _____	\$ _____
5. _____	\$ _____

Total Estimated Income (Beginning PLUS Estimated) \$ _____

Estimated Expenses (List purpose/activities if known):

Purpose/Activity	Amount
1. _____	\$ _____
2. _____	\$ _____
3. _____	\$ _____
4. _____	\$ _____
5. _____	\$ _____

Total Estimated Expenses \$ _____

Estimated Ending Balance (Income-Expense) \$ _____

Approved By (signatures)

Club Advisor _____
Signature _____ date _____

Club Treasurer _____
Signature _____ date _____

Activities Director _____
Signature _____ date _____

ASB Treasurer _____
Signature _____ date _____

Administrator _____
Signature _____ date _____



APPLICATION FOR A.S.B. CHARTER

Charter: Applications for club charters should be available from the ASB Office. Approved charters should be kept in the ASB files. The following format may be used.

The _____ Club is being organized for the purpose of _____

_____; dues will be _____
and the club will be advised by _____.

The following students do hereby affirm that they will support and help maintain the above club

1. _____	Grade	6. _____	Grade
2. _____	Grade	7. _____	Grade
3. _____	Grade	8. _____	Grade
4. _____	Grade	9. _____	Grade
5. _____	Grade	10. _____	Grade

Elected officers for the club are as follows:

President: _____	Treasurer: _____
Vice President: _____	Other: _____
Secretary: _____	Other: _____

This petition has been approved by Loara High School pending the signatures of approval.

Signatures for approval

ASB President: _____ date _____

Activities Director: _____ date _____

Principal: _____ date _____

APPLICATION AND APPROVAL PROCEDURES FOR STUDENT ORGANIZATIONS

Student clubs and organizations may be proposed by either students or school employees. School employees shall confer with the site principal regarding appropriate recognition and organizational steps. Any student group seeking recognition as a student organization must submit a written application to the principal. Applications shall be made on district approved forms.

- 1.0 Curriculum Related Organizations – The following information must be included on the application:
 - 1.1 Name of the organization
 - 1.2 Name(s) of the student(s) making the application and the proposed staff sponsor(s) or monitor(s).
 - 1.3 Statement of the purpose, objectives and activities of the organization. Include a copy of the constitution and by-laws.
 - 1.4 Proposed days, times of day, duration and location of the meetings/activities, as well as any special equipment to be used.
 - 1.5 Description of the qualifications for membership, if any, beyond being a current student at the school. If students' sex is a qualification, the description shall state the reasons.
 - 1.6 Description of how officers will be elected, when they will be elected during the school year, and their term of office. Indicate how the names of the elected officers will be documented and communicated to the school community.
 - 1.7 Curriculum-related student organizations shall include a statement of the relationship of the organization to the school curriculum and the district instructional program. A description of how the organization will serve as an extension of or adjunct to the curriculum must also be included. This shall include specific reference to the courses of study, classes, and/or programs which the organization is intended to supplement; the instructional materials or learning resources which will be used; the skills concepts and/or attitudes which are planned to be developed; and the evaluation techniques which will be used to assess whether or not the objectives have been achieved.

APPLICATION AND APPROVAL PROCEDURES FOR STUDENT ORGANIZATIONS

- 1.8 School sponsored organizations will provide a description of the staff adviser function in promoting, supervising and leading the organization. The principal shall have final authority in determining the assignment and role of the staff adviser.
- 1.9 A statement of whether or not the organization will do fund raising activities. If fund raising activities are planned, the types of fund raisers being considered and how proceeds will be used must be provided.
- 1.10 A statement that the organizing students agree to comply with applicable district policies, school guidelines, and rules.
- 1.11 Certain school activities performed outside of the regular instructional day have a clear and long-established status as an integral part of the school instructional program and are not required to request recognition when operating under the direction of the principal. These include:
 - school yearbook
 - school newspaper
 - student store
 - choirs and related ensembles
 - bands, orchestra and related ensembles
 - pageantry units
 - forensics and thespians
 - pep clubs and cheerleaders
 - student government
 - career and vocational education clubs
 - Academic Decathlon
 - Mock Trial
 - JROTC/JLC
 - Key Clubs
 - National Honor Society
 - California Scholarship Federation
 - athletics and intramurals
 - formal grade level class organizations

APPLICATION AND APPROVAL PROCEDURES FOR STUDENT ORGANIZATIONS

2.0 Non-Curriculum Related Organizations:

- 2.1 For purposes of this policy, all requests by student initiated groups to meet and conduct activities pursuant to the provisions of the Equal Access Act are deemed not to be related to the curriculum. Proposed student organizations that are not school sponsored may apply for status as a student initiated non-curriculum group.
- 2.2 A school may apply for a non-curriculum, school-sponsored club. These clubs would represent high student interest areas. The non-curriculum school-sponsored club must submit a written application to the principal. The principal must approve the club as providing a positive, healthy experience for students.
- 2.3 The following information must be included on the non-curriculum related application:
 - 2.3.1 Name of proposed group
 - 2.3.2 Purpose of group
 - 2.3.3 Frequency of group meetings
 - 2.3.4 Proposed meeting times
- 2.4 Student initiated non-curriculum related organizations may conduct voluntary meetings on school grounds under the following conditions:
 - 2.4.1 Meetings may not substantially interfere with the orderly operation of the school.
 - 2.4.2 Meetings must be open to all students without regard to race, national origin, religion, gender or handicap.
 - 2.4.3 School employees may not promote, lead, or participate in the meetings.
 - 2.4.4 Non-school persons may not direct, conduct, control, or regularly attend the meetings of the student group.
 - 2.4.5 No school system funds may be spent on behalf of the student groups except for the cost of providing space for the group meetings.

APPLICATION AND APPROVAL PROCEDURES FOR STUDENT ORGANIZATIONS

3.0 Application submission of curriculum and non-curriculum related organizations:

- 3.1 The principal or designee shall review the application and such other information as considered appropriate, including student or staff committees and councils, and shall make a recommendation as to whether or not the criteria has been met and forwarded to the assistant superintendent, education, within fifteen (15) school days after receipt of the application. The principal or designee recommendation shall be in writing and, if the recommendation is that the criteria has not been met, the reasons for such recommendation shall be stated.
- 3.2 The assistant superintendent, education, shall review the application and recommendation of the principal/designee, and such other information as considered appropriate, and shall make a recommendation as to whether or not the criteria has been met. Curriculum related applications shall be forwarded to the Board of Trustees within fifteen (15) school days after receipt of the application.
- 3.3 The Board of Trustees shall review the application and recommendations of the principal or designee and assistant superintendent, education, and such other information as considered appropriate, and shall approve or disapprove the recognition of the curriculum related student organization within the time period of two (2) regularly scheduled Board meetings after submission of the application. The Board of Trustees' decision shall be final.
- 3.4 The principal is encouraged to periodically review the activities and purposes of student organizations and may recommend revocation of recognition of any student organization at any time upon his/her own initiative or on written complaint by any student or staff member. Recommendations for revocation will be processed through the Board of Trustees.
- 3.5 At any time, the board may review the recognition of any student organization and revoke the same for good cause.

APPLICATION AND APPROVAL PROCEDURES FOR STUDENT ORGANIZATIONS

Legal Reference:
EDUCATION CODE

[200-262.3](#) Prohibition of discrimination on the basis of sex

[48930-48938](#) Student organizations

[48950](#) Freedom of speech

CODE OF REGULATIONS, TITLE 5

2 Definitions

[5531](#) Supervision of extracurricular activities of pupils

UNITED STATES CODE, TITLE 20

[4071-4074](#) The Equal Access Act

9504 School prayer

9505 Boy Scouts equal access

U.S. Department of Education: <http://www.ed.gov>

Board of Trustees

October 24, 1985

Reviewed: May 12, 1986

Reviewed: March 8, 1990

Revised: March 14, 1991

Revised: May 1993

Revised: May 1997

Reviewed: August 2000

Revised: August 2002

Revised: September 2005

E

RULES AND REGULATIONS



Copy of the ASB Contract

Below you will find a copy of the contract that you and your parents signed when you ran for office at the end of last year. All rules are binding and will be followed to the letter. Anyone in violation of this contract will be put on contract and may result in the lowering of ones grade or removal from ASB.

REQUIREMENTS

1. All candidates **MUST** have signatures from a parent or guardian, Assistant Principal, and Activities Director.
2. All candidates **MUST** have a recommendation from one teacher and one counselor. (must have cumulative GPA of at least 2.0 and NO F's or U's)
3. AUHSD Code of Conduct must be signed.
4. ASB CLASS RULES, REGULATIONS AND GRADING POLICY must be signed when entering the class.
5. All elected officers **MUST** commit to attend the leadership camp in San Diego.
6. All candidates **MUST** turn in a copy of their transcript with their packets.
7. All candidates will be enrolled in class, at least, through 5th period in school.

***NOTE:** Teachers and counselors may recommend more than one student for the same office. The Activities Director signature is the last one to get which approves your candidacy.

Notice of Petition

I, _____, officially file this petition for the office of _____ for the school year. I understand that I must have an overall 2.0 GPA in order to run for office, and must maintain a 2.0 GPA in order to remain in the student government class. I also realize that all elected officers **MUST** commit to attend the leadership camp in San Diego. I understand that I must obtain all necessary requirements, and I agree to fulfill my duties to the best of my ability if elected. I agree to follow all campaign and election rules and regulations as laid down of this form. I am fully aware that the **violation of any of these rules may result in my elimination from the race.**

Candidate's signature: _____

To the parents of the candidate: If your son/daughter is elected to the position stated above, he/she will be required to enroll into the fourth period leadership class.



ANAHEIM UNION HIGH SCHOOL DISTRICT CODE OF CONDUCT-ETHICS-PENALTIES FOR ASSOCIATED STUDENT BODY OFFICERS

I _____, agree to faithfully follow and execute the duties and responsibilities of the office and of the Code of Ethics and Conduct set forth in this document. I also agree to support the high school Associated Student Body Constitution of the school I represent. **Please read and initial each of the following statements.**

GENERAL CODE OF ETHICS - "AS AN ELECTED/APPOINTED PERSON I WILL":

1. Set a positive example for other students to follow. _____
2. Strive to exhibit good leadership skills and assume the overall responsibility of my elected or appointed office, and strive to faithfully execute the duties of my office. _____
3. Support, protect, and defend the aims, purposes, and responsibilities of the high schools, students, teachers, administrators, coaches, clubs, classes, and teams. _____
4. Accept full responsibility for my own conduct, on or off campus, realizing that as an appointed/elected officer of my student body, my conduct will be frequently judged by all. Therefore, any incidents on or off campus that reflect negatively back to the school could result in my being dismissed from office. _____

SPECIFIC RULES AND REGULATIONS - "I REALIZE I MUST CONDUCT MYSELF IN A POSITIVE MANNER, THEREFORE I WILL NOT":

1. Engage in any activity that encourages other students or individuals to break school or district policies or rules or endanger the health and safety of other students or school personnel. _____
2. Be insubordinate to, interfere with the duties of, or use profane language toward a teacher, coach, staff person, or administrator. _____
3. Possess, sell, distribute, consume, or be under the influence of controlled substances on or off campus. _____
4. Earn less than an overall grade in line with District policy which is a 2.0 to participate in co-curricular activities. _____
5. Engage in the theft of property belonging to high schools or their organizations. _____
6. Deface, damage, or destroy high school buildings grounds, or property. _____

PENALTIES:

1. I understand and accept the consequences of violations of this code of conduct and ethics. _____
2. I agree to submit, in writing, my resignation if I violate this code of conduct and ethics. It will be delivered to the Activities Director. _____
3. If I fail to submit my resignation voluntarily, after it has been determined by the administration of the high school that I have violated the provisions of this agreement, I understand that I will be removed from office by the Activities Director and administration. _____

I certify that I have read this document and agree to abide by this agreement.

Signatures:

Student _____

Parent _____

Principal _____

Activities Director _____



ASB Task Roster

	ONE	TWO	3RE	FOR	FIVE	SIX	SVN	ATE	NINE
A. Sweeping Inside	1	2	3	4	5	6	7	8	9
B. Poster/Paint Area	10	1	2	3	4	5	6	7	8
C. Outside ASB	9	10	1	2	3	4	5	6	7
D. Perimeter Pickup	8	9	10	1	2	3	4	5	6
E. Carpet Area	7	8	9	10	1	2	3	4	5
F. Locker Area	6	7	8	9	10	1	2	3	4
G. Outside Posters	5	6	7	8	9	10	1	2	3
H. Lunch Duty	4	5	6	7	8	9	10	1	2
I. Office	3	4	5	6	7	8	9	10	1
J. Office Sink/Counter	2	3	4	5	6	7	8	9	10

	ONE	TWO	3RE	FOR	FIVE	SIX	SVN	ATE	NINE
A. Sweeping Inside	1	2	3	4	5	6	7	8	9
B. Poster/Paint Area	10	1	2	3	4	5	6	7	8
C. Outside ASB	9	10	1	2	3	4	5	6	7
D. Perimeter Pickup	8	9	10	1	2	3	4	5	6
E. Carpet Area	7	8	9	10	1	2	3	4	5
F. Locker Area	6	7	8	9	10	1	2	3	4
G. Outside Posters	5	6	7	8	9	10	1	2	3
H. Lunch Duty	4	5	6	7	8	9	10	1	2
I. Office	3	4	5	6	7	8	9	10	1
J. Office Sink/Counter	2	3	4	5	6	7	8	9	10



DUTIES: **A. Sweeping**, you are to sweep entire ASB room, under sofas and in the nooks and crannies. **B. Poster/Paint**, make sure the area is kept tidy and in ready supply of all paints and colors. **C. Outside**, area to presentable and clean, windows, garbage, benches in front of room. **D. Perimeter Pickup**, inside there should be nothing lying about, boxes, old activities, posters etc. **E. Carpet Area**, the area should be picked up and vacuumed every week. **F. Locker Area**, should be clean and all lockers should be in working order **G. Outside Posters**, all old posters should be removed and existing ones should be re-taped if needed. **H. Lunch Duty**, a trash can must be brought in before lunch and taken out at the end of lunch all week. Also the groups are responsible for the people eating in the room to know the rules. **I. Office** is to be swept, dusted and cleaned of any miscellaneous messes. **J. Office Sink**, you are to clean the counter tops and all the cups in the sink.

NOTE: all duties are for the **ENTIRE** week, not just Friday, please makes sure your tasks are done. The Sergeant-at-Arms task is to make sure you all do yours, if not, he has full reign to fine as he sees fit.

- Amanda J, Kenny, Nicole C., Barron
- Marcella, Michelle U, Amy S., Frances
- Amy V., Meghan, Heather, Thao
- Sonya, Andrew, Marie, Michelle Ngo
- Miguel, Mariel, Erick, Teejay, Jaymes
- Kenny, Lucas, Kim, Matt
- Nohemi, Krista, Rachel T, Sydney, Kenia, Rachel M
- Kendra, Timmie, Jazmin, Amanda L.
- Alberto, Diana, Juanita, Marvin
- Dillon, Andrew, Michel Ngu



I) ATTENDANCE:

- A) If you are going to be absent please let us know at one of these numbers, It is **YOUR** responsibility not your friends:
- 1) ASB OFFICE: (714) 999-3692
 - 2) Mr. Paul Chylinski: (714) 375-9396 home (714) 401-8967 cell
 - 3) Mr. David Sporn: (714) 635-8535 home (714) 812-8286 cell
 - 4) Mrs. Toni Stroud (714) 999-3777 office
- B) **If you have a specific responsibility for that day. It is your duty to see that it is covered.** (For example, announcements). Check the yahoo groups if you don't have people's phone numbers.
- C) Regular attendance is a **MUST!** Grades can be and will be lowered due to excessive tardiness and absences. Fines will be appropriated to those tardy to special activities at which ASB must be present. You may be put on contract because of tardiness and/or absences.

II) MEETINGS:

- A) The ASB President (or designee) will call the meeting to order **EVERY DAY**. Even if there is not a "formal" meeting. It will be a rap of the gavel and then quiet. On days when there is not a full meeting including minutes, approval of bills, etc (generally Tuesday's and Thursday's). We may just have a need to communicate a bit. **You are to be in class on time.**
- B) There will be **NO EATING** during the meetings – **NONE!**
- C) After the meeting has been adjourned remain in the ASB room unless you have ASB business elsewhere. **ALWAYS TAKE A HALL PASS!**
- D) Because you are in ASB you are not privileged to do what ever you want. The challenge of leadership is doing the right thing when no one is watching.

III) GRADES:

- A. 70 % will be earned from hours worked outside of class time (rallies not included). Below is the specific number of hours needed to work for each quarter in order to earn all the points, you need to work all the hours to earn all the points. All or nothing.
- i. First Quarter: 35 hours
 - ii. Second Quarter: 20 hours + 10 hours community service total semester
 - iii. Third Quarter: 15 hours
 - iv. Fourth Quarter: 15 hours + 10 hours community service total semester
- *Extra credit hours are available hours may be adjusted if they are found to be unreasonable.
- B. 10 % will be earned based on effort and attitude in doing your specific ASB job. (*see Effort and Attitude Rubric)
- C. 10 % will be earned based on effort and attitude in doing your general ASB duties. (*see Effort and Attitude Rubric)
- ☞ A percentage will be earned from a quarterly project that is keeping your notebook for your job duty up to date and current. All activities you do must be evaluated and written in full so that the next year's person can complete all tasks to the best of their abilities.



- D. A **CONTRACT** will be given only to those students who have earned a minimum of 70% in ASB, have an F or U in any class and/or falls below a 2.0 in total GPA in other classes. Furthermore, if the Activities Director sees you not performing your job in an overall diligent manner you will be put on contract.

IV) LUNCH:

- A) You may only go to lunch 5 minutes early when approved by the Principal. In the past we have been blamed for everyone else abusing the privilege so all are under watch. If you have a meeting, or will be tied up during lunch, you may go a little earlier, just ask me. Don't abuse this! If anyone is found loitering where they do not belong they will either be fined and/or may lose their out of class privilege. Remember you may think you are busy, but the eyes on campus may see it as messing around. Represent yourself and ASB well. **Whenever outside of the room use your name placard as your hall pass.**
- B) It is great that we gather in the ASB room and that the kids feel they can join us. We don't want to be an "elitist" or exclusive group. When lunch is over **ALL** of us should check around the room and see that **EVERYONE** has cleaned up. If you know someone that left a mess, politely ask them to dispose of it. Remember to check the **TASK** roster for who's in charge for the week.

V) ASB ROOM:

- A) You are not to be in the ASB room during any period other than period 4. If you should arrive to school late ... make sure Mr. Chylinski or Mr. Sporn know why you're late we can then be ready for the critics if they come out. There are many reasons for this and I'll talk to anyone - one on one that may be interested to know.
- B) No one is allowed to be in the ASB room during any period other than Mr. Chylinski and his TA's that have work. Don't make this an issue EVER. If we ask you to leave the room and you throw attitude OR try to get us to let you stay OR make disparaging remarks about Mr. Chylinski, Mr. Sporn or Mrs. Stroud then we will open up to this sheet and point out that we've told you so and we are not the bad guys ... WE'VE already gone on record to say we don't allow it ... so there ☺.

VI) ASB PHONE:

- A) The phone is for ASB business. Its not that you cannot use it for personal calls, don't abuse it. Cell phones are **NOT ASB** phones so don't try it.
- B) When you take a message use the following procedure:
- 1) Repeat the name, area code and number
 - 2) Fill out a message pad form (do not put on a scrap and assume anyone sees it)
 - 3) Leave it in a prominent spot for **ANYONE** to find.



VII) YOUR DESK:

- A) Your desk is to be in perfect order at all times. It is **NOT** your locker. Nothing should be on it except ASB folders and personal items (such as photos etc.) No other class books, folders etc. can be on it, only decorative items. Anything deemed inappropriate by any adult you're your items will be confiscated without warning. **(NO WHINERS PLEASE).**
- B) Remember that unfortunately anything you put on your desk can and will be stolen.
- C) Know that anything on your desk reflects not only yourself but ASB as well use good judgment.
- D) Each Friday desks are to be cleaned with a **rag and cleaner.**
- E) **Nameplates should be visible and kept in good order.**

VIII) POSTERS, PAINTS, ETC:

- A) Put all supplies back where they belong.
- B) Use boards under the paper when making posters. Always keep poster in an appropriate safe location **NOT** under or atop your desk or they will be discarded as trash.
- C) **NO POSTERS ARE TO BE MADE IN THE CARPET AREA OF ASB ROOM.**

IX) ASB OFFICE:

- A) Off Limits during the course of the day, except for 4th period. If found loitering in the office you will be disciplined.
- B) Everything on main desk is Mr. Chylinski's. Please be kind to it, as he will be kind to your things. **Please, please, please**, if you borrow something please return that something to its rightful place. Alzheimer's sets in quick but you don't need to increase the insanity with not returning things and then denying your borrowing of missing items.

We understand the following rules and agree to the terms as listed. If I have any questions, I understand that I can contact Mr. Chylinski, Mr. Sporn or Mrs. Stroud for more information.

Parent Signature: _____

Student Signature: _____



Student: _____ Quarter 1 2 3 4

ASB Position: _____

For Specific Job:***Effort and Attitude Rubric***

	No points earned; quality was not shown.	1 point if quality is shown.	2 points if quality is show in an excellent manner.
Punctuality/Dependability			
Initiative			
Jobs Completed/Work Finished			
Problem Solving			
Other			
		TOTAL points earned:	

For general ASB Duties:***Effort and Attitude Rubric***

	No points earned; quality was not shown.	1 point if quality is shown.	2 points if quality is show in an excellent manner.
Punctuality/Dependability			
Initiative			
Jobs Completed/Work Finished			
Problem Solving			
Other			
		TOTAL points earned:	



**LOARA HIGH SCHOOL
Associated Student Body
Constitution
Revised 1982 Reviewed 1987
Revised 1989 Revised 1996
Revised 2001**

PREAMBLE

We, the students of Loara High School, desiring to participate in the management of our common affairs, foster a spirit of cooperation among students, faculty and staff, maintain high standards of personal conduct, promote and encourage activities for the best interest of the school, and develop good citizenship through experiences in government, do hereby establish this Constitution for the Associated Students of Loara High School.

Article I: NAME

The name of the organization shall be the Loara High School Associated Student Body. The members of this organization shall be known as Loara Saxons.

Article II: PURPOSE

The objective of this organization shall be to direct the activities of the Student Body within Loara High School, to promote the school's interests, and to uphold its good name.

Article III: MEMBERSHIP AND PRIVILEGES

- | | |
|-----------|---|
| Section 1 | All students enrolled in this school and in good standing thereof, shall be members of the Associated Student Body of Loara High School. "Good standing" shall be defined as any student not on suspension. |
| Section 2 | Only members of the student body shall have privilege of participating in Student Body activities or voting on student affairs. |
| Section 3 | All members of the faculty and staff of Loara High School shall be honorary members of this organization without voting privileges. |

Article IV: THE STUDENT CABINET

- | | |
|-----------|---|
| Section 1 | The executive powers of the Associated Student Body shall be vested in the Student Cabinet. |
| Section 2 | <p>The Student Cabinet, in cooperation with the administration, shall have charge of the following:</p> <ul style="list-style-type: none">a. Student Cabinet meetingsb. Student body activities.c. The handling of Student Body funds.d. The executive of any legislative proposal by the House of Representatives.e. The promotion of school spirit. |

- f. The maintenance of a high standard of inter-scholastic relations.
- g. The enforcement of eligibility rules pertaining to those running for office as stated in the bylaws.
- h. The confirmation of officer appointments.
- i. The overseeing of the Master Calendar.
- j. The upholding of school tradition.
- k. To preside over the House of Representatives; Senate; blood drives; charities week; dances and related elections; morning announcements.

Section 3 The student Cabinet shall be composed of the following

a. **ELECTED OFFICERS**

Associated Student Body President, Associated Student Body Vice President, the Speaker of the House of Representatives, Commissioner of Pep, Inter-Club Commissioner, Senior Class President, Junior Class President, Sophomore Class President, Freshmen Class President.

b. **APPOINTED OFFICERS**

Student Body Secretary; Student Body Treasurer; Elections Officer; Class Representatives plus additional appointed officers deemed necessary.

Section 4 The duties of the Student Cabinet Officers shall be as follows:

- a. The Associated Student Body President is; to preside over all student cabinet meetings, to coordinate the actions of the cabinet toward established goals, to appoint officers and committee members with Cabinet approval, to act as an ex-officio member on all committees, to represent the students of Loara High School to the Cabinet, Administration, and community; and to see that the students receive fair representation on the Cabinet.
- b. The Associated Student Body Vice President shall serve as President in the President's absence and work directly with the President in appointing officers and establishing Cabinet Policies. The Vice President shall also see that all school activities held shall be in accordance with the standards set by the Constitution.
- c. The Speaker of the House of Representatives shall preside over all meetings of the House of Representatives, as well as coordinating its activities, and overseeing the election of its representatives. The Speaker shall also be in charge of Queen of the Court festivities and formalities. The Speaker shall be the Cabinet's main source of communication to the House of Representatives, and see over the Senior, Junior, Sophomore, & Freshmen Class Representatives.

(See ARTICLE V for full responsibilities.)

- d. The Commissioner of Pep shall be responsible for the promotion of school spirit and pride. The Commissioner shall coordinate pep assemblies and pep rallies, serve as President of the Pep Club, keep track of all spirit points, be responsible for Spirit Week and work directly with pep squad and mascots.

The Commissioner shall also coordinate (oversee) the annual Mr. Saxon competition.

- e. The Inter-Club Commissioner shall represent the interest of Fine Arts, Band, Courtiers, Drill Team, and all other clubs on the Loara campus. The Commissioner shall be responsible for club organization, including the written constitution and recommending of club advisors. He/she is to also see over the cultural affairs officer(s).
- f. The Class Presidents shall be the official representatives of their respective classes to the Student Cabinet. They shall preside over their respective Senates and manage all class activities.
 - 1. The Senior Class President shall be responsible for upholding all Senior Class traditions, including Homecoming, and graduation activities.
 - 2. The Junior Class President shall be responsible for planning the Junior-Senior Prom; the running of concession stands at the home football games and other class activities.
 - 3. The Sophomore Class President shall be in charge of all Sophomore Class activities, which includes putting on the Sadie Hawkins dance.
 - 4. The Freshmen Class President shall be in charge of all Freshmen Class activities, which includes assisting with the annual Mr. Saxon competition in coordination with the Pep Commissioner.
- g. The Associated Student Body Secretary shall keep full and correct records of the Student Cabinet meetings, call roll and read the minutes of the previous meetings. The Secretary shall be responsible for all correspondence, and shall post the minutes of the meeting after review by the faculty advisor. The Secretary shall also serve as Secretary of the House of Representatives.
- h. The Associated Student Body Treasurer shall have charge of all Student Body finances and will oversee all financial operations. The Treasurer shall present all requisitions of the Student Body funds for approval by the Cabinet and see that the Student Body budget is upheld. The Treasurer shall give a full financial report of all ASB accounts to the Cabinet not less than once each full school month.
- i. All other appointed positions shall follow the duty roster as voted upon by the elected cabinet and agreed upon by that office.

Section 5 The Student Cabinet shall meet as often as it deems necessary, but not less than once each full school week.

Section 6 A simple majority of the cabinet and the presence of the faculty advisor, appointed by the Loara Principle, or his designee, shall constitute a quorum.

- Section 7 It shall be the privilege of the Cabinet to recommend legislation to the House of Representatives or to propose amendments to this constitution and the bylaws.
- Section 8 If a member of the Student Cabinet should leave school permanently or resign from office, the president shall, with the approval of the Student Cabinet, appoint a student to office for the remainder of the school year. In case of a presidential vacancy, the Vice-President shall automatically succeed to the office of President and shall take the above steps to fill the vice-presidential position. If the Vice-President is unable to succeed to the office of President, Presidential succession shall fall in this order: Speaker of the House, Commissioner of Activities, Commissioner of Pep, Commissioner of Publicity, Inter-Club Commissioner, Senior Class President, Junior Class President, Sophomore Class President, Freshmen Class President, ASB Secretary, ASB Treasurer. Any other appointed officers shall fall in after these in order of appointment.
- a. In the case of a vacancy in any position, that position must be filled by appointment no later than thirty days after the fact.
 - b. In the event of a vacancy in any position a member of ASB may be appointed to replace the seat. In turn, the ASB Cabinet may open the newly vacated seat to members of the student body pending approval. A replacement will not be needed in the event that the rest of the ASB Cabinet or split between a certain few absorbs the duties of the newly vacated office.
- Section 9 Three unexcused absences from regular Cabinet meetings shall be considered just cause for removal from office.

Article V: HOUSE OF REPRESENTATIVES

- Section 1 All legislative power herein granted shall be vested in the House of Representatives of Loara High School. "Legislative Power" shall constitute the power to make or enact laws pertaining to the Student Body of Loara High School. Vetoes may be overridden by a two-thirds majority vote of the House of Representatives.
- Section 2 The House of Representatives shall be composed of a representative from each fourth period class, and one faculty advisor, designated by the principle. A representative and an alternate shall be elected no later than the first month of the first semester. In the event of an absence of both the elected representative and the alternate, the teacher of that room shall choose an alternate representative for that meeting.
- Section3. Each class room representative will attend all meetings of the House of Representatives which will be held when the ASB Cabinet deems necessary, but no less than once each school month. Any unexcused absence by a serving representative shall constitute removal of the representative from the House.
- Section 4 The House of Representatives shall have the right to form committees and deal with current issue.

- Section 5 The ASB Secretary shall also serve as the official secretary of the House of Representatives.
- Section 6 In the event of an absence by the Speaker of the House, The Vice-President shall serve in his place for a meeting.

Article VI: CLASS GOVERNMENT AND STUDENT SENATES

- Section 1 Each class of Loara High School shall elect a President for each school year.
- Section 2 Each class of Loara High School shall also form a class Senate. The President thereof shall decide the Senate members and the numbers as long as members meet the minimum academic standards. Each senator shall be issued an official senate card. Senates shall be presided over by the Associated Student Body Vice President, and be conducted by the Class President and Class Representatives.
- Section 3 The Class Senates shall work in conjunction with their respective class officers in planning class activities and dealing with current issues. Each senate may form committees and task forces, composed of Senators, to help deal with activities and issues.
- Section 4 The Class Senates shall have the prerogative of proposing legislation to the House of Representatives.
- Section 5 The Class Senate is to elect a minimum of two no more than 3 board members at the beginning of the school year within a Senate meeting overseen by the Class President and Class Advisor. These board members will be responsible for their class projects and such, and shall fall under the guidelines of the Class President. To maintain said position each person must maintain the minimum academic standards as set forth in this constitution.

Article VII: STUDENT ELECTIONS

- Section 1 Student Body Elections shall take place in the last part of April or beginning of May, with the class elections to follow.
- Section 2 Candidates for these offices shall be nominated in writing on forms provided by the Student Commissioner of Elections. Nominations shall be forwarded to the Cabinet not later than one week prior to the meeting of the Student Cabinet in which candidates are approved.
- Section 3 Candidates for all Student Body offices shall be eligible according to rules set forth in the Constitution and Bylaws.
- Section 4 A candidate will be declared a winner by securing a plurality of votes cast for that office.
- Section 5 A student may be candidate for only one office and may only campaign for either Student Body office or Class President; his/her approval of his/her own nomination shall be required on any petition for nomination.

- Section 6 Elected candidates shall take office immediately following the end of the school year of which they were installed.
- Section 7 Each elected and appointed officer must have an ASB class period.

Article VIII: REMOVAL OF OFFICERS

- Section 1 Members of the Student Cabinet may be removed from office by a two-thirds vote of a special court composed of other Student Cabinet members and the faculty advisor of the Student Body. The Student Body President shall preside. A student cabinet member may be removed for unmeritous service, unsatisfactory attendance, or failure to maintain a grade level in accordance with the rules set forth by the bylaws of this Constitution.
- Section 2 Upon recommendation of the Student Body Advisor and the Principal that a Cabinet member be removed, the Secretary shall issue a bill of complaint setting forth the reasons for the removal of the officer.
- a. The Secretary shall present the bill of complaint before the Student Cabinet no later than one-week following the certification by the Student Body advisor and the Principal.
 - b. The Student Body Vice President is empowered to act in lieu of the President if the complaint is against the latter.
 - c. It shall be the duty of the Secretary to bring the charged officer or officers before the special court at a time and place specified by the presiding chairperson who shall conduct the hearing.
 - d. Absence from the hearing is cause for default.

Article IX: INITIATIVE AND REFERENDUM

- Section 1 Every member of the Student Body shall have the privilege of initiative and referendum.
- Section 2 A petition signed by fifteen percent of the Student Body shall be sufficient to bring to vote by the House of Representatives any new bylaws, measures, or amendments to the Constitution as specified by the October enrollment (official count).
- Section 3 In case any step taken by the Student Cabinet or House of Representatives be unsatisfactory to the Student Body, a petition signed by fifteen percent of the Student Body shall be sufficient to bring such question to a vote of the Student Body (referendum).
- Section 4 Any measure shall become effective upon a two-thirds majority vote in a general Student Body election.

Article X: RULES OF ORDER

Section 1 The rules contained in Robert's Rules of Order (revised) shall govern this organization in all cases in which they are applicable.

Article XI: AMENDMENTS

Section 1 Amendments to the constitution may be proposed by the Cabinet, the Class Senates, the House of Representatives, or by fifteen percent of the Student Body. Such proposed amendments must be written and presented at the first meeting of the House of Representatives following the proposal and shall be voted on by the Student Body no later than two weeks thereafter.

Article XIII: PRINCIPAL'S PREROGATIVE

Section 1 It is expressly understood that all student's powers and authority set forth are delegated by the Principal and may be revoked by him/her at any time.

ASSOCIATED STUDENT BODY BYLAWS

- I. Attendance at all class meetings shall be governed by existing campus attendance regulations and discipline procedures. Adopted 2/19/82
- II. The Vice President will act as Sergeant at arms and keep record of all class disruptions by individual cabinet members. Ten disruptions during formal meetings will constitute reason for reduction in grade as determined by the ASB advisor. Adopted 2/19/82
- III. Any cabinet official who effects a schedule change, which drops the leadership class, will have resigned his/her post by default. No letter of resignation is required although it is desired. Adopted 2/19/82
- IV. All cabinet members will use a cabinet checkout and check in procedure when performing out of class business for ASB. Other out of class activity will be governed by Article I. Adopted 3/9/82
- V. Cabinet members must report their attendance at student activities to the advisor once each week as determined by the advisor to ASB. Adopted 3/9/82
- VI. To run for ASB office and to hold ASB office, students must maintain a grade point average (cumulative) of 2.0 where A = 4.00. The ASB advisor may grant probation. Adopted 9/21/89
- VII. School Mascots shall be governed by the Song/Cheer advisor and shall observe the Mascot Rules to remain as a mascot. The Song/Cheer Advisor may grant probation. The mascot Rules are part of this bylaw. Adopted 3/9/82
- VIII. Any ASB officer who receives unsatisfactory citizenship marks in more than one class in any semester will be put on probation by the ASB advisor. Adopted 11/15/83
- IX. Any ASB officer who is suspended for alcohol or drug abuse will be immediately removed from office and if enrolled in the leadership class he/she will be withdrawn from the class. Adopted 11/15/83
- X. Any person elected as a Prince, Princess, King or Queen can not be nominated again in the same school year. Adopted 1/17/88
- XI. The Activities Director shall put any ASB officer who receives an F in any class on their report card and falls below a 2.0 GPA for the semester on probation. Adopted 4/26/96
- XII. To run for any ASB office, each candidate must have at least a 2.0 GPA, have no U's in citizenship's and no F's on their current semester/quarter grade sheet of the time period they are running. The Activities Director will assess a "U" in effort, but each candidate must maintain a high work ethic. This is in coordination with all co-curricular activities. Also their GPA must be maintained as in Bylaws VI, and XI states to stay within said ASB. Adopted 4/26/96
- XIII. Bylaw II will be upheld only if there is no Sergeant at Arms present at the meetings; otherwise all said power is vested in the Sergeant at Arms Officer. Adopted 4/26/96

OFFICIAL ASB DUTIES LIST



All Executive Council and Appointed Officers are guided by the principles stated in the Constitution. Each and every member of the Associated Student Body is honor-bound by their duty to the school to maintain themselves and their image respectably and to represent Loara High School in the best light at all times. Furthermore, each member of the Associated Student Body is absolutely obligated to attend all ASB functions and involve themselves actively with the preparation and cleanup of those events.

Below is a listing of all responsibilities within the class for said officers:

ELECTED EXECUTIVE POSITIONS

Associated Student Body President:

The ASB President is the official representative of the students of Loara High School and is the highest-ranking student at Loara High School; as such, he/she is to act as the major representative to the students of Loara High School to the Cabinet, Administration, Community and other "key people" on campus. They are also to see that the students receive fair representation on the Cabinet.

This ASB President is to:

1. Preside over all student cabinet meetings following Parliamentary Procedures to run professional business meetings.
2. Ensure that the ASB Class is continuously striving to achieve the established goals of the Associated Student Body.
3. Act as a member of all committees and must monitor the progress of all committee chairs from the beginning to end of each project.
4. Serve on the President's Council to the District and to go to the monthly meetings.
5. Review the ASB Budget and help control expenditures.

The ASB President is also the chairperson of:

1. **Welcome Back Dance** working with the class Presidents and Freshmen
2. **Love Week**



Associated Student Body Vice President:

The ASB Vice President shall serve as President in the President's absence and work directly with the President in appointing officers and establishing the Cabinet and its Policies. Furthermore, it is the Vice President's duty to constantly communicate with the President and to be a part of all that the President is involved in, meaning the Vice President is to also be a member of every committee.

The Vice President is to:

1. Ensure that all school activities are held in accordance with the standards set by the Constitution.
2. Work in conjunction with the President to oversee all ASB sponsored events.
3. Actively communicate with the Class Presidents in order to keep them on task, making sure to check the Class Presidents' reports and agendas they will use during their Senate meetings at least one day ahead of time (check for their Advisors signature).
4. Preside over the monthly Class Senate meetings set by the Class Presidents. Help schedule all Senate Meetings with the Class Presidents for the year along with the Administrator in charge in September.

The ASB Vice President is also the chairperson of:

1. The annual **Ping Pong Tournament** (singles and doubles).



Speaker of the House of Representatives:

The Speaker of the House shall preside over all meetings of the House of Representatives, as well as coordinate its activities and oversee the election of its representatives.



The Speaker Shall:

1. Ensure all meeting agendas must be approved through the ASB Executive Council.
2. Have a sign-up sheet for class representatives at each monthly meeting, and notify any teacher whose representative did / did not attend any of the meetings. Write and submit reminders to the teachers/ students of two week, one week, and the day-prior marks for each meeting.
3. Request that any advisor or student in charge of an activity on the agenda attend the Representatives Meeting to answer any questions at least one week in advance.
4. Be the ASB Cabinet's main source of communication to the school, and oversees the **senior, junior, sophomore, and freshmen Class Representatives**.

As a member of the elected five, it is the Pep Commissioner's responsibility to maintain continuous communication with the President and be an active member of every committee.

The Speaker shall be in charge of:

1. The **Queen of the Court** festivities and formalities. Be sure to contact the Athletic Directors and Varsity Basketball coaches about their involvement a month in advance. All Chaperones come from the coaching staff, and proceeds are split 50/50 with Athletics and ASB.

Associated Student Body Commissioner of Pep:

The Pep Commissioner shall be responsible for the promotion of school spirit and pride.

The Pep Commissioner shall coordinate:

1. At least one pep rally every month and work directly with the pep squad and mascots. Be sure to include all school-related activities including but not limited to Band, Choir, Drama, Cheer, JROTC, and Academics etc. Maintain contact with the band on when you want them to play and when you don't (nothing should be assumed.)
2. During Pep Squad activities you fall under the direction of the Pep Squad advisor and their rules and guidelines.
3. During all football games the Pep Commissioner will lead all cheers on the microphone.



As a member of the elected five, it is the Pep Commissioner's responsibility to maintain continuous communication with the President and be an active member of every committee.

The Pep Commissioner shall also be in charge of:

1. **Spirit Week**
2. **Mr. Saxon** working with the freshmen class, as it is there major fundraiser. All activities involving Mr. Saxon must be ready two months prior to the date of the show. Be sure to work with the Drama/Choir teacher concerning the use of the Auditorium and other rooms needed for the show.
3. **Pep Rally** every sports season
4. **Battle of the Sexes** help with the boys and cheer with their number

Associated Student Body Inter-Club Commissioner:

ICC shall represent the interest of all clubs on the Loara campus.

The Commissioner shall be responsible for:

1. Club organization, including each one's written constitutions and recommendation of club advisors.
2. You must keep **ALL** constitutions up to date and current.
3. You must support all clubs in their fundraising efforts and have knowledge of how fundraisers should be run. No two clubs should have conflictive fundraisers at the same time unless it is recognized as a group effort. **ALL CONSTITUTIONS AND CLUB STATUSES MUST BE CLEARED BEFORE ANY FUNDRAISER CAN BE HELD**. In case of a club's failure to comply with those regulations, notify the advisor(s) in charge of the club as well as the Accounts Technician.

Ask each club/organization for a roster (use this to check and see if they have an ASB card) encourage all

clubs to have ASB members. Work with clubs to create something for **Open House**. Get all club activities posted on the master calendar (may be done through the Administrator in charge of activities).

The ICC is to also:

1. Oversee the cultural affairs officer(s).
2. At the end of each school year, check with each advisor and see if they are going to stay as advisor and if the club will maintain its charter, notify the Activities Director of any changes.
3. Hold at least one meeting a month with every club/organization president on campus in order to exchange ideas and keep the campus updated with all events—ASB and otherwise.
4. Ensure that all clubs are represented at those meetings, and must actively enforce each president's attendance at those meetings.

As a member of the elected five, it is the Inter-Club Commissioner's responsibility to maintain continuous communication with the President and be an active member of every committee.

The ICC shall also be in charge of:

1. **Join a Club Week** in early fall and
2. **Club Clash Week** at the end of the year

ELECTED CLASS POSITIONS



Senior Class President:

You are the official representative of the senior class to the ASB Cabinet. You are to work with the class advisor in planning all events and meet with them at least once a week - aside from Senate meetings at least once a month to manage all class activities including bonding, class apparel, and class fundraisers, and class spirit.

All Senate meetings must be scheduled one month in advance and the minutes should be worked out, and signed off by your advisor(s). It is imperative that you notify the ASB Vice President of all of your meetings well in advance and have an agenda prepared before you set the date. Be sure to secure a room for your meeting and that all meetings are publicized. You shall be responsible for upholding all Senior Class traditions. With the other class Presidents you will plan the **Welcome Back Dance**. Hold elections in early September for a **class board** of 3 members including a publicity person.

You are directly responsible for:

1. **Homecoming**
2. **Homecoming halftime**
3. **Medieval Times**
4. **Senior Day and Senior Breakfast**
5. You are responsible for all **fundraising** for your class. You must raise a minimum of \$1,500 before May 1st.

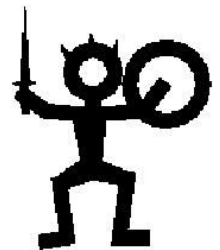
Above all else, involve your entire class in the decision making process for their year ... whether it be dance theme, color, activities etc. With other officers choose an appropriate Senior Gift for the school (Begin in December so you can enjoy the gift as well).

You will also serve on no less than four activities committees.

Junior Class President:

You are the official representative of the junior class to the ASB Cabinet. You are to work with the class advisor in planning all events and meet with them at least once a week - aside from Senate meetings at least once a month to manage all class activities including bonding, class apparel, and class fundraisers, and class spirit. All trips need to be approved by the Administrator in charge so give two-month planning time for each activity.

All Senate meetings must be scheduled one month in advance and the minutes should be worked out, and signed off by your advisor(s). It is imperative that you notify the ASB Vice President of all of your meetings well in advance and have an agenda prepared before you set the date. Be sure to secure a room for your meeting and that all meetings are publicized. You shall be responsible for upholding all Junior Class traditions. With the other class Presidents you will plan the **Welcome Back Dance**. Hold elections in early September for a **class board** of 3 members including a publicity person.



You are directly responsible for:

1. **Junior/Senior Prom**
2. **Junior Bonding Activity**
3. All **fundraising** for your class. You must raise a minimum of \$1,500 before May 1st.

Above all else, involve your entire class in the decision making process for their year ... whether it be dance theme, color, activities etc.

You will also serve on no less than four activities committees.

Sophomore Class President:



You are the official representative of the senior class to the ASB Cabinet. You are to work with the class advisor in planning all events and meet with them at least once a week - aside from Senate meetings at least once a month to manage all class activities including bonding, class apparel, and class fundraisers, and class spirit. All trips need to be approved by the Administrator in charge so give two-month planning time for each activity.

All Senate meetings must be scheduled one month in advance and the minutes should be worked out, and signed off by your advisor(s). It is imperative that you notify the ASB Vice President of all of your meetings well in advance and have an agenda prepared before you set the date. Be sure to secure a room for your meeting and that all meetings are publicized. You shall be responsible for upholding all Sophomore Class traditions. With the other class Presidents you will plan the **Welcome Back Dance**.

Hold elections in early September for a **class board** of 3 members including a publicity person.

You are directly responsible for:

1. **Sadie Hawkins**
2. All **fundraising** for your class. You must raise a minimum of \$1,500 before May 1st.

Above all else, involve your entire class in the decision making process for their year ... whether it be dance theme, color, activities etc.

You will also serve on no less than four activities committees.

Freshman Class President:

You are the official representative of the senior class to the ASB Cabinet. You are to work with the class advisor in planning all events and meet with them at least once a week - aside from Senate meetings at least once a month to manage all class activities including bonding, class apparel, and class fundraisers, and class spirit. All trips need to be approved by the Administrator in charge so give two-month planning time for each activity.

All Senate meetings must be scheduled one month in advance and the minutes should be worked out, and signed off by your advisor(s). It is imperative that you notify the ASB Vice President of all of your meetings well in advance and have an agenda prepared before you set the date. Be sure to secure a room for your meeting and that all meetings are publicized. You shall be responsible for upholding all Freshman Class traditions. With the other class Presidents you will plan the **Welcome Back Dance**.

Hold elections in early September for a **class board** of 3 members including a publicity person.

You are directly responsible for:

1. All **fundraising** for your class. You must raise a minimum of \$1,500 before May 1st
2. **Mr. Saxon Competition** and work with the Pep Commissioner
3. Running **concessions** at both Gym dances, **Homecoming and Sadie's**
4. You are in charge of clean up of both **Homecoming and Sadie's** and you will make a minimum of \$300.00 for clean up

Above all else, involve your entire class in the decision making process for their year ... whether it be dance theme, color, activities etc.

You will also serve on no less than four activities committees.

APPOINTED POSITIONS

Associated Student Body Secretary:



The Associated Student Body Secretary shall keep full and correct records of the Student Cabinet meetings, call roll and pass the minutes of the previous meetings twice a week (Tuesday and Thursday). You will also be responsible to get off-campus permissions for field trips that ASB takes and make a roster for attendance to excuse the absences. Keep a file of all meetings for the full year. The Secretary shall be responsible for all correspondence. Also, the secretary must take daily attendance for ASB records.

The Secretary shall also serve as:

1. **Secretary of the House of Representatives**
2. **Supervise** the distribution of thank you, get well and condolence notes to all deserving people on behalf of ASB.
3. Coordinate **Youth in Government** for the city of Anaheim, along with their **Youth of the Year Award**.
4. You are in charge of using the **finances** of the year to purchase gag gifts with the Treasurer for the banquet in June.

You will also serve on no less than four activities committees.

Associated Student Body Treasurer:

The ASB Treasurer shall have charge of all Student Body finances and will oversee all financial operations working side by side with the accounts technician. The Treasurer shall present all requisitions of the student body funds for approval by the Cabinet and see that the student body budget is upheld.

You are in charge of:

1. Increasing and advertising the **sale of ASB cards** in general, and all fundraising for the ASB class.
2. Working with the advisor, and accounts technician come up with an **annual budget** to be submitted to ASB no later than October 1 of that school year.

You will also serve on no less than four activities committees.



Commissioner of Activities:

You shall plan special activities for ASB, organize school and class competitions, and work with the Assemblies Commissioners. You are responsible for holding no less than two class competitions every month. You must also create a creative and visual way to keep track of all **spirit points**. You will plan all lunch activities (working with Pep and Assemblies on their projects). Have all necessary materials ready the day before the activity. You must test all the activities with ASB before you are allowed to have them at all. Work with the Pep Commissioner to plan **Spirit Week** during the week of Homecoming. Events like Dress Up days and special activities fall under your jurisdiction.

You will also serve on no less than four activities committees.

Assemblies Commissioner x3:

The Commissioner of Assemblies is responsible for working side by side with the different groups on campus in order to construct and organize all of Loara's **assemblies**, skits for ASB Camp and the likes. All Assemblies will be put on the calendar in June for the next school year. Be sure to include all school-related activities including but not limited to Band, Choir, Drama, Cheer, JROTC, Clubs and Academics etc. Maintain contact with the band when you want them to play and when you don't (nothing should be assumed.) Be sure we have one assembly that honors each sports season, and direct those assemblies towards them.

You will be responsible to work with those in charge of special assemblies such as **Homecoming**, **Saxon Games**, and **Memorial Day Ceremony**. Each assembly will include an activity planned by the Activities Commissioner. All agendas must be given to the student council one month before the actual date. If a skit is planned, ASB must begin practice one-month prior and it must be approved by the advisor two months before.

You are also encouraged to bring in one guest speaker a year if the budget allows. All guest speakers must be district approved 3 months before the event and the faculty and staff must be notified two months ahead of schedule (calendar all events).

You will also serve on no less than four activities committees.



Historian:

The Historian is responsible for keeping track of all events on campus concerning Loara ASB. You are also responsible for the ASB memory book, and putting together the ASB Yearbook Page. Collect all newspaper and TV articles relating to Loara High School and make a scrapbook album (it must be kept current and must be shown to the activities director or ASB President **once a month** for evaluation). You are in charge of taking pictures at all ASB and School functions.

You will also serve on no less than four activities committees.

Faculty Relations Officer:

The Officer of Faculty Relations shall be the tie between the Student Body Cabinet and the Loara High School Faculty and Staff. This officer will organize the **Welcome Back Coffee** before school starts, the **Welcome Back Breakfast** in late September; oversee **any Faculty/Staff Appreciation Days or Weeks**. All items that require a cost to ASB must be approved at least two weeks prior to any expenditure. No activity should be done without our knowledge. You must also keep all supplies and equipment in the ASB room on hand and organized at all times (stocked, i.e. coffee cups, table cloths, plates, etc.)

You are also responsible for recognizing outstanding accomplishments of the staff/faculty and staff birthdays. Furthermore, it is your responsibility to pair up all Staff on campus with an ASB Liaison ("Buddies"). You are to act on the **School Relations Officer's** behalf and attend all PTSA and School Site Council meetings should the **School Relations Officer** be unable to do so.

You are also to work with the **External Affairs Officer** to create a monthly digest of the month's activities for all staff members.

You will also serve on no less than four activities committees.



Community Relations Officer x2:

The Officer of Community Relations shall be responsible for **Charities Week**, and the **Toy Drive** and other community functions which involve Loara High School and the ASB. You will **help** the Representatives @ Large with **National Food Bank Week (can food drive)**. All charities money will be split into the financial aide for the school and a charity of choice. You are to present the charity to the council at the beginning of the school year so we know where our money is going to.

You are also in charge of:

1. Ensuring that all ASB members complete **5 hours of community service per quarter**.
2. Offering at least **one community service event per month** for the entire ASB to attend.
3. Furthermore, work with all Community Service Clubs on campus such as Key Club, Interact Club, and Friday Night Live to **spread awareness of community service events**.

You will also serve on no less than four activities committees.

Audio/Visual Officer x2:

The Audio/Visual Officer is responsible for the set up and operation of the sound system at **ANY** school assembly, pep rally, or event. When needed this officer will check in and out the system, aid any other club with music preparation and make sure it is in good working order for them. You must maintain the sound system (call the company for repairs and keep a supply of batteries on hand at all times).

NOTE you must ... Play "suitable" music during various times at lunch. All music must be approved through the advisor or it is not played. Survey the entire student body as to their choices of music for activities and dances. (No judgments on tastes and styles). All music must have a PG rating; no sexual or explicit lyrics or "gangster" rap are acceptable.

You will also serve on no less than four activities committees.

Commissioner of Publicity:

Publicity shall be responsible for daily bulletins as well as keeping the Student Body informed of day-to-day events. Make sure ALL ASB events are publicized well in advance (regardless of whom heads the committee). All announcement requests should be printed in the daily bulletin and must be given to the account technician by 11:00 am the day preceding their appearance in the bulletin. All major events and bulletin notices should be turned in two months prior to the activity. Publicity must also maintain the marker sets and reorder ink and paper as needed. Be sure the poster area is kept clean and organized, and the campus is kept clean from all "unneeded" posters. Keep the ASB window up to date with current events, and log these events as they happen.

You will also serve on all committees as a publicity expert.



Campus Beautification Officer:

The Officer of Campus Beautification shall be responsible for maintaining the physical appearance of Loara High School, and **Saxon Pride** concerning the appearance of the campus. All projects that cost money must be approved by Council at least one month prior to starting. You are responsible to hold an **Environmental Week** during the week of John Muir Day and Earth Day and recognize **California Poppy Day** (the California flower). You are to work on helping Loara reduce its **carbon footprint** on the earth.

You will also serve on no less than four activities committees.

Sergeant - at - Arms:

You are to bring order to the ASB Class. The Sergeant - at - Arms' main responsibility is to keep a record of all Cabinet members' fines and fees and maintain decorum in all meetings. Your secondary responsibility is to make sure the ASB classroom, itself, is kept in good order and that everyone is doing his or her part to keep it clean. Other responsibilities are to keep the council informed of phone messages during business hours, and keep any distractions or interruptions from outsiders at bay. Please make yourself available for Senate meetings when the Vice President is not available to attend.

You will also serve on no less than four activities committees.



School Relations Officer:

The Officer of School Relations is responsible for the semi-annual **Blood Drive**, attending **School Site Council** meetings, and is the representative of the student body at **PTSA meetings**. You must plan the blood drive and notify the council one-month prior to the event, working closely with UCI. Be sure that the mini-gym is secured on that day for use, if using the Bloodmobile be sure there is a room available for consultations and private screenings. You must get the dates of the **School Site Council** and **PTSA meetings** at the beginning of the year and attend all meetings reporting the needs and events of ASB to each organization. Following those meetings you must report back on their needs of us. You are to work closely with the **Faculty Relations officer** and keep each other updated and informed of all upcoming meetings.

You will also serve on no less than four activities committees.

Education/Character Counts Officer (2007 update):

The Officer of Education is responsible for relating all educational accomplishments and concerns to the Cabinet. They are our connection to the Academics on campus including the AP and IB programs. This officer is also responsible for the organization of special education days, weeks and events. Your main job is maintaining the **Student of the Month** and **Saxon of the Month** (character counts) programs. It is imperative that you maintain a high level of student recognition on campus for both their educational and character-related endeavors. You must keep the teachers up to date with whom they have nominated and send out monthly reminders to nominate one student from their teaching day. Other duties include possible testing incentive program, word of the day on the announcements, and other unwritten educational events.

You are also in charge of **Character Counts Week** and updating the character banners every month, in addition to recognizing the **ASB Student of the Month**.

You will also serve on no less than four activities committees.



Cultural Affairs Officer x2:

The Officer of Cultural Affairs main function is to be in tune with all the diverse cultural clubs on campus. They must maintain a close working relationship with the ICC and all cultural club presidents. You must attend all **ICC meetings**. You are also responsible for the organization of Loara's annual **International Week** and **International Night** as in accordance with the Inter Clubs Commissioner. This event will be organized and planned out at least two months before the activity, and all publicity and notification to all participants must be done accordingly. The Activities Director must approve all acts one month prior to the event. All profits for the event will be distributed amongst the clubs and the ASB ICC account to continue efforts for cultural affairs campus wide. Other activities you are responsible for include **Join a Club** week in late September, **Back to School/Open House** events, and the publicity of special months such as, but not inclusive to, Black History, Women History, Hispanic American, and other major cultural events.

You will also serve on no less than four activities committees.

Boy's / Girl's Athletic Commissioners:

You are to work side by side with each other to give the Cabinet support to Loara's Athletic Groups. You are responsible for recognizing the Male/Female Athletes of the Week, outstanding performances, etc. by

informing the Publicity Commissioner of accomplishments and coordinating special recognition of those players. **MAINTAIN** the **Game of the Week** program. Work with the Assemblies' Commissioners and recognize Athletes at their assembly. Work closely with the Athletic Directors, Coaches and PE Department to help them design a player of the week program and honor that player appropriately. Obtain season schedules of all events and be sure events are covered in the bulletin before and after the events. Help advertise for all group activities however you see appropriate. Help plan all Pep Rallies concerning athletics. Ask the coaches for a team roster for recognition purposes and to encourage ASB card sales for those involved.

Your main event is the organization of Loara's **Annual Saxon Games / Battle of the Sexes**. All activities must be approved two months before the Games, including **permission slips, activity list** and a **roster** of players.

You will also serve on no less than four activities committees.



External Affairs Officer (2007):

(**FORMERLY PUBLIC RELATIONS 1999**) You will work on submitting an article each month to the local papers (Bulletin, Register, and Times) to have them stay in contact with major events on our campus. You should have at least one thing published in an outside newspaper concerning our school. The main goal is to get our name out there, "**Accentuate the Positive**". You will also serve as our "social conscious" to the student body and make sure that they are being heard.

The main purpose of your position is to maintain a constant flow of communication between the student body, ASB, and all other on-campus (Band, Choir, Drama, IB, etc.) and off-campus organizations. You should plan for two ASB exchanges with other schools during the year.

You are to work with the Faculty Relations Officer and publish a **monthly newsletter to the staff** (Staff Digest) regarding important dates, events and fun things that are going on.

You will work with the – at Larges – to execute **Performing Arts Week**.

You will also serve on no less than four activities committees.



Internal Affairs Officer (2007):

The Internal Affairs Officer will be responsible for recognizing the **ASB birthdays / lunches** and special occasions within our own class, work closely with the assistant activities director & accounts tech. You are to organize annual **ASB events**. All monies spent need to be approved through the advisor using the Pep account. These monies are only the monies made by the ASB class itself and not from ASB cards. Plan and implement one large-scale bonding event each month. You will also help with the External Affairs Officer as needed.

You will also serve on no less than four activities committees.

Elections Officer:

The Officer of Elections is responsible for running the elections for **Homecoming, Queen of the Court, and Prom courts**. He/she is also responsible for the **ASB** and **Class Presidents** elections, **appointed positions interviews**. You should be well aware of the rules and regulations concerning elections. In case of classroom participation, teachers need to be informed two months ahead of time, reminded two weeks, one week and the day before. You are responsible to ensure that Scranton's are kept secure at all times and must be ready to help the advisor, with one other "adult", run and tabulate the Scranton's immediately following the elections. All aspects of the election process are your responsibility, and you are to maintain fair elections at all times. Be sure to secure site locations two weeks in advance. Work with Committee chairs on their events such as Senior Class President and Homecoming Elections to help with any conflicts. All elections must be run with the utmost honesty and candor as not to show any favorites or conflicts of interest.

You will also serve on no less than four activities committees.

Class Representative:

The Class Representative is responsible for helping the appropriate Class President with anything they need and basically being their right-hand man/woman. Representatives are responsible for organizing fundraisers, helping at senate meetings, etc. and shall serve as President of their class in the President's absence. You will also be working closely with the Speaker of the House in representative meetings.

You will also serve on no less than four activities committees.

ASB Representatives @ Large x4 (2007 update):

You are overall representatives of ASB and you are not tied to any one particular class. Your duty is to remain actively involved in every activity that ASB sponsors. There are to be four Representatives @ Large within ASB. Each Representative will be assigned one of the following events to chair: **National Food Bank**

Week (Can Food Drive), Red Ribbon (Week Anti-Drug and Alcohol Week), Yellow Ribbon Week (Anti-Violence and Suicide Week), and Performing Arts Week.

You will also serve on no less than four activities committees.



CASL Representative:

If Loara High School has a member appointed or elected to the CASL state board that person will automatically be a member of this ASB. The CASL Representative is responsible for keeping us in touch with other ASB members in the State of California. This rep will be our liaison with CASL and attend the annual CASL conference as our dignitary. He/she will attend the CASL Regional meetings and serve as the Student Advisory Board (SAB) Representative to the District.

You will also serve on no less than four activities committees.

Civics Liaison (2006): To be determined and defined throughout the school year.

Freshman Outreach Coordinator (2005):

As the Freshman Coordinator you will work with the freshmen and the rest of the ASB to welcome all freshmen to Loara High School. You will also serve on no less than four activities committees.

WASC / Testing Officer (2005):

Your position is directly tied to the Administrator in charge of testing and the WASC Coordinator on campus. As the officer in charge you must make sure that ASB is aware of all testing that is going on and assist in making that testing more student friendly. You will advertise and “pump up” the students in regards to all testing and WASC related events. You will also serve on no less than four activities committees.

Modernization Officer (2005):

As modernization continues you are the schools direct tie to what is happening as the school improves. You will report out to all members of ASB and report to the Speaker of the House all issues concerning improvement. As the year progresses your role will be more defined you will also serve on no less than four activities committees.

Communications Officer:

The Officer of Communications is responsible for communicating with students by means of keeping the school marquee up to date, and by programming the moving message board daily as in accordance with the Publicity Commissioner. You will also work side by side with the Publicity Commissioner on all publicity projects. Finally you will work side by side with the Audio/Visual Officer and share the duties listed in that job description (If the Audio Visual Officer is unable to attend any event you are to attend). You will also serve on no less than four activities committees.

Senior Class Events Coordinator:

The Events Coordinator is responsible for helping the Senior Class President with anything they need and basically being their right-hand man/woman in regards to special events such as Medieval Times and the likes.

You will also serve on no less than four activities committees.

EVALUATED 2010 REVISED 2010



LOARA HIGH SCHOOL

❖ ASSISTANT ACTIVITIES DIRECTOR ❖

JOB DESCRIPTION

1. **Character Counts! Coordinator:** the Assistant AD will represent Loara High School at all district meetings and maintain a character counts program on the campus. Including a Character Counts! Week, Monthly Character Program, and the Apple Award for Faculty and Staff.
2. **Freshman Orientation / Mentor Project:** the Assistant AD will develop and a freshman orientation / mentor type project.
3. **Class Advisors:** Along with the Activities Director, the Assistant AD will help develop job descriptions for all the class advisors and aid them in completing tasks outlined.
4. **Dances:** the Assistant AD will be in charge of Queen of the Court, and Sadie Hawkins. Homecoming & Prom will fall under the Activities Director's main responsibility, however it is assumed that the Assistant will be a part of both events for chaperone all ASB dances.
5. **Mr. Saxon:** the Assistant AD will be in charge of the Mr. Saxon competition in all aspects, working directly with the Pep Commissioner.
6. **House of Representatives and Senate:** all meetings will be under the direct supervision of the Assistant AD.
7. **Conferences:** The Assistant AD will attend the summer leadership retreat, the November leadership conference, the AUHSD Presidents' Council Conference and the CADA convention.
8. **Activities:** The special weeks on our campus will be divided as the following:

Activities Director	Assistant Activities Director
1. ASB Leadership Retreat	1. ASB Leadership Retreat
2. Join A Club Week	2. Character Counts Week
3. Spirit Week	3. Orange Ribbon Week
4. Performing Arts Week	4. Red Ribbon Week
5. Love Week	5. Toy Drive
6. Saxon Games	6. Yellow Ribbon Week
7. Earth Week (John Muir)	7. Saxon Pride Week
8. International Week	8. International Week
9. Charities Week	9. California Poppy Day
10. Mix it Up Day	10. Ping Pong Tournament

9. The Assistant AD will be involved in every step of the election process, which includes appointed offices.
10. The Assistant AD will be involved in all the senior events at the end of the year, which include the social, senior day, and graduation.
11. The Assistant AD will assist with all assemblies on campus.
12. The Assistant AD will act as a liaison with the teachers.
13. The Assistant AD will act as Activities Director in the absence of the Activities Director in the class as well as AUHSD meetings.
14. The Assistant AD when possible will have the same conference as ASB.
15. The Assistant AD will have a positive attitude and be ready for fun in any event.

ASB Grading Rubric

Student Name: _____

A	<ul style="list-style-type: none"> * Great Effort for your Activities (Results Good or Bad you did the best that you possible could to have everyone involved) * Participate in a majority of the events regardless of your job * Reach out to your fellow students to get others involved as well * Great Attitude in and out of ASB “Passion” * Your in class every day all absences excuse through ASB officer or contacted the ASB office (not just attendance) * Continual Team Player Commitment * Positive / follows ALL codes of conduct signed at the beginning of the year * Passion for involvement * Keep “Pass it On Current” * Complete at least 5 hours of community service 	
B	<ul style="list-style-type: none"> * Some Effort / Results Vary * Only involved in required participation * Have had run ins with other members and show care to improve * Hang out with fellow students but don't relate it to ASB * Attendance Good, miss a few days absence excused (call ASB office sometimes) * Blends your job: helps other at times some negative attitude is given * Positive / with some moments of flaws 	
C	<ul style="list-style-type: none"> * Some Effort / Continual Poor Results * Some participation * Hang out with your friends only, don't bring up ASB events * Some attitude, working on getting more focused * Class attendance hit and miss (you don't call ASB office) * Work on Individual Job only – care only about yourself * Works off own character system, not agreed upon conduct 	
D	<ul style="list-style-type: none"> * Minimum to no effort * Minimum participation “not really present” * Bad attitude / spoken to - working on minimally * Just walk about campus and wave * Attendance: you're there but not “present” (actively participating in ASB) don't call for absences / frequent attitude problem * You give an attitude of “I don't want to be here, but I'm doing it because you made me” * You are working at something but not towards the goals of ASB * Poor use of character 	
F	<ul style="list-style-type: none"> * Do nothing * Show up nowhere * Bad attitude/spoken to no change * Talk to no one. * Poor attendance in the class, absences are NEVER excused * Make thing worse not better (complaints by others constantly) * Character in constant question 	

NOTE: Each Grade is based on Preparedness, Quality of Work, Working With Others, Attitude, and Time Management. Any grade lower than a C you should think about finding another class than ASB



Loara ASB Weekly Record & Reaction

Name: _____ For the week of: _____

What I contributed this week:

Monday	_____

Tuesday	_____

Wednesday	_____

Thursday	_____

Friday	_____

Weekend	_____

Projects that will carry over to next week:

What I need to remember:

What I did this week that made me happy:

My idea or question:

Instructor's comments:



Loara ASB Quarter report

Name: _____

What one thing am I most proud of this quarter (How did you make your mark)?

Quarter

Projects that I need to work on next quarter:

My idea or question:

Instructor's comments:

What grade do I deserve: GRADE ... A B C D F _____ CITIZENSHIP _____ EFFORT _____

Because: _____



Loara ASB Self Evaluation

Name: _____ Position: _____

For the following questions, rate yourself on a scale of 1 to 10, with 10 being the highest. Your honesty is extremely important.

1. Attendance in ASB class. _____
2. Participation, enthusiasm and help during lunch activities. _____
3. Neatness in the ASB room. _____
4. Volunteering when Mr. Chylinski, Mr. Sporn or any ASB member asks for volunteers. _____
5. Arrival and departure from ASB sponsored events (game of the week, homecoming at Glover, dance set up and clean up). _____
6. Ability to get along, encourage, *show appreciation*, and help others. _____
7. Participation in ASB meetings (Do you add to the discussion? Do you pay attention? Do you have side conversations? Do you listen to the purchase orders? Do you make positive comments?) _____
8. Self-motivation (Do you take initiative for a job that needs to be done even if it is not your job? Do you find ways to avoid work?) _____
9. "Leadership qualities" demonstrated in other classes. (Honest, hard worker in the classroom, non-gossip, help others) _____
10. Honesty, trustworthiness etc. _____

Your job position:

11. Meeting timelines. _____
12. Organization. _____
13. The effect you have at Loara because of the job you've done.

14. The "legacy" you'll leave because you've left great notes for those to follow. _____
15. Overall performance in ASB. _____





Loara ASB Self Evaluation

What are some of the things you have done well this quarter/semester? Be specific.

What are the things you need to work on or improve next quarter/semester?

Do you have anything else to add?

Of all the people in ASB, who would you say works the hardest and exemplifies what it means to be in ASB? Briefly Explain your answer (Only one name please) _____

If you were the Activities Director responsible for the grading of the class, what grade would you give yourself for the quarter? Why would you give yourself this grade?

MASTER CALENDAR AND IMPORTANT DATES.

August 2010

August 2010							September 2010						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	5	6	7	8	9	10	11
8	9	10	11	12	13	14	12	13	14	15	16	17	18
15	16	17	18	19	20	21	19	20	21	22	23	24	25
22	23	24	25	26	27	28	26	27	28	29	30		
29	30	31											

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
					August 1
2	3	4	5	6	7
		Senior Photos (208)			
					Senior Photos (208)
8					
9	10	11	12	13	14
	ASB Retreat	Senior Photos (208)			
					15
16	17	18	19	20	21
Junior Registration	Senior Registration	YEARBOOK RETREAT	Sophomore Registration	Freshman Registration	
					22
23	24	25	26	27	28
Make Up / New Stu Reg			FURLOUGH DAY	7:00am ASB Teacher Welcome Back (Auditorium)	
					29
30	31				
CELDT Window Opens 7:30am ID Card / School Pictures make Ups (Accounts Office)					

September 2010

September 2010							October 2010						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
5	6	7	8	9	10	11	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
							31						

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
		September 1	2	3	4
				Senior Photo Make Up	
					Senior Photo Make Up
					Senior Photo Make Up
6	7	8	9	10	11
		Senior Photo Make Up			
NO SCHOOL			7:00pm VFB @ Savanna (Glover)		
					Senior Photo Make Up
					Senior Photo Make Up
13	14	15	16	17	18
Senior Photo Make Up	7:00am ASB Faculty Coffee	7:00pm VFB v Los Amigos	7:00pm Back to School Dance		
	Do the Right Thing Week (campus wide)				
					19
20	21	22	23	24	25
	3:00pm AD Meeting (Marie Callendars)	Join a Club Week (campus wide)			
			7:00pm VFB v Katella (Glover)		
					26
27	28	29	30		
		Back to School Night			

October 2010

October 2010							November 2010						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7	8	9	1	2	3	4	5	6	
10	11	12	13	14	15	16	7	8	9	10	11	12	13
17	18	19	20	21	22	23	14	15	16	17	18	19	20
24	25	26	27	28	29	30	21	22	23	24	25	26	27
31							28	29	30				

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
				October 1 CADA Board Meeting	2
				7:00pm VFB @ Anaheim (Glover)	
					3 CADA Board Meeting
4	8:45am HOUSE OF REPS (208)	5	6	7 7:00pm VFB @ Magnolia (Handel)	9
					10
11 FURLOUGH DAY		12 Can Food Drive (campus wide)	13	14	16
				7:00pm VFB @ Westminster (Westminster)	17
18		19	20	21	23
	3:00pm AD Meeting (Marie Callendars)		Spirit Week	Homecoming Assembly	Homecoming Dance
				7:00pm LHS v. OVHS (Glover)	24
25		26	27	28	30
		Red Ribbon Week (campus wide)	7:00pm VFB v Santa Ana (Handel)	End of 1/4 - MINI	Choir Coffee House
					31

November 2010

November 2010							December 2010						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	5	6	7	8	9	10	11
7	8	9	10	11	12	13	12	13	14	15	16	17	18
14	15	16	17	18	19	20	19	20	21	22	23	24	25
21	22	23	24	25	26	27	26	27	28	29	30	31	
28	29	30											

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
November 1	2	3	4	5	6
	8:45am HOUSE OF REPS (208)		Senior Panorama 7:00pm VFB v Orange (Glover)		
					7
8	9	10	11	12	13
	CAHSEE 11th & 12th	Mix it Up Week (campus wide)	NO SCHOOL	FURLOUGH DAY 7:00pm VFB @ Segerstrom (Segerstrom)	
					14
15	16	17	18	19	20
	7:30am Blood Drive 3:00pm AD Meeting (Marie Callendars)			8:00am College Sweatshirt Day	
					21
22	23	24	25	26	27
8:00am Leadership Conference		Thanksgiving Break	Thanksgiving		
					28
29	30				

December 2010

[illegible]

January 2011

January 2011							February 2011						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
2	3	4	5	6	7	1	6	7	8	9	10	11	5
9	10	11	12	13	14	8	13	14	15	16	17	18	12
16	17	18	19	20	21	15	20	21	22	23	24	25	19
23	24	25	26	27	28	22	27	28					26
30	31												

[illegible]

February 2011

February 2011							March 2011						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
6	7	8	9	10	11	12	6	7	8	9	10	11	12
13	14	15	16	17	18	19	13	14	15	16	17	18	19
20	21	22	23	24	25	26	20	21	22	23	24	25	26
27	28						27	28	29	30	31		

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
	February 1	2	3		4
	CAHSEE 12th Graders	Performing Arts Week (campus wide)			
	8:45am HOUSE OF REPS (208)				
					6
4:30pm District ASB Skate night	7	8	9	10	11
		Talent Show Dress Rehearsal		Battle of the Sexes (campus wide)	12
				Talent Show	
					13
					Battle of the Sexes (campus wide)
					19
President 1	14	15	16	17	18
		Battle of the Sexes (campus wide)		Spirit Day	
	3:00pm AD Meeting (Marie Callendars)		BOTS Game		
			10:30am Battle of Sexes Assembly (gym)		20
President 2	21	22	23	24	25
		Spring Show Auditions			26
					27
6:00pm District Pirates (Pirates Dinner Adventure)	28				

March 2011

[illegible]

April 2011

April 2011							May 2011						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
3	4	5	6	7	8	9	1	2	3	4	5	6	7
10	11	12	13	14	15	16	8	9	10	11	12	13	14
17	18	19	20	21	22	23	15	16	17	18	19	20	21
24	25	26	27	28	29	30	22	23	24	25	26	27	28
							29	30	31				

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
				April 1 CASL Conference	2
				END OF 1/4 - MINI	
					CASL Conference
4 CASL Conference	5 8:45am HOUSE OF REPS	6 Spring Break	7	8	9
					10
11	12 5:00pm Dress Rehearsal	13	14 6:00pm Mr Saxon (Auditorium)	15	16
					17
18 8:00am ASB Appointments	19 Passover 3:00pm AD Meeting (Marie Callendars)	20 Enviornmental Week	21	22	23
				FURLOUGH DAY Good Friday STAR Window Opens	
					24 Easter
25	26	27 STAR TESTING	28	29	30 8:00pm PROM @ Galaxy
				CADA Board Training	

May 2011

May 2011							June 2011						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
1	2	3	4	5	6	7	5	6	7	8	9	10	11
8	9	10	11	12	13	14	12	13	14	15	16	17	18
15	16	17	18	19	20	21	19	20	21	22	23	24	25
22	23	24	25	26	27	28	26	27	28	29	30		
29	30	31											

Monday	Tuesday	Wednesday	Thursday	Friday	Sat/Sun
					May 1 CADA Board Training
2		3	4	5	6
	STAR TESTING	Faculty Staff Appreciation Week			
	8:45am HOUSE OF REPS (208)		7:30am Staff Spa Day		7
					8
9		10	11	12	13
		CAHSEE Make up		Spring Production	14
					15
16		17	18	19	20
	3:00pm AD Meeting (Marie Callendars)				21
					22
23		24	25	26	27
	3:00pm Senior Awards Night (Auditorium)			10:30am Memorial Day Ceremony	28
				5:30pm FBLA Banquet	29
30		31			
Memorial Day (United States)	6:00pm ASB Banquet				

June 2011

June 2011							July 2011						
S	M	T	W	T	F	S	S	M	T	W	T	F	S
5	6	7	1	2	3	4	3	4	5	6	7	8	9
12	13	14	15	16	17	18	10	11	12	13	14	15	16
19	20	21	22	23	24	25	17	18	19	20	21	22	23
26	27	28	29	30			24	25	26	27	28	29	30
							31						

[illegible]

PROJECT PLANNING

PROJECT PLANNING



It seems that no matter what a council has set as its goals, or what form of organization it takes, the bulk of time and energy goes into planning and doing projects. A student council's success or failure is often dependent upon the outcomes of its projects. Students and teachers alike evaluate its effectiveness by observing the successful completion of projects. Projects are the "talk put into action" of the student council.

Projects should be success oriented. They should grow out of specific purposes and goals and from genuine student interests, needs and concerns. Projects should be consistent with the council's purposes, and be within its ability. They should be willingly undertaken by the membership. Projects also need to be in accordance with school and district guidelines.

Planning Projects

Successful projects are well-planned and evolve in an organized and sequential manner. The basic steps listed below are applicable to almost every student council project.

1. **Project selection** ... However your Council determines the projects for the coming year, take these items into consideration:
 - a. Have a believable and believed-in purpose. Don't propose projects simply to "make money" or for "something to do" without a meaningful connection to members of the school and to group goals.
 - b. List general areas for projects (school service, social, fund-raising, school spirit, etc.) and propose activities in each area through brainstorming or student interest surveys.
 - c. Review and compare project list with previous year's projects.
 - d. Review previous years' evaluations of projects.
 - e. Submit project recommendations to entire student council.
2. **Project Planning** ... Getting the project off to a good start is important. Anywhere along the way, something can go wrong and alter the success of the project. Projects require planning to establish overall procedures, consider potential problems, and outline possible solutions. These suggestions will aid in getting any project off to a good start:
 - a. Establish specific project goals.
 - b. Seek proper approval and support of the student council,, advisor and principal.
 - c. Select project chairpersons, and establish committees.
 - d. Prepare a time-line and responsibility chart.
 - e. Design a project budget. Itemize as much as possible and be sure to obtain council and/or advisor approval before the money starts to flow. Make a reason-able estimate of profits.
 - f. Determine physical facility needs and seek use permits.
 - g. Determine the kind of publicity needed and publicize through all the appropriate channels.

- h. Obtain faculty supervision, if necessary.
3. **Project Execution** ... All your hard work and planning is about to pay off! Keep these tips in mind when the day of the event rolls around:
- a. Double check all arrangements for rooms, materials, speakers, etc. Check to make sure you have such things as cash boxes, keys to rooms you will be using, and lights turned on.
 - b. Remain cool-headed when minor things go wrong. Getting stressed out won't help.
 - c. Keep accurate records of everything to help future committees.
 - d. Always clean up afterwards.
 - e. Thank everyone who helped with the project. Written thank you letters afterward are especially nice.
4. **Project Evaluation** ... Written evaluations should be prepared for all projects. Included in the evaluation report should be remarks noted during the planning and progress of the project, opinions of the planners and participants, and objective data such as number of people participating, money raised, supplies used, etc. This complete report should be filed in the student council records for future reference. These suggestions may be helpful in evaluating a project:
- a. Focus on group cooperation, time pressure, clarity of purpose, specific problems encountered, etc.
 - b. Include attendance figures, costs, hours expended, sources of supplies.
 - c. Evaluate project publicity.
 - d. State any specific problem areas and how they can be overcome if the project is repeated.
 - e. State opinions of the overall success or failure of the project gathered through questionnaires, interviews, etc. of students and faculty.

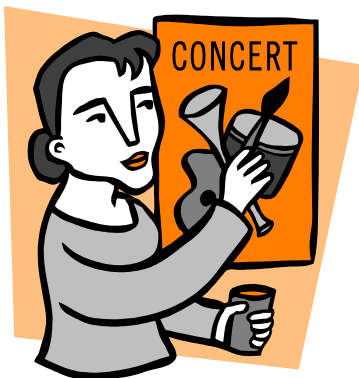
TIMELINES

Your timeline should be used as a guide throughout your project, and it should be completed at least **6 WEEKS BEFORE** your project! Many people do timelines in different ways. Here are some examples:

- Start at the end of the project (thank you's and clean up) then see how you got there.
- Start at the beginning of the project, with filling out this form as well as the project planning form, and go from there.
- Start with the largest portion of your project set a date that needs to be done then plan around that. Be sure that you put everything in chronological order by date! Example, order decorations for Homecoming Dance from "COMPANY X" by August 20th when the Dance is October 6th.

There are many other ways a timeline may be filled out. Use the one you are most comfortable with. Also remember to allow about 3-4 weeks for shipping!

OTHER INFORMATION AND RESOURCES



A "POSTER" gives basic information, (who, what, where, why). It is to ADVERTISE the activity, to build excitement, anticipation, and interest in order to have as many students as possible to PARTICIPATE in the event of activity.

Poster-making often equates to doing ART, which can be intimidating, let's re-name the poster-making committee to a MARKETING committee, a much safer concept. Posters are so common that everyone may think they know how to make them, because successful posters always look so easy to make. NOT SO. Poster making has RULES and those who make them MUST FOLLOW them OR KNOW why they choose to ignore them. Whatever you choose to do it must LOOK organized and letters must LOOK EVEN. Notice I did not say BE EVEN, there is a difference.

The marketing committee will need to know the social (ie jocks, rockers, preps, ag's, etc) and

ethnic make-up of their school. This allows the poster-makers to "TARGET" a group audience and use "GRABBERS" that each identifies with in order to make them feel included and that they are welcome. The committee needs to be a diverse group of students not just the "in-group".

"SCHOOL PRIDE and INVOLVEMENT is for EVERYONE!"

1. Gather all the information. Who, What, Where, When, Cost, plus the special extras at the event/activity (i.e., music, games etc.)
2. Know the "WHO" at your school (i.e. groups and ethnic diversity) so you can MARKET your posters' message to EVERYONE at your school or community.
3. Make small sketches (thumbnails) of your ideas and thoughts that target your audience. Make several and be willing to change your ideas. NEVER WORK WITHOUT A PLAN ON PAPER.
4. Choose what size your poster will be.
5. Lightly draw in at least a 1 inch margin all around the paper. NEVER let your words or illustrations touch

the edges of your poster.

6. Using a ruler or straight edge lightly draw the guidelines for your words and illustrations.
7. Lightly sketch in all words in the style you have chosen (i.e. hollow letters, overlapping letters, cursive,

accent or highlight words, never by itself unless used on black or similar paper.

10. Encourage NEW approaches and attitudes towards your posters.
11. Avoid "Poster Parties", the fun and excitement of the "party" often interferes with the "COMMITMENT to QUALITY", which is a primary directive of the marketing committee, and tends to leave either unfinished and/or hastily finished posters of inferior quality.

After it is finished ALWAYS ask yourself, "Does the poster ATTRACT attention, and COMMUNICATE its message?" Students and faculty will quickly notice quality posters / banners and the new excitement and happiness in otherwise dreary and boring hallways.

JUST REMMBER THAT YOU ARE LIMITED ONLY BY YOUR IMAGINATION!

Gene W. Nye is retired after 33 years of teaching, a CADA Hall of Fame member, a frequent presenter at CADA area conferences, and listed in the Marques "Who's Who in the West", and "Who's Who in America".

Additional ideas and help can be found in:

"Make Magnificent POSTERS that WORK" with Gene Nye and Mike Smith. A DVD and CD package showing HOW POSTERS become a MARKETING TOOL, by Difference Makers Ltd. Which is available from the CADA Store online and from DifferenceMakers.com

Do you know what words or phrases appeal to the diverse groups at your school?

How are you going to "GRAB" their attention?

Why should the students WANT to go or be involved?

YOUR knowing the answers to these questions CAN increase the involvement and success of the activities on your campus and in your community.

freestyle, etc.)

8. Select the media or materials you will use. To bring your poster to a COLORFUL life for all to enjoy, (I would suggest you use FLOURESCENT colors). Be as neat as possible and don't worry about erasing guides or small slip-ups as your poster is ALWAYS supposed to be seen from a small distance. And MOST IMPORTANT everything is OPTICAL. (does it LOOK even, LOOK organized and LOOK the way it should, i.e. formal or informal).
9. Yellow is ALWAYS used to

Platinum Sponsor
Mike Westra

703 Pier Ave. Suite B-231
Hermosa Beach, CA

90254

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PUBLICITY



INTERNAL PUBLICITY

Designed to keep the membership and student body informed and united.

Posters ... Make them simple, attractive and eye-catching. Take them down promptly. Bulletin Boards keep students up-to-date on current activities. Put this in a place where many students gather, perhaps the cafeteria

Newsletters ... Send a monthly newsletter to members which includes messages from officers and advisors, personality features, articles to stimulate thought on Council issues, etc.

Showcase ... Photographs of members, samples of items, jackets, etc.

Scrapbook ... Have a historian keep a scrapbook with photographs, programs, newspaper clippings, etc.

Chalkboards ... Write in the upper corner of classroom chalkboards (with permission!) about upcoming events.

Telephone campaigns ... Assign people to call students to publicize meetings, or other events.

Personal contact ... This one is very important. Students will support what their friends are excited about. Spread the word about your programs and activities and get people talking!

EXTERNAL PUBLICITY

Intended to influence the "outside world". Examples include:

Local newspaper articles ... Be sure to keep reporters informed about happenings. Invite them to come to activities. Make people available to them for interviews. Send press releases about upcoming events.

Posters in the community ... advertise events will increase parental involvement.

Radio or t.v. ads ... These frequently can be obtained free of charge through public service announcements.

Speak at local service groups ... and encourage them to publicly support worthwhile activities, especially service projects.

Billboards ... See if you can get local billboard space donated for big events or service projects.

PUBLIC RELATIONS



An ASB can establish its credibility with a good public relations program. Your council deals with the "publics" of the student body, faculty, administration, and the local community. Public relations, is a continual process. Everything you do reflects on your council and creates your "public relations." It is worth time and effort to be sure that the public receives a good impression.

Functions of a public relations program:

- To inform the general public of goals and activities of ASB
- To develop an awareness of how important council is in education
- To correct misunderstandings and misconceptions about council
- To gain the interest and support of the student body
- To build support for ASB

Suggestions for a Public Relations Program:

- The key to effective public relations is a good organization with good objectives and a good program
- Decide who you are trying to reach
- Select the most effective method of reaching them
- Time the campaign in the light of known dates, facilities and obstacles
- Encourage the membership to make suggestions and get involved
- Be sure to thank everyone involved. If they feel good about what they've done then you can probably count on their support next time around
- Select a publicity/public relations chairperson who is interested, talented, organized and willing to devote time to the job. It's helpful that he/she has some knowledge of journalism or at least has good writing skills

Tips for Writing News Releases



1. Good news stories tell the five w's and h, that is, who, what, when, where, why and how. Editors want all the facts and necessary details, including full names and addresses of local people involved and any titles they may have.
2. Get the news to the editor as soon as possible! If it's old news, it loses its print value.
3. Keep your sentences short and to the point! Don't ramble.
4. Get quotes! Stories are much more interesting to read if people involved are saying things. Quoting the people directly involved gives more credence to the story, too.
5. Be sure to type the stories, following the example given on the next page of this book.
6. People like to see their names in print. Editors know that mentioning local folks will help build readership and sell more papers. Use lots of names in your stories, where possible.
7. Keep it short. Avoid writing glowing tributes and just give the essential information. If you must editorialize, get someone with a similar viewpoint to say things and quote them. Editors will cut out parts that are too editorial, for the sake of objectivity, but quotes are often left in.
8. Submit photographs whenever possible. When you do, be sure to identify every person in the photograph, from left to right. Usually the caption very briefly tells what the photo is about.
9. If there is more than one newspaper in your community, be sure to supply all of them with information. Don't play favorites!
10. Find out when the deadlines are and get the stories to the editor in plenty of time. Get to know the editor and you will be able to get better coverage. Introduce yourself to him/her, telling what organization you represent and that you will be giving him/her information from time to time. Leave your phone number if he/she needs additional information.

The Press Release

Name of Organization

Address

Phone

Contact person/position

Personal telephone

Release date

Getting your information publicized is the purpose of a press release. This information will be best accepted when it follows a standard format. This page provides you with an example of a standard press release format. When you prepare a release, substitute your information.

Begin the release about 1/4 of the way down the page. Double space and leave one inch margins. Send typewritten copies. Write the information concisely. A one-page press release is preferable --never send more than two pages, unless a specific request is received. Begin with a first paragraph that tells "who, what, when, where, and why or how." Double check all facts as you prepare the release.

The name, address, and telephone number of your organization should appear in the upper left corner. It is useful to include the name of a responsible person and their position and home telephone number. The release date should appear in the upper right corner. If possible, mail your release a week to ten days prior to the release date. Not all media are useful for all events, so use the media list with discretion.

Remember ... be brief, be accurate, and to the point! Be sure to have your advisor's approval for any releases sent!

LANCER DAY COURT INFORMATION

Dear Members of the Court:

The information you provide on this form will be used for the narration at the Lancer Day Assembly that is read as you are presented. Please do a rough draft on another piece of paper so that this form is easy to read and EXACTLY what you want to say.

NAME (full formal name) _____

NICKNAME (what family and friends call you) _____

PARENTS' NAMES _____

PLACE OF BIRTH _____

AGE _____ BIRTHDATE OR ZODIAC SIGN _____

NUMBER OF YEARS YOU HAVE LIVED IN CARLSBAD OR HAVE GONE TO CARLSBAD SCHOOLS _____

FAVORITE COLOR _____ (If you don't have a favorite color, you may substitute favorite music or sport or other here: _____)

ACTIVITIES AT CARLSBAD HIGH SCHOOL (clubs, teams, performing groups, etc...)

HONORS OR AWARDS AT CARLSBAD HIGH SCHOOL (things like CSF, club offices, competitions won, Lancer Laurels, etc...) _____

ACTIVITIES OUTSIDE OF CARLSBAD HIGH SCHOOL (What do you do when you aren't at school?):

THE ANSWERS TO THE NEXT TWO QUESTIONS C O M B I N E D MAY NOT EXCEED  WORDS

1. What would you like to say to your family? _____

2. (Use the back) What would you like to say to Carlsbad High School friends and staff?

***HOMECOMING COURT NOMINEE
PROFILE SHEET***

NAME_____

CLUBS/ORGANIZATIONS:_____

SPORTS:_____

ACTIVITIES:_____

Name_____

Date_____

Office/Position_____

Evaluator_____

Please assess each area according to the following standards:

LEADERSHIP EVALUATION RUBRIC

* Have not had a chance to fully observe.

	6-5	4	3	2-1
ATTITUDE Maintains a positive attitude and is supportive and cooperative with teachers and classmates. Shows spirit.	Well liked; has positive attitude. <u>Always</u> supports and cooperates with others.	Accepted by others and supports them. Relationships are satisfactory. Attitude usually good.	Hesitates in establishing relationships. Attitude only OK. Rarely supports others.	Not accepted. Unable to make positive connections with others. Often poor attitude.
ATTENDANCE Punctual and reliable attendance in class and at scheduled activities.	Never late or absent.	Rarely late or absent.	Frequently late or absent	Almost always late or absent.
WORK RELATIONSHIPS Ability to cooperate and work well with staff and other students. Communicates properly and effectively. Offers ideas and shares tasks and responsibility with others. Follows through on tasks and gets others involved.	Follows and gives all instructions well and effectively. Delegates well to others. Can be counted on to get the job done. Works well with others.	Responds well to instructions, but seldom delegates to others. Most of the time works well with others.	Shows only satisfactory willingness to cooperate with others. May not bother trying to get help. Only so-so communications skills.	Unwilling to perform job duties. Doesn't cooperate with others. Communicates ineffectively or not at all.
QUALITY OF WORK Shows knowledge of assigned tasks and responsibilities. Shows consistent planning, organization and good effort.	Consistently does better than satisfactory work. Shows excellent planning and organizational skills.	Consistently does satisfactory work. Average planning and organizational skills	Adequate work, but needs direction and correction frequently.	Does below average work. Poor knowledge of responsibilities and poor work quality.
PRODUCTIVITY Ability to complete assignments. Follows through on assigned and voluntary tasks. Is involved in class projects as well as duties of office. Knows when to ask for help.	Works rapidly and finishes all tasks. Seeks out additional tasks. Keeps busy. Always appropriately involved. Strong leader.	Does a satisfactory amount of work. Usually is busy. Completes most tasks. Involved in several projects.	Often "disappears" during work sessions. Doesn't follow through on assignments. Rarely involved or involved only when asked.	Rarely completes any task. Minimal participation. Frequently missing and unaccounted for. Not involved in class or duties of office.
WORKING UP TO POTENTIAL AS A LEADER Displays strong leadership qualities and meeting skills. Willing facilitates groups, listens actively, and participates appropriately.	Strong leader. Takes initiative and gets others involved. Willingly participates. Good facilitating and listening skills.	Good leader. Works to potential. Understands meeting skills and frequently participates.	Acceptable leader, but needs to be kept on task and stay focused at meetings, or doesn't contribute.	Unacceptable leader. Needs constant attention to stay on task. Rarely contributes anything.

TOTAL POINTS_____ GRADE_____

NEEDS IMPROVEMENT IN:_____

STRENGTHS:_____

Evaluator's Signature

Title

Date



LOARA HIGH SCHOOL ASSOCIATED STUDENT BODY PETITION FOR OFFICE 2010-2011

Grade	GPA

NAME _____

ADDRESS _____

PHONE _____

E-MAIL _____

OFFICE OF INTEREST _____

APPROXIMATE NUMBER OF DAYS ABSENT THIS YEAR _____

(See Attendance)

GRADE LEVEL THIS YEAR (circle one) Junior Sophomore Freshman

☐ (Please check box) If I am not selected for the above positions, you can place me in any other position, as I want to be a part of ASB.

ASB appointed offices include:

- | | |
|-----------------------------------|---------------------------------|
| ☞ ASB Secretary | ☞ Assemblies Commissioner x 2 |
| ☞ Faculty Relations Officer | ☞ Audio Visual Officer x 2 |
| ☞ ASB Treasurer | ☞ Sergeant-at-Arms |
| ☞ Education Officer | ☞ Representative at Large x 4 |
| ☞ Publicity Commissioner | ☞ Class Representatives (9-12) |
| ☞ Historian | ☞ External Affairs Officer |
| ☞ School Relations Officer | ☞ Internal Affairs Officer |
| ☞ Community Relations Officer x 2 | ☞ Freshman Outreach Coordinator |
| ☞ Cultural Affairs Officer x 2 | ☞ Activities Commissioner |
| ☞ Boy's Athletic Commissioner | ☞ Campus Beautification Officer |
| ☞ Girl's Athletic Commissioner | |
| ☞ Elections Officer | |

REQUIREMENTS

1. All candidates **MUST** have signatures from a parent or guardian, Assistant Principal, and Activities Director.
2. All candidates **MUST** have a recommendation from one teacher and one counselor.
3. **MUST** have a cumulative G.P.A. of at least 2.0 and **NO** F's or U's.
4. A.U.H.S.D. Code of Conduct **MUST** is signed.
5. All elected officers **MUST** commit to attend the leadership camp in San Diego on August 9 – 11, 2010
6. All candidates **MUST** turn in a copy of their transcript with their packets.
7. All candidates will be enrolled in class, at least, through 5th period in school.

*NOTE: Teachers and counselors may recommend more than one student for the same office.



LOARA HIGH SCHOOL ASSOCIATED STUDENT BODY PETITION FOR OFFICE 2010-2011

Grade	GPA

NAME _____

ADDRESS _____

PHONE _____

E-MAIL _____

OFFICE OF INTEREST _____

APPROXIMATE NUMBER OF DAYS ABSENT THIS YEAR _____

(See Attendance)

GRADE LEVEL THIS YEAR (circle one) Junior Sophomore Freshman

☐ (Please check box) If I am not elected for the above positions, you can place me in the running for any appointed position, as I want to be a part of ASB.

APPOINTED OFFICE OF INTEREST _____

ASB elected offices include:

- ☞ ASB President
- ☞ ASB Vice President
- ☞ Pep Commissioner
- ☞ Speaker of the House

- ☞ Inter Clubs Commissioner
- ☞ Senior Class President
- ☞ Junior Class President
- ☞ Sophomore Class President

REQUIREMENTS

1. All candidates **MUST** have signatures from a parent or guardian, Assistant Principal, and Activities Director.
2. All candidates **MUST** have a recommendation from one teacher and one counselor.
3. **MUST** have a cumulative G.P.A. of at least 2.0 and **NO** F's or U's.
4. A.U.H.S.D. Code of Conduct **MUST** is signed.
5. All elected officers **MUST** commit to attend the leadership camp in San Diego on August 9 – 11, 2010
6. All candidates **MUST** turn in a copy of their transcript with their packets.
7. All candidates will be enrolled in class, at least, through 5th period in school.

*NOTE: Teachers and counselors may recommend more than one student for the same office



LOARA HIGH SCHOOL ASSOCIATED STUDENT BODY PETITION FOR OFFICE 2010-2011

NOTICE OF PETITION

I _____, officially file this petition for the office of _____ for the 2010-2011 school years. I understand that I must have an overall G.P.A. of at least a 2.0 in order to run for office, and must maintain a 2.0 G.P.A. in order to remain in the student government class. I also realize that all elected officers **MUST** commit to attend the leadership camp in San Diego on August 9 – 11, 2010. I understand that I must obtain all necessary requirements, and I agree to fulfill my duties to the best of my ability if elected. I agree to follow all campaign and election rules and regulations as laid down of this form. I am fully aware that the violation of any of these rules may result in my elimination from the race.

Candidate's Signature: _____

To the parents of the candidate: If your son/daughter is elected to the position stated above, he/she will be required to enroll in the fourth period leadership class.

Parent Signature: _____

Assistant Principal's signature: _____

Activities Director's signature: _____

Teacher recommendation: (you may recommend more than one candidate) _____

Counselor recommendation: (Candidate must have a cumulative G.P.A. of at least 2.0 and **NO** F's or U's on transcript.) _____



ANAHEIM UNION HIGH SCHOOL DISTRICT CODE OF CONDUCT-ETHICS-PENALTIES FOR ASSOCIATED STUDENT BODY OFFICERS

I _____, agree to faithfully follow and execute the duties and responsibilities of the office and of the Code of Ethics and Conduct set forth in this document. I also agree to support the high school Associated Student Body Constitution of the school I represent. **Please read and initial each of the following statements.**

GENERAL CODE OF ETHICS - "AS AN ELECTED/APPOINTED PERSON I WILL":

1. Set a positive example for other students to follow. _____
2. Strive to exhibit good leadership skills and assume the overall responsibility of my elected or appointed office, and strive to faithfully execute the duties of my office. _____
3. Support, protect, and defend the aims, purposes, and responsibilities of the high schools, students, teachers, administrators, coaches, clubs, classes, and teams. _____
4. Accept full responsibility for my own conduct, on or off campus, realizing that as an appointed/elected officer of my student body, my conduct will be frequently judged by all. Therefore, any incidents on or off campus that reflect negatively back to the school could result in my being dismissed from office. _____

SPECIFIC RULES AND REGULATIONS - "I REALIZE I MUST CONDUCT MYSELF IN A POSITIVE MANNER, THEREFORE I WILL NOT":

1. Engage in any activity that encourages other students or individuals to break school or district policies or rules or endanger the health and safety of other students or school personnel. _____
2. Be insubordinate to, interfere with the duties of, or use profane language toward a teacher, coach, staff person, or administrator. _____
3. Possess, sell, distribute, consume, or be under the influence of controlled substances on or off campus. _____
4. Earn less than an overall grade in line with District policy which is a 2.0 to participate in co-curricular activities. _____
5. Engage in the theft of property belonging to high schools or their organizations. _____
6. Deface, damage, or destroy high school buildings grounds, or property. _____

PENALTIES:

1. I understand and accept the consequences of violations of this code of conduct and ethics. _____
2. I agree to submit, in writing, my resignation if I violate this code of conduct and ethics. It will be delivered to the Activities Director. _____
3. If I fail to submit my resignation voluntarily, after it has been determined by the administration of the high school that I have violated the provisions of this agreement, I understand that I will be removed from office by the Activities Director and administration. _____

I certify that I have read this document and agree to abide by this agreement.

Signatures:

Student _____

Parent _____

Principal _____

Activities Director _____



LOARA HIGH SCHOOL ASSOCIATED STUDENT BODY PETITION FOR OFFICE 2010-2011

APPOINTED / ELECTED RULES

1. All candidates must have a current GPA of at least a 2.0 as determined by their most recent semester grading report, as stated in the constitution.
2. All candidates must sign the Code of Conduct (included in petition packet)
3. All candidates must have approval to run for office from their parent or legal guardian, Assistant Principal, Counselor, and Activities Director.
4. All candidates must have all required recommendations as listed in the petition packet.
5. All candidates must be currently enrolled at Loara High School
6. Any candidates with any F's or U's are ineligible for office, as stated in the constitution.
7. In order to be placed on the ballot, candidates for elected and appointed offices must have their packets turned into the box on the Election Officer's desk no later than 12:41 PM on date listed on timeline calendar.

OTHER ELECTED RULES

8. All campaigning posters and materials must be in good taste.
9. All election materials **must be removed by 3:00 PM Election Day**. Please be responsible.
10. Posters may only be taped to brick walls or stapled to wooden strips provided. No posters on painted surfaces. NO CHALK.
11. Campaign speeches may only involve the candidate.
12. Absolutely **NO** bribes (candy, etc.).

I will be responsible for all my campaign materials and agree to follow all election campaign rules.

Student Signature

Parent Signature

Please write down you class schedule for this school year in case we need to get in contact with you.

Period	Class	Room Number
0		
1		
2		
3		
4		
5		
6		
7		



LOARA HIGH SCHOOL ASSOCIATED STUDENT BODY PETITION FOR OFFICE 2010-2011

INTERVIEW INFORMATION

In order to be appointed each student must be interviewed by the five newly elected ASB officers and the Activities Director. Interviews will begin at 6:30AM sharp and continue every seven minutes until every candidate has been interviewed. The interview schedule will be posted on the front of the ASB window during school. If you have a time conflict on appointment day please state so below. Otherwise, please arrive seven minutes early for your interview, which will take place in the ASB room. If you are at a Jr. High / Middle School your appointment times will be set for after school, please make arrangements to get to Loara as soon as school is over.

CALENDAR

Tuesday, March 30th – Introductory meeting for ASB appointed @ 7:00 AM (during 0 period) in the ASB room. Petition packets will be handed out after the meeting.

Friday, April 2nd – Petition packets due by 12:41 PM (there will be a box on Election Officers desk). Sorry, no late packets accepted.

Friday, April 16th – Interview times are posted on the ASB window before school. Make sure to check your time!!

Monday, April 19th – Interviews all day for appointed offices. Be sure to check the ASB window for your scheduled interview time.

Tuesday, April 20th – Appointed officers will be announced on the morning announcements.

You have a wonderful opportunity before yourself. You have the chance to become deeply involved in the life of your school through a highly respected elected office. In the event that you do not win this election, you will be able to run for an appointed position, but not class elections. Good luck, and thank you for running!

If you have questions whatsoever, stop by the ASB room anytime.



LOARA HIGH SCHOOL ASSOCIATED STUDENT BODY PETITION FOR OFFICE 2010-2011

ELECTION INFORMATION

CALENDAR

Monday, March 15th – Introductory meeting for ASB elections @ 7:00 AM (during 0 period) in the ASB room. Petition packets will be handed out after the meeting.

Friday, March 19th – Petition packets due by 12:41 PM (there will be a box on the Elections Officer's desk). Sorry, no late packets accepted.

Tuesday, March 23rd – Campaigning begins! Make sure to review all campaign rules

Thursday, April 1st – Elections assembly (all day). You will be required to make a speech at this assembly. Pink cards will be included in your packets. It is your responsibility to make up all work missed while at this assembly. Voting will be on this day. Remember, all posters must be removed by 3:00 pm on the day of assembly.

Friday, April 2nd – Elected officers will be announced on the morning announcements.

CAMPAIGN REGULATIONS REMINDERS

- ☞ No posters hung of painted surfaces or plexi-glass windows
- ☞ No posters hung on fence facing Euclid or Cerritos
- ☞ No use of chalk on ground or brick
- ☞ No public campaigning until date noted above
- ☞ No passing out flyers or stickers
- ☞ No mechanically produced materials
- ☞ No bribes of any kind
- ☞ No slandering other candidates
- ☞ No tearing down, defacing or damaging other candidates' materials.

You have a wonderful opportunity before yourself. You have the chance to become deeply involved in the life of your school through a highly respected elected office. In the event that you do not win this election, you will be able to run for an appointed position, but not class elections. Good luck and thank you for running!

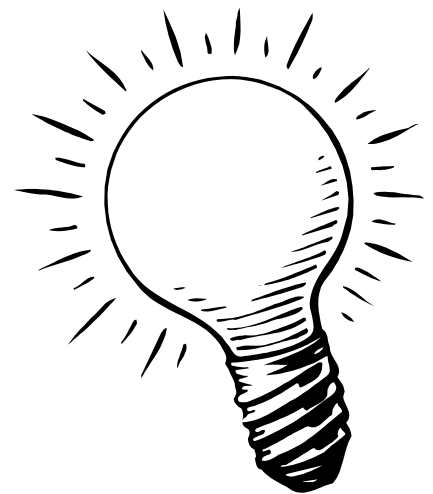
If you have questions whatsoever, stop by the ASB room anytime.

BRIGHT IDEAS

Activity Fair
Activity Calendar
Antique Show
Art Show
Baby Picture Contest
Balloon Messages
Barbecue
Battle of the Bands
Beat the Heap
Best Lips Contest
Bike Rodeo
Bingo
Bleacher Cushions
Book Fair
Bottle Drive
Box Social
Bumper Stickers
Buttons
Buzz Book
Candy Sales
Candy Apple Sale
Car Rally
Car Wash
Cash Canisters
Celebrity Auction
Computer Dating
Concert
Concession Stand
Costume Contest
Dance Marathon
Dating Game
Derby Day
Dessert Dance
Dinner Theatre
Dog Wash
Donations
Donkey Basketball
Donut Sale
Egg Sale
Face Painting
Faculty Dunk
Fairs/Carnival

Family Feud
Fashion Show
Fish Chowder
Dinner
Flea Market
Flower Grams
Frisbee Contest
Fun Run
Gas Pump
Gong Show
Graffiti Wall
Hairy Leg Contest
Happy Grams
Hat Sale
Hayride
Ice Skating
Ice Cream Social
Ice Cream Sale
Jail
Jell-O Wrestling
Kiss-A-Pig Contest
Lottery
Morp Dance
Movie Night
Mr. Legs Contest
Mud Wrestling
Mud Volleyball
Musical Chairs
Newspaper Drive
No-Talent Night
One Act Plays
Pancake Breakfast
Parking Stickers
Penny Queen Dance
Personal Ads
Pictures With Santa
Pictures With Easter
Bunny
Pie Toss
Pig Roast
Pizza Sales
Plant Sale

Pool Party
Popcorn Sale
Powder Puff Game
Raffle
Rent-A-Kid
Road Block
Rock-A-Thon
Sadie Hawkins
Scavenger Hunt
School Memorabilia
Semi Formal
Singing Valentines
Slave Sale
Soap-Box Derby
Sock Hops
Spaghetti Supper
Sports Swap
Street Dance
Student-Faculty B-
Ball
Talent Show
Traveling Bake Sale
Trivia Bowl
T-shirts
Variety Show
Volleyball
Tournament
Walk of Fame
Wheel Chair
Basketball
Wheel of Fortune



Naturally Fun Activities

These are the energizers—those activities you can use at the beginning of the morning, between sessions, or after lunch. Remember, though: Not everyone likes to pretend to be a barnyard animal or to dance back-to-back with a partner. Anyone can pass.

Back-to-Back Dancing

- Ask each participant to form pairs, turn back-to-back with their partner, and link arms.
 - Play some upbeat dancing music and tell participants that "it's time to dance!"
 - Say that couples must remain linked together while they dance.
 - Explain that they can switch partners by together identifying another couple, dancing up to them, and saying, "May I please have this dance?"
-

Barnyard Animals

- Have participants stand together in a circle and to pretend they're on a farm.
 - Ask them to close their eyes and visualize a barnyard animal.
 - Ask for what animals they saw.
 - As a large group, decide on 3 or 4 animals and the sounds they make.
 - Ask for each participant privately to select an animal.
 - Tell participants that when you say "Go," they are to close their eyes and start making the sound of their animals. Tell them to keep their eyes closed and move toward others making that sound, linking arms with those others.
 - After participants have found their groups or after a sufficient amount of time has elapsed, ask participants to open their eyes.
 - Comment on the groups and how well they found each other. Determine which group had the largest number of people, and ask participants why they chose each animal.
-

Birthday Line

- Ask participants to form one long line in order of their birth date—the month and day, not the year—with January at the beginning of the line and December at the end.
 - Add that you'd like them to do that without talking or writing.
 - When everyone is in line, have participants call out their birth dates in order.
-

continued

Naturally Fun Activities – continued

Changes

- Ask participants to form pairs and face their partner.
- Ask them to observe their partner from head to toe for 10 seconds.
- Have them turn back-to-back, without touching.
- Tell participants to make 3-5 changes to their appearance, e.g., taking off a ring.
- Have participants face each other again and guess which changes their partners made.
- Ask how many people guessed all the changes.
- Comment on the difficulty of observing changes.

Do You Know Your Neighbors?

- Have participants bring their chairs and sit in one large circle.
- Ask one person to stand in the middle of the circle.
- Explain that the person in the middle will approach someone in the circle and ask, "Do you know your neighbors?" That person will say yes and then introduce the people sitting on each side to the rest of the group.
- Add that the person who was approached will then say, "And I'd like to know everyone who . . ." and describe a characteristic, e.g., "is wearing white socks" or "likes oatmeal." Participants who can say yes to the characteristic then quickly get up and run for another chair at least two chairs away from where they were sitting.
- Say that the person in the middle also runs for a chair, leaving one new person standing in the middle.
- Repeat the game until all participants have been asked to introduce their neighbors.

Elephant/Giraffe/Kangaroo

- Have participants stand in one large circle, with one person in the middle.
- Ask the group to think of the outstanding characteristics of an elephant, e.g., big ears and a trunk.
- Have the group work in teams of 3 to make an elephant, with each center person forming the trunk—arms stretched out together—and the other two people forming ears—raising both hands in a U-shape—and putting them on the center person.
- Have teams make a giraffe, with each center person forming the neck—arms stretched up—and the other two people forming the spots with their fists.
- Have teams make a kangaroo, with each center person forming the pouch—both hands on stomach—and the other two people forming small ears with their hands. All three people hop.
- When the game is to begin, have the person in the middle point to someone in the circle, call out one of the three animals, and quickly count aloud to 5.
- Tell participants that the group of 3 must form that animal by the count of 5 or else the person pointed at exchanges places with the person in the middle of the circle.

Favorites

- Ask participants to get into groups by their favorite dessert, sport, color, movie, hobby, etc.
- Comment on the similarities and differences in the group.

Naturally Fun Activities – continued

Group Juggling

- Provide one ball or other object that can be tossed—e.g., a wad of paper—per participant.
- Ask participants to stand in circles of 8.
- Starting with Person A and one ball, have Person A toss the ball to Person B, as long as Person B is not standing next to Person A.
- Say that Person B then tosses the ball to Person C, who tosses it to Person D, etc., until the ball returns to Person A, thus forming a pattern.
- Have each group repeat the pattern several times until it becomes familiar; then have them add additional balls, one at a time.
- Tell participants that whenever they drop a ball, they must start again.
- Consider having the groups switch directions as they juggle.

Jump

- Ask participants to form pairs.
- Have each participant think of a number from 1 to 10.
- At your signal, have participants yell their number to their partner.
- Have each pair add up their numbers, turn back-to-back with their partners, and link arms.
- Tell participants to “Jump!” and have them jump the sum of their two numbers.

Karate, Tiger, Peace

- Arrange participants into 3 groups.
- Ask for both gesture and a sound for “Karate,” “Tiger,” and “Peace.”
- Have everyone practice each gesture and sound.
- Have groups huddle and choose either “Karate,” “Tiger,” or “Peace.”
- Count to three and have each group display their choice to the other groups by their gesture and sound.
- Tell the groups that their goal is for everyone to make the same choice, without talking or writing.
- Count to three again, and keep doing so until everyone has made the same choice.
- Comment on the pressure involved in this activity and the importance of communicating and working together cooperatively.

Knots

- Have participants form groups of 8 and arrange themselves into tight circles.
- Ask participants to raise their right hands and reach across the circle to join hands with another person.
- Then ask participants to raise their left hands and reach across the circle to join hands with a different person.
- Ask the groups to try to untangle their knots without letting go of any hands.
- Comment on how groups worked together cooperatively, and let participants know that even if they didn't untie their knot, they were still successful for continuing to work together.

continued

Naturally Fun Activities – continued

Lint Letters

- Ask participants to stand up and write their first and last names in the air with the hand they normally use for writing.
- Have them repeat the process with their other hand.
- Play some upbeat music and have them write their names with their navels.
- Ask participants to form pairs, select a three-letter word, and have their partner guess the word they write with whichever body part they choose.

Seven-Up

- Explain that the entire group or class is going to do an exercise to see how well they can function together.
- Say that when you say "Go," you'd like to see exactly 7 people standing.
- Say that no one person may stand for more than 5 seconds, and that 7 people must always be up.
- Continue the activity for about a minute.

**Shoulder
Massage**

- Ask participants to form one large circle, shoulder to shoulder.
- Have them turn to their right and step toward the center of the circle, bringing people closer to each other.
- Ask participants to place their hands on the shoulders of the person in front of them and give that person a firm massage.
- Have participants use four different motions—kneading shoulders, rubbing the back with their palms, tapping the back with their fingertips, and ending with soft downward feather strokes with their fingertips.
- Ask participants to turn around and return the favor.
- Have participants thank their partners.
- Comment on the need for people to slow down and take good care of themselves.

**Shuffle Your
Buns**

- Have participants bring their chairs and sit in one large circle.
- Ask one person to stand in the middle of the circle; leave that person's empty chair in the circle.
- Tell participants that the task of the person in the middle is to regain the seat. However, the seated participants can prevent this by simultaneously "shuffling their buns" to empty seats.
- Explain that the person in the middle can say "Shuffle to the left" or "Shuffle to the right," changing the direction at any time and trying to move fast around the circle and get the empty chair.
- Say that each person sitting down can also change the direction once during the game: Any person sitting next to the empty chair can hit it and say "Switch!"
- Tell participants that if the person in the middle is quick enough and regains the seat, the person who didn't move fast enough is now in the middle.

Naturally Fun Activities – continued

Whistle a Happy Tune

- Write the name of a happy tune—e.g., "Twinkle, Twinkle, Little Star," "Mary Had a Little Lamb," or "Whistle While You Work"—on a slip of paper for each participant, so that several participants have the same tune.
- Hand participants their slip of paper, asking them not to tell anyone what is on it.
- Have participants form a large circle.
- Ask participants to start whistling their happy tunes and to move toward others whistling the same tune.
- When everyone has found the appropriate group, have each group identify its tune by whistling together until the other groups can recognize it.

Resources*More New Games!*

Andrew Fluegelman, Dolphin Books/Doubleday & Company, Inc., Garden City, New York, 1981.

The New Games Book

Andrew Fluegelman, Dolphin Books/Doubleday & Company, Inc., Garden City, New York, 1976.

Playfair

Matt Weinstein and Joel Goodman, Impact Publishers, San Luis Obispo, California, 1983.

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DOUBLE DARE Soccer

Line up for the kraziest kickoff ever!

You will need:

1 blown-up balloon

Time limit: 20 seconds



The play: Everyone loves soccer — right? Well, DOUBLE DARE soccer works just like regular soccer. You have to kick the ball across the goal line. One player stands at one end of the room and kicks the soccer ball to the other. The second partner has to dribble it back and kick it past the goal line. Here's the DOUBLE DARE difference—the ball is a balloon.

Challenge for one: If you are trying this alone, you are doing double duty. Give yourself five more seconds.

If you reached your goal, add 40 points to your score. Then turn to page 21 for the next question.

Baby's First Steps

You have to crawl before you can earn these points.

You will need:

1 Ping-Pong ball

Time limit: 20 seconds



The play: Get down on all fours balancing a Ping-pong ball on your back. Crawl over to your partner, who is six feet away. Then put the ball on your partner's back. Your partner has to crawl back to start. If the ball falls off, go back to start and again.

Challenge for one: If you are trying this yourself, you must make both trips on your own, so give yourself five more seconds.

If you do it? Add 40 points to your score, then crawl over to page 16 for a new question.

Two Heads Are Better than One

Get ready to put your heads together.

You will need:

1 Ping-Pong ball

1 plastic bowl

Time limit: 20 seconds

The play: Your job is to work with a partner to carry a Ping-Pong ball over to a bowl. There's nothing to it if you put your heads together. Just stand forehead to forehead with the ball in between, and walk over to the bowl. The bowl should be four or five feet away. Of course, if you drop the ball, it's back to the beginning again.

Challenge for one: Sorry, this is for twosomes only, but turn to the next page for a great solo challenge.

Did you make it? Give yourself 40 points. Now use your head to answer a question on page 22.

Attack of the Killer Marshmallows

This game of catch is a real sweet treat!

You will need:

10 marshmallows

2 paper or Styrofoam cups

2 blindfolds



Time limit: 20 seconds

The play: In this challenge you and your partner throw marshmallows at each other. You each have five marshmallows. You both hold a paper cup in your teeth. And, of course, you both wear blindfolds. Stand three feet apart. Ready, aim, fire! You each have to catch one marshmallow in your cup.

Challenge for one: If you are trying this alone, tape a cup, with the opening facing you, to a table. Wearing the blindfold, throw the marshmallows at the cup.

Obstacle One: Daring Feet

You will need:

- 9 odd socks
- 1 matched pair of socks
- a laundry basket



The play: All the socks are mixed up and thrown into a laundry basket. You must find the matching socks and roll them up in a ball. Hand or toss them to your partner. Your partner must then run directly to ...

Obstacle One: Pop Star

You will need:

- 6 water balloons (fill them as full as you can)

The play: You must pop the water balloons by sitting on them. So, have a seat! As soon as one balloon pops, it's up to your partner to put the next one on the ground so you can pop it. But don't get too comfortable. This is no rest stop. As soon as all the balloons are popped, your partner should go directly to ...

Obstacle Four: I Want My Mummy!

You will need:

- 3 rolls of toilet paper (Be sure to get your parents' permission first.)

The play: You must stand absolutely still while your partner wraps you in toilet paper from head to toe. Do it as fast as you can, so the wrapper can run to the next obstacle. That will give you a few seconds to break loose and join your partner at ...

Obstacle Six: A Shave and a Haircut ...

You will need:

- a chair
- goggles or sunglasses
- shaving cream (Don't take without asking!)
- a Popsicle stick
- a towel

The play: Your partner sits in the chair wearing goggles or glasses to protect the eyes. You cover your partner's face with shaving cream. Then use the Popsicle stick to "shave" your partner's face clean. Once all the shaving cream is gone, the shaved teammate should towel off and make a clean break to ...

Obstacle Seven: Blind Side Blitz

You will need:

- 2 blindfolds
- a large trash can
- a football

The play: Get ready to score. One partner is the thrower, the other is the receiver; the thrower puts on a blindfold to throw the ball to the blindfolded receiver. The receiver tries to catch it in the can. The spectators will pick up missed balls and hand them back to the thrower. But it's up to you players to talk it up out there so that you know where to throw the ball. As soon as one pass is caught, rush right over to ...

Back to Back Basketball

DOUBLE DARE etiquette lesson: Never turn your back on your partner—unless you're backed into trying this physical challenge.



You will need:

- a rubber ball
- 1 basket or shoebox set up across the room from start

Time limit: 30 seconds

The play: You and a partner have to carry the ball downcourt and dunk it into the basket. But it's a little tougher because you have to carry it between your backs! If you drop the ball, you have to start all over again.



Airmail

We'd like you to mail a few letters for us—airmail!

You will need:

- 5 paper airplanes that you make yourself
- 1 shoebox

Time limit: 20 seconds

The play: For this challenge the shoebox will be our DOUBLE DARE mailbox. Stand your mailbox on its side and place it on a table or a chair. All you have to do is get one airplane into the mailbox before the time is up. Remember, this is a short flight. You have only 20 seconds! If you're playing with a partner, you can both fly the planes.

Appley Ever After



An apple a day may not always keep the doctor away, but it could earn you some big points. Here's how:

You will need:

- 1 rubber ball, preferably red so it looks like an apple
- a finish line (a belt lying on the floor)

Time limit: 20 seconds

The play: All you have to do is push the "apple" across the finish line. There are a couple of catches, though. You have to push the ball with your nose—because your partner will be holding your legs and wheeling you like a wheelbarrow, and you'll need your hands to help you "walk." Place the ball on one side of the room and the finish line on the other.



Paper Chase



Here's hoping you're full of hot air for this one.

You will need:

- 1 sheet of toilet paper

Time limit: 15 seconds

The play: You and a partner must work together to keep a piece of toilet paper in the air for 15 seconds. You can use only your breath to keep it flying. If the paper falls, you have to start all over again. You get three tries.

RALLY IDEAS & THEMES

RALLY IDEAS

- Gong Show - use a garbage can top
- Mother's kiss - tell five blindfolded football players that a cheerleader will kiss them and they must guess which one it is - then substitute their mothers
- Fashion show - show homecoming candidates' pajamas and nighties (get them from their mothers) modeled by boys
- Christmas gifts - give teachers funny gifts that match their personalities
- Mystery guest - have a teacher with a hood - name him Dr. Zoom or Goonhead and have students try to guess his identity
- Paper sacks - hand out sacks at the rally and tell everybody to bring theirs to the game to pop at the opening kick-off; if they bring the popped bag to the after game dance, they get in free.
- Topless dancer - advertise all week then have a little sister or a guy dance
- If you have a male faculty member who is a good sport, have him pre-sell pieces of his beard (give coupons to buyers). When he reaches the goal he will cut it off in front of the school
- Pregame spirit tunnel - line everybody up in two lines from the locker room to the field. As the team comes out, everybody chants, go, go, go, then move to the stands.

THEMES

Themes and slogan ideas can often help you come up with good ideas. Once you decide on a theme, it is much easier to think of music, costumes, contests, performers, cheers and skits that are associated with that idea. Pick one and try it!

RALLY WORKSHOP THEMES AND SKITS

1. Toga Party	Contest:	Chariot race
	Skit:	Victory/Tragedy
2. Superman	Contest:	Tug-a-Rope/In the bag
	Skit:	The Further Adventures of Mascot Man
3. Cone Heads	Contest:	Make a Cone Laugh
	Skit:	Cone Head Football
4. Chicken Fat	Contest:	Chicken Fat Trim Down
	Skit:	We Got Elegance
5. Wide World of Sports	Contest:	Pass-A-Cube
	Skit:	Game Action/Basketball Jones
6. Boob Tube	Contest:	Avon Calling
	Skit:	Bona Blab-it

THEMES AND RALLY IDEAS

Nifty Fifties

Fonzie look-alike contest
Dress-up day
50's music/dance contest/pantomime
Old-fashioned cheers
Hula hoop contest for boys
Grease skit

Battlestar Galactica or Alien

Tin foil space costumes
Skit: Mascot Destroys the Alien Ship
Theme music or electronic music
Frisbee (flying saucer) contest
Announcements from outer space (promo)
UFO promotion
Mystery alien

Disco

Disco music
Dance contest
Walking the balance beam
Bee Gees lip sync contest

Gong Show

Faculty contestants
Garbage can "gong"
Mascot can win
"Gong the (opponent)"

Backwards Rally ("Unrally")

Players and spiritleaders switch
Backwards signs
Song routine done backwards
Beauty pageant for boys
Girls' muscle contest
Game films in reverse

All-Sports Rally

Football players try soccer, etc.
Introduce players
Have a "Roast" for a coach
Weirdo Olympics (fun contests)
Boys P. E. staff versus girls P. E. staff
Routine to "Stripper" (dancers wear all uniforms under each other)
Cheers for all-sports

Rockin'Rally

DJ type announcer
Local radio celebrity
History of rock skit
Interview with songs as funny responses
Rock band

Halloween Rally

Pumpkin carving

Apple-bobbing, pie eating, etc.

Dress up

Trick or Treat

Bonfire or blacklight

Monster Mash

"Fire-Up"

Flashlights at rally & game

Fire truck (fire department)

Bonfire

Music: "Fire", "Light My Fire", etc.

Flintstones Rally

Signs that look like cave drawings or rock

Bonfire rally

Prehistoric fashion show

Big Club Competition - different clubs compete to see which one gets the big club.

Tug-of-War

Beard growing contest (shave off at the rally)

Tire roll race (celebrating invention of the wheel)

Caveman contest (drag a girl across the gym by her feet)

Hairy legs competition

Prehistoric cheers

Bonehead (instead of Conehead) skit

Animal House Rally

Signs that look like graffiti

Vertical signs

Signs in Greek symbols

Rootbeer chugging contest

"Louie, Louie" lip sync competition

Low-rider competition in parking lot

Cottage cheese spitting contest

Pie fight (outside only)

John Belushi Whoofing Competition (see who can eat a hamburger the fastest)

Fraternity Cheers

Float competition

Animal House skit

Superman

Melodrama skit

Muscleman contest

Mystery teacher in a mask

Quick change contest (boy has to put on girl's clothes; girl puts on boy's)

Obstacle course (winner gets Superman t-shirt)

Cartoon Rally

Signs with cartoon characters

Roadrunner Race

Announcement over P.A. imitating Bugs Bunny

Porky the Pig - Kiss a Pig Contest

Tribute to opponent: Band plays "Mickey Mouse"

Spirit Circus Rally

Circus entrance

Trapeze pantomime

Tumblers

Clowns

Paint faces at lunch

Caterpillar race

Popcorn eating contest (one student throws popcorn into the mouth of another)

Carmel apple eating (one is an onion)

"Freaks" (Siamese twins, bearded lady, tatooed lady, etc.)

OTHER THEMES:

Come Alive

Valentines

Christmas

St. Patricks

Sadie Hawkins

Sockhop

Future

Boulevard Nights

Battle of the Sexes

Close Encounters

20's

30's

Class Competition

Introductory Rally

Tee-Shirt

Hat

Superhero

Hawaiian

Disneyland

Commercials

Western

Baby

Bonfire

Formal ("Red tie optional")

Hillbilly

Monster

Fashion show

Zoo

Star Trek

Exchange

Beach Party

Funeral

Fantasy Island

Auction

Friends

Pool Rally

Movie/Hollywood

Pet Day

Charlie Brown

Chorus Line

Wiz

New Years

Rocky

Day Glo

International

T.V.

Music Week

Color Week

Contest Week

T.V. Series

Breakfast

Miss America

Grease

Surf

Six Million Dollar Man

Bionic Woman

Renaissance Faire

Glitter Rock

Car Rally

Faculty

Carnival

Thanksgiving

Something Special

Slow Motion

Beatlemania

100 BRIEF IDEAS

Ideas do not have to be earthshaking in order to be good. there are many little things that councils can initiate that will make a big difference to students and faculty. The following are 100 such ideas.

1. Sponsor special days, requesting that students wear certain apparel. Name the day accordingly: Hat Day, Hobo Day, Dress-Up Day, 50's Day, Shades Day, School Colors Day, Costume Day, Overalls Day, Blue Jeans Day, Crazy Dress Day, Backwards Day, Button Day, Toga Day, Boot Day, T-Shirt Day, Grub Day, Shorts Day, Sweats Day, Farmer Day, Mask Day, Pajama Day, Clash Day, Glasses Day, Western Day, Little Kid Day, Cartoon Character Day, Impersonation Day, Crazy Sock Day, Historical Figures Day, Classical Greece Day, and Twin Day.
2. Prior to pep assemblies, have your pep band march through the halls gathering students as they go to the assembly. Encourage all students to wear school colors on the day of pep assemblies.
3. Sponsor a computer dance. Before the dance, give students questionnaires asking about their likes and dislikes. At the dance, pair students according to similarities detected by the computer.
4. Arrange with the principal to cut an inch off his necktie for every step reached in the achievement of a school collection campaign.
5. Sponsor a child through an organization such as "Save the Children". For a nominal monthly cost the child will receive food and clothing. Determine how much of your contribution goes directly to the child and how much will be used by the organization for administrative costs.
6. On Valentine's Day, make hearts out of white paper. Using a red felt tip marker, write the names of every student and faculty member in school. Tape the hearts all over the school. Students will have fun looking for their heart and the heart of their special interest. This will also work at Halloween with jack-o' lanterns.
7. Sell nutritional snacks after school: fruit juices, yogurt, soup, hot chocolate, peanuts, apples, cheese, crackers.
8. A student council bulletin board will provide a central location for the council to disseminate information to its members as well as to the entire student body. It is a handy way for everyone to obtain student council information.
9. For a fun contest, place baby pictures of teachers in a display case. Have students try matching the teacher's name with his or her picture.
10. Council members can join community organizations to assist in such projects as "Big Brother/Sister".
11. Club Pride Day is a day when each club in the school does something to improve the school.
12. Kiss a Pig Contest: Jars are marked with people's names or pictures on them. Students vote for whomever they want to kiss a pig by putting money in the jar with that person's name. The person whose jar contains the most money wins and is required to kiss a pig in front of the student body. A turkey may be used instead of a pig.
13. During Homecoming Week have a Baby Picture Contest. Ask students to match football players with their pictures.
14. Student councils looking for contributions from merchants or parents may emphasize

-
- that their contributions are tax deductible. Items contributed can be assessed at current market value to determine the deduction allowed.
15. Through a "Chat and Chew" program, students, parents and faculty have lunch in the media center to discuss books of common interest.
 16. A Winter Club makes cold weather fun. Activities include ice skating, snow sculpturing, snowmobiling, sledding, skiing, thieves market, barn dance, chili supper, and a bazaar.
 17. Have students sign vandalism Pledge Cards promising not to vandalize the school and to report any vandalism they observe. Pledgers sign the cards and turn them into the council.
 18. Fun Night in the gym might include relay teams, ping pong, ball throws, balloon toss, sponge throw, dead man, volleyball, and basketball.
 19. A chili supper for council members is an opportunity for them to get acquainted. Council members prepare and serve their own meal.
 20. Have a Popcorn Day. Sell bags of popcorn to students during their unscheduled time or after school.
 21. Using real voting machines, conduct mock elections at the time of national elections. Voting machines are often stored in the school and can be used to train future voters.
 22. Schedule a pig roast before or after another activity such as an athletic event. Sell tickets to cover costs.
 23. Arrange an athletic contest (softball, basketball, volleyball) with personnel from a local radio or TV news team.
 24. Provide a juice and cookie break for students during semester or standardized test days.
 25. Organize a potluck dinner. It can be open to everyone in the school, the parents, or it may be built around a specific content area such as foreign language. A third option is a potluck for the elderly. A planned program of entertainment will highlight the evening.
 26. Sponsor a Study-a-thon. Students ask people to sponsor them as they attempt to study for 24 continuous hours.
 27. Establish a scholarship fund with the proceeds from lunchroom vending machines. The council determines the criteria for awarding scholarships to graduating seniors.
 28. Have a jelly bean contest to stimulate interest in an activity. Fill a large jar with jelly beans and have students guess the number it contains. The student guessing the number, or coming the closest to that number, wins the prize.
 29. Select the Homecoming King and Queen by naming the male and female who have done the most for the school.
 30. Show movies following an athletic event. Invite the public. Sell treats or popcorn for additional profit.
 31. Play music in the halls as students arrive in the morning and depart at the end of the day. This may help create a pleasant upbeat feeling.
 32. Welcome new faculty members by presenting a flower to each of them on the first day of school. Council officers can further their welcome by introducing themselves to each new faculty member and expressing pleasure that they are on the staff.
 33. Sponsor a Club Fair to acquaint students with clubs and activities in your school. Hold the fair in or near the cafeteria to allow students time to view the booths or displays during lunch. Representatives from organizations should be available to answer questions and generate interest. Posters, displays, pictures, slides, and printed material can
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be used in the displays.

34. Sponsor an "Old Fashioned Ball" featuring a Civil War era theme. Those attending wear suits or dresses fashionable during the Civil War period. Prizes are awarded for the best Rhett Butler and Scarlet O'Hara costumes.
35. To ensure that display cases in the building are changed often, assign responsibilities to a department on a rotating basis. Displays feature information about a department, its curriculum, and activities. Another idea is for students to use the cases as a means to share their hobbies. On an assigned date a student may bring his or hobby for display to the student body.
36. Organize a systematic procedure for students to visit homes for the elderly. Students may bridge the generation gap. They may take along activities such as puzzles or games to play with their elderly friend. Sharing family pictures with their companion is also enjoyable.
37. Do you want to reduce litter in the stadium following football games? Give fans litter bags and request in the printed program as well as over the public address system, that they use them. Provide conveniently located receptacles for the disposal of the litter bags. Costs can be offset by printing advertising on the litter bags. Catchy cheers by the cheerleaders may enhance their use.
38. Read and Feed is a period of sustained quiet reading. Everyone in the school stops working and devotes 15 minutes to reading. Students and faculty may bring a sack of goodies to "feed" as they "read"
39. Olympics Day activities include tricycle races, banana eating contest, clothes swap, pie throw, wheelbarrow races, water balloon throwing, somersault relay, three-legged race, sack race, tug-a-war, watermelon relay, baton twirling, chariot race, package opening, and a lunch box auction.
40. Organize a Black Awareness Club to give all students a chance to learn more about the black culture and the role of black people in our heritage and society. Activities include sponsoring Martin Luther King Day or Week, aiding charities such as Sickle Cell and Herman Davis Programs, and conducting simulations to understand what it is like to be a member of a minority group.
41. If a teacher has a free period during the time the student council meets, invite that teacher to attend part of the meeting. To make the teacher feel welcome, arrange to escort him or her to the meeting. Remember to introduce the teacher to the council.
42. Student Council members can help train the participants in a Special Olympics program, serve as chaperones to the competition groups, help supervise the events, encourage participants, and provide transportation.
43. Place a brightly colored floormat with the school's name and emblem at the entrance to your building.
44. Posters advertising activities can be in the form of the "Knock, Knock, Who's there?" variety. To find the answer to a question raised on the poster, the student lifts a flap (sheet of paper) to read the response hidden underneath. Curiosity makes this an appealing approach. For example, the question, "Knock, Knock." "Who's there?" "Lettuce." "Lettuce who?" Lift the flap and read. "Let-us go to the dance on Friday!"
45. Organize a group of responsible students to act as "Big Brothers" and "Sisters" to new students. The group must also be trained in peer counseling techniques and serve as advisors to the new students.
46. To observe National Leadership Day or Student Council Day, conduct your student

council meeting in public. This can be done at a nearby shopping mall. A videotape of school activities will add interest.

47. A cookbook featuring favorite recipes of students and faculty may be published and sold. Add pictures of school activities along with a schedule of school events.
48. Organize and produce a weekly radio program featuring information about your school. The program can be aired over a local radio station. Develop procedures for gathering school news for highlighting activities, featuring individuals and writing a script. Participants must receive training in broadcasting. In some areas similar programming may be scheduled on cable television.
49. Homegoing is a fanciful reverse of Homecoming. All typical Homecoming activities are conducted in reverse. Girls play a football game and the guys are in the Homegoing Court. Although there are no floats, there are festival activities such as dunking machines, and a Girl-ask-Boy Dance. Push a car (rather than drive it around the football field at half-time) carrying the Homegoing Court.
50. Sponsor a Vocabulary Development Contest. Participants must make as many words as possible from the words "vocabulary" and "development". Contestants may work in pairs and are given a specific time period by which the lists of words must be turned into the contest chairperson.
51. Develop a systematic plan to have students who are not members of the council serve on council committees. A rule of thumb is for council members to serve as chairpersons and other students to serve as committee members.
52. Marathons: walking, talking, dancing, skating, bicycling, ping pong, teeter totter, washing cars, reading, jogging, volleyball, basketball, Monopoly, jazz band, canoeing, eating, or rocking chairs.
53. Homecoming Hint: Have a "Decorate the Halls Contest" Students sign up for a spot in the halls to decorate for Homecoming. Winners are selected in several categories. An alternative to this theme is a "Decorate Your Locker Contest"
54. Allocate funds to construct a display case for student art work. The art, home economics, industrial arts, and photography departments can contribute student work for display. Construct the case of wood with regulation safety glass enclosing the display area. Variable-position lights will assist in illuminating the exhibit at different angles. Determine a policy governing the appropriateness of display items.
55. Mexican Delight. Transform your cafeteria into a Mexican restaurant by selling tacos, salad, dessert, and soft drinks. Servers are dressed in Spanish costumes and decorations feature Old Mexico.
56. Send faculty members cards, place flowers on their desks, or take them to lunch on their birthdays.
57. Form the school initials on the school lawn with railroad ties. They can be arranged in such a way that a flowerbed can be created within each letter.
58. Bus stop shelters can be purchased and installed by student council.
59. Replace warning signs often found at entrances to school buildings with warm signs of welcome. You may request visitors to go to the office to sign a guest book or receive a brochure on the school. Follow up the guest's visit with a written thank you note for their interest in your school.
60. Honor retiring teachers with a "This Is Your Life" program. Students, co-teachers, and friends from the teacher's past can participate in relating incidents from the teacher's career. Other activities are skits, scrapbooks, slides, and testimonials to the teacher.

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75. Conduct a "Women's History Week" to trace contributions of women throughout the world. Activities focus on films, displays, panel discussions, speeches by women in leadership positions in the community, and discussions on changing attitudes concerning the traditional role of women. A discussion of the role of men and women in contemporary society as well as the development of role expectations can be included.
 76. Form teams to dribble a basketball to a designated destination. If you are within reasonable distance, dribble the basketball to your state capital. Reaching the destination may take more than one day. Have the project be a fund raiser by soliciting pledges prior to the activity.
 77. Sponsor a "Bed Race" through town. Beds must be built at least 36 inches by 72 inches and push bars may be no longer than 6 inches and must be padded. The beds must have four wheels. The front set must swivel or be controlled by a steering wheel. The beds also must have springs or a mattress.
 78. Establish a bulletin board in the school to recognize students who have achieved something special during the week. A committee takes pictures of the students and maintains the bulletin board. Teachers suggest students to be recognized.
 79. Prior to student council electing, run an article in the school paper stating what positions are open, how students may be nominated for the positions, a description of the responsibilities of each position, and the election procedures.
 80. At the end of the year include a review of the student council's achievements in the school newspaper. State everything the council did along with evaluative statements as to how successful the projects were. Include evaluative comments by randomly selected students and faculty.
 81. Establish a good-news item on the board of education's agenda. Submit "good-things" that have occurred in your school. This is also a great opportunity to emphasize classroom activities.
 83. The P.O.W. Award (Personalities of the Week) is given to the student whose achievements and contributions in school were especially significant in terms of his or her abilities or usual performance. An alternative format for this award is for the student's name to be drawn at random. This is a way to get students in the school better acquainted with each other.
 83. Schedule a "Special Emphasis Week" in content area and have students teach their parents the subject being studied.
 84. Create a "Welcome Wagon Kit" for students new to your school. The kit contains information about your community, school, activities, a map of the buildings, and past issues of your school newspaper. In addition, match the new students with a buddy who will accompany him or her during the first few days of school.
 85. Invite members of the school board and central office to spend a half-day or day in your school. Following a brief orientation, give them complete freedom to visit wherever they want. Depending on the size of your school, it may be thoughtful to provide them with a student guide.
 86. Sponsor a "Family Heritage Contest" that encourages students to investigate their roots. Winning entries are those with the most complete family tree or family history.
 87. Use the gymnasium area to display student or professional art. Give the trophies a rest as you periodically schedule other displays in trophy cases. This rotation may increase student and public interest in the arts as well as in the trophies.
 88. Regardless of the time of year, proclaim a "Summer Wear Day" for everyone to wear
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cool summer clothing.

89. Rent billboards to proclaim good things about your school.
90. Display pictures of student council officers and representatives in display cases. Cite the member's name, grade, and office or homeroom. This display is especially effective at the beginning of the school year.
91. Hold a pie-throwing event with three price categories: 25¢ a throw; 50¢ for a closer throw; and \$1 for a direct hit.
92. Present new faculty members with survival kits containing a map of the building with the faculty lounge clearly marked, a copy of the schedule with their free periods circled in bright colors, red pencils, paper clips, a list of the vacation days, a whistle, and aspirin.
93. Make tape recordings of required readings for students with reading difficulties.
94. Adopt a senior citizens home. Individual students can adopt a residents and visit this person regularly.
95. Sponsor a "No Drive Day" requiring everyone, including teachers, to get to school by some means other than driving. Estimate the combined savings in fuel. Award the people who use the most unique means to get to school, who saves the most fuel, who walks the greatest distance, and who experiences the most unusual thing while coming to school. Have students and faculty sign pledges to continue using alternative means of getting to school for at least five more days sometime during the school year.
96. Coordinate a "Work Day" that sends students into the community to work. Their wages go to the student council or a special project.
97. Provide coffee and donuts for teachers when they return in the fall for pre-school meetings. Have a sign-up list for teachers to indicate if they would like to have a student help in their classroom prior to the opening of school. Arrange for student volunteers to assist those teachers making such requests.
98. Develop positive public relations through service to others. On small cards, print the phrase, "You have just been helped by a student from (name of your school) student presents this card to a member of the community after performing an act of kindness.
99. Prior to the opening of school, telephone all new students to welcome them. Questions can be answered in an attempt to lower their anxiety and to help the new student feel comfortable in unfamiliar surroundings.
100. "Thank you"-two simple words, but they mean a lot to adults who assist in sponsoring or chaperoning school activities. Encourage all council members to express their appreciation to the adults assisting with any council activity. This expression of gratitude will build support for future activities of the council.

A.S.B. DAILY AGENDA

(check on back for additional information)

ANNOUNCEMENTS

- 1.
- 2.
- 3.
- 4.
- 5.

DUTY ASSIGNMENTS

- 1.
- 2.
- 3.
- 4.
- 5.

DEADLINES

- 1.
- 2.
- 3.
- 4.
- 5.

ADDITIONAL INFORMATION

- 1.
- 2.
- 3.

PUBLICITY ASSIGNMENTS

- 1.
- 2.
- 3.
- 4.
- 5.

COMMITTEE REPORTS

- 1.
- 2.
- 3.
- 4.
- 5.

MEETINGS TO SCHEDULE

- 1.
- 2.
- 3.
- 4.
- 5.

Pep Rally Worksheet

Your Name: _____

Pep Rally Theme: _____

Music: _____

Poster Ideas: _____

Contest Ideas: _____

Dress-up Day Ideas: _____

Skit Ideas: _____

Other Groups to Include: _____

School Announcements: _____

Local Press: _____

Other: _____

ASSEMBLY AGENDA SHEET

TYPE OF ASSEMBLY _____

DAY & DATE OF ASSEMBLY _____

LOCATION OF ASSEMBLY _____

COMMITTEE CHAIRPERSON _____

PERSON IN CHARGE OF BULLETINS AND POSTERS _____

PERSON IN CHARGE OF MUSIC _____

TYPE OR NAME OF MUSIC NEEDED _____

ASSEMBLY MC _____

CLASS COMPS OR ACTIVITY

PERSON IN CHARGE

ITEMS NEEDED

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

NAMES OF COMMITTEE MEMBERS

REMINDER TO ALL COMMITTEE MEMBERS THAT THEY ARE IN CHARGE OF SET-UP AND CLEAN-UP OF THE AREA USED FOR THE ASSEMBLY AND PUTTING AWAY ALL TABLES, CHAIRS, SPEAKERS AND OTHER ITEMS USED FOR THE ASSEMBLY. ALL COMMITTEE MEMBERS STAY UNTIL THE AREA IS CLEAN.

ALL MEMBERS ARE TO FILL OUT SHEETS AND KEEP IN YOUR FOLDERS UNDER COMMITTEES

Name: _____

ACTIVITY EVALUATION WORKSHEET

1. Name of Activity: _____
2. Date of Activity: _____
3. What were your responsibilities for this activity?
4. How much money was spent on your activity? _____
5. What was done to publicize your activity?
6. Was your publicity posted in a timely manner? Explain.
7. Was your publicity complete? Would you consider it to be a quality job? Explain.
8. Was there anything about your activity that you felt was not very successful? Explain.

Planning Schedule

[illegible]

DAILY A.S.B. TO-DO LIST

NEEDS TO BE DONE

WHO'S
RESPONSIBLE

MEETING TIME
(IF NEEDED)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

13.

14.

15.

16.

17.

POSTERS NEEDED FOR THE WEEK

ASBER(S) IN CHARGE _____

HANG THEM IN AMPHITHEATER - ON WOODEN BOARDS BY ART
BUILDING AND 400 BLDG -

- 1.
- 2.
- 3.
- 4.
- ~
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

THINGS TO DO TODAY

Date: _____

	Completed
1.	
2.	
3.	
4.	
5.	
6.	
7.	
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10.	
11.	
12.	
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17.	
18.	
19.	
20.	

Suggested Reading

Compiled by Lyn Fiscus, Editor of *Leadership for Student Activities*

There is a wealth of material available for those who are interested in furthering their knowledge of leadership and student activities. NASSP offers a wide selection of publications designed specifically for student activities (some are noted below with a Δ). Your local bookstore's sections on business, psychology, and self-help also have many books that are applicable. Following are a few of the many titles available.

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