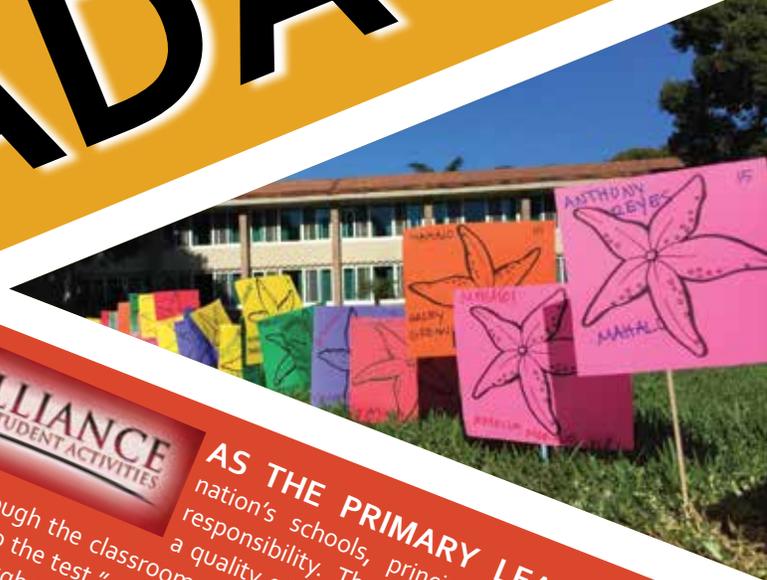




California
Association of
Directors of
Activities

CADA



Critical Links:

Academics +

Activities +

Administrative

Champions =

Student Success



AS THE PRIMARY LEADERS of our nation's schools, principals have an enormous responsibility. They are charged with facilitating a quality education for each and every student who walks through the classroom doors. And while mandates often require schools to "teach to the test," many administrators are not enough to prepare their students for a promising future. Instead, the most successful administrators understand that academics and a vibrant student activities program go hand in hand.

With more than 31 years in the education arena, John Glimco has served as a director of student activities and as assistant superintendent for the DuPage Regional Office of Education in Illinois. He is currently the principal at Pleasantdale Middle School in Burr Ridge, IL. Glimco's varied roles have provided him with a unique perspective on the importance of a holistic education. "With current testing requirements, it can be difficult for administrators to juggle priorities," Glimco said. "But we need to keep our eye on the big picture and consider what it is that makes kids successful in the long-term. The inclusion of a variety of well-chosen activities gives our kids additional opportunities to shine and allows our schools to serve as thriving educational communities."

Continue reading on page 2

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CONTINUED FROM COVER

Glimco agrees with the many studies citing the benefits of student activities, and he stresses that the best programs offer something for everyone. At Pleasantdale Middle School, a crochet club has been a simple and affordable way for kids to take a break from electronic devices and develop a new skill in a low-stress setting. "Involvement in activities like the crochet club instills a sense of belonging. Through connections with peers and adult mentors, students have access to new allies and additional resources that can help them develop their interests and solve problems," he said. "Activity participation empowers some kids to discover talents they didn't even know they had. When you add in relevant topics like STEM-skill development, diverse activities can help to move our kids forward towards college and career."

Active Leadership

But a strong activities program doesn't just happen by chance. In order for student activities to really flourish, administrators must buy into the benefits and provide active support. Rob Powers, student council adviser and curriculum leader at Apponequet Regional High School in Lakeville, MA, suggests that administrators view their roles not as gatekeepers who say "yes" or "no" to programming requests but as stakeholders with a vested interest in the value of activities. "The results of successful programming often align with the professional goals of administrators," he said. "Principals should see well-crafted activities as cocurricular learning experiences, and allocate the time and resources that allow all students to participate." Powers believes that the most impactful activities give students a chance to be heard and offer administrators an opportunity to develop healthy connections with students beyond the principal's perceived role of disciplinarian.

Paul Branagan is the state director for the Massachusetts Association of Student Councils (MASC) and the principal

and student council adviser at Middleborough High School in Middleborough, MA. He agrees that principals need to take an active role in supporting activities. "If administrators don't recognize activities, they are missing opportunities to ensure that students know they matter," said Branagan. "As an administrator, your face might always be at the big events like the game or the dance, but by also taking the time to make students feel heard and ensuring that the school offers something for everyone, you can create a culture that encompasses the entire student body."

Branagan describes several initiatives that allow him to take the pulse of the school by giving students at all levels a chance to be heard. Each month, Branagan hosts a Round Table discussion that includes a student leader from every club, organization, and athletic team within the school. The meeting follows a formal agenda and provides students with a chance to discuss important issues with their principal. While the Round Table includes students who are already engaged in activities, the Forum is a monthly town-hall meeting that is open to all students, but specifically targets those who are unable to connect through activities because of job commitments or other reasons. "Experiences like the Forum are enlightening. You are talking with kids who may not show up at the dance or the battle of the bands, but who have really great input into how to shape a school."

At Grafton High School in Grafton, MA, administrators welcome the chance to work with students directly. This two-way communication helps students feel connected to their school and validates the importance of their input. "Our administrators have an open-door policy and invite students to talk about projects and events they are planning," explains Erin Lachapelle, student council adviser and a divisional director for MASC. "When administrators get to hear the students' ideas and the reasons behind them, they are much more likely to support the program."

A Shared Vision

With increasing pressures for schools to perform, principals are already managing a full plate. Still, Glimco urges educators to view activities with the same level of commitment as they would an academic class or a varsity sports team. Being intentional about making time for activities and celebrating students (and faculty leaders) who are involved sends a strong message that validates the importance of diverse initiatives from music to math. And while administrators of a strong activities program, there are things involvement.

Because they are undeniably busy, Glimco administrators quick, easy ways to get involved. students and observe their creativity in action.

a chess club or board-game group. Arrange for a brief cameo in the school play. By being respectful of the administrator's time and offering imaginative opportunities, the adviser can foster important connections within the school community.

Communication and courtesy are additional keys to securing administrative support. "My advice is to include your colleagues and encourage them to be involved," said Janet Roberts, activities director at Chino Hills (CA) High School and past president of the California Association of Directors of Activities. "I share our plans and event details with administrators in advance and ask their permission so that they are not surprised. I want them on board, so I need them to trust me. In addition, I always make shirts for the entire staff to wear. And my students send thank-you notes every time our staff attends anything or helps with an event."

Advanced planning is also important in enabling administrators and advisers to work effectively as a team. At Apponequet Regional, advisers meet with the administrator in the summer to discuss goals for the upcoming school term. Regular meetings throughout the year ensure a common purpose. "Administrators can be an invaluable resource if they are included in the long-term planning and the crafting of the vision surrounding activities," said Powers. "[Regular meetings] help us run our programs better and let the administration see where student activities can best support the mission of the school."

Lachapelle affirms the value of open communication and well-defined plans. "Advisers and administrators need to be on the same page and support each other," she said. "An adviser cannot say 'yes' to something that an administrator will not approve. I expect my administrators to come to me and my student groups when they need help on a project, just as we can go to them [the administrators] if we need support." To facilitate these healthy relationships, Lachapelle encourages students to be well prepared with a detailed plan of action before presenting their ideas to decision-making administrators.

At Middleborough High School, Branagan uses organization and communication to create partnerships with students and faculty members and to encourage accountability in activities management. In order to maximize programming, he establishes a master calendar that encompasses all school-related events and activities. He also requires each adviser to prepare a year-end review that includes an evaluation of his or her program and a vision for the future. The reviews are intended to include substantial input from student leaders. "Each adviser's own organization, activity, or club should be important to them. It's easier for administrators to support something when the adviser shows a

CONTINUED ON PAGE 22



CADA Board Update

The start of a new school year is fraught with excitement and apprehension over the changes that will occur. Each year we start off with new staff, new students and new parents ready to become part of our school's community. As Activities Directors, it falls to us to welcome them and make them feel part of our school. We also welcome our new ASB and watch them struggle to find their footing as they start to lead their first school wide activity and begin to take their first steps on what will be an incredible year long journey. This fall CADA is experiencing that same excitement as we navigate change ourselves and welcome four new members to the CADA Board.

“Our biggest change will come as we say goodbye to Jack Ziegler as he steps down from 32 years of service as CADA Camp Coordinator.”

Jeff Culver will be stepping into his new position as CADA's Professional Development Coordinator taking over the CADA Camp program, the MAA program and the curriculum coordination for the annual State Convention. Joining him will be Kyle Svoboda as CADA Convention

Facilitator Lead. Kyle will be overseeing the logistics for the CADA convention's numerous workshops and sessions. Denise van Doorn will be overseeing Area H at the convention and Don Shaffer will be taking on a new role as CADA's Executive

Director. The CADA Board is very excited to welcome them and we are eager to see the organization grow through their work. Our biggest change will come as we say goodbye to Jack Ziegler as he steps down from 32 years of service as CADA Camp Coordinator. Jack has given so much to the CADA organization and the Board, that it is hard to imagine what it will be like without his wisdom and leadership as a CADA Board member. It will be a happy and sad moment when we say goodbye to Jack at the 2016 EPIC convention.



Suzy Krzaczek, CADA President

Yearly Financials

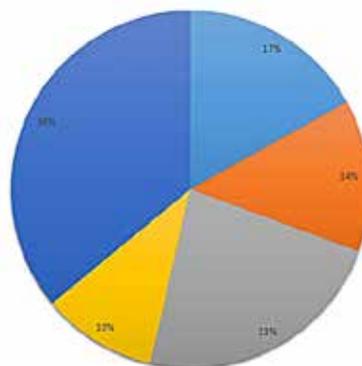
CADA proudly continues its legacy of excellence in providing members with valuable programs and services. These programs have remained affordable through the fiscal health of CADA and the generous support of CADA sponsors. The quality of CADA services and programs; conferences, camps, and leadership days, is reflected in both the growing number of new (individual/school) members and longevity of its partners. CADA pledges to maintain this level of service to members and relationship to partners as it enhances and enriches the lives of students and supports activities directors, administrators and related staff members.

CADA proudly continues its legacy of excellence in providing members with valuable programs and services. These programs have remained affordable through the fiscal health of CADA and the generous support of CADA sponsors. The quality of CADA

CADA has received tremendous benefit from the generous support of and partnership with our CADA sponsors. During CADA programs and events, CADA sponsors have a unique opportunity to showcase products and services designed to serve student activities and programs. The dedication, motivation and commitment CADA's sponsors have for making the school experiences the best possible for all students is greatly appreciated. It is these efforts that allow CADA to provide exemplary services at reasonable costs. When planning your next school purchases and events please consult the CADA directory (available online at www.cada1.org or delivered in print at the end of September) for a list of loyal CADA sponsors. As an added benefit, you will enjoy the security of knowing that affiliates are held accountable to the higher standard of the CADA code of ethics.

Thank you member schools and sponsors for your devotion and contributions to the CADA membership. CADA looks forward to an "EPIC" school year and convention in Reno!!

Area Income	17%
Association Income	14%
Convention Income	23%
Camp Income	10%
CASL/LDD Income	36%



Eliminating the Excuses

By Matt Soeth

One of the first lessons I got in teaching was to develop strong classroom management procedures so I could spend more time teaching and less time worried about the day-to-day minutia that can bog a teacher down. For example, I teach my students how to quickly pass out and collect papers - even making it a competition with other classes - so that we don't waste precious instructional time on administrative tasks. No confusion, just a smooth, simple procedure.



Technology is the same way for me; I develop my resources for the sole purpose of eliminating problems in class: forgetting assignments, forgetting work, forgetting books, not a handout. By adding technology resources with my students while at the same time

"I develop my resources for the sole purpose of eliminating problems in class"

I started with Twitter as a way to send text Twitter Fast Follow. This became ineffective my students to get text ads for hot singles I could send out a free group text to all of about assignments, dress-up days for spirit, I have quite a few students on Twitter, I have text (1/3 on Twitter and 2/3 on Remind). Next cell phone number that I could attach to my my personal phone number. Now there were more likely to text than call). This could change now that Remind has recently released Chat, which is a whole new feature.

doing work because the student needed help, or losing to my classroom I am able to build stronger connections eliminating the excuse for not doing what is expected.

messages to my kids. I started at about 50% thanks to after Twitter started using advertising, (I didn't want in the area) so I began using *Remind.com*. With Remind my students, not just Twitter followers, to remind them books, and anything else class or school-related. While a much higher engagement rate through Remind and I added Google Voice so I would have my own private email on my computer and kids wouldn't be texting two ways students could reach me via text (as they are

The final step was creating a blog. Now, if a student is absent and needs the vocab, they can go to the site at school or at home. Now, I don't have to deal with "I don't know who to get a copy from." Bam! Go to the site.

As of right now, I do not feel there is any reason a student cannot find what they need: blog, website, Twitter, Google Voice, Google Drive, Remind, text, friend and so on. For my non-web students: look at the assignment binder in the back of the room. Extra handouts are there as well, no computer needed. Eliminate the excuse, manage your class, and create procedures that will keep you sane.

Back to School

Choose One As we head back to school, there is a lot of thought on new methods for student engagement, classroom management and lesson planning. My challenge to you as you prepare to enter the classroom is to consider your next step into the world of technology. Will you work to

engage students with social media and/or group texting? Will you work to integrate apps into your lesson planning for content creation? What one area of growth will you choose to master in your first semester back at school?

Twitter: Tried and true, this is a great tool to communicate with your classes. Research is showing that more kids (at the high school level) seem to be gravitating towards this social app. Tip, create a Twitter account for each class rather than one generic Twitter account. This way, if one class gets off schedule from another, you won't have to confuse your students with messaging.

Pro-Tip: get a Gmail account if you don't have one already. You can use your one Gmail account to set up multiple Twitter accounts.

Instagram: Many students have gravitated towards this social app, especially starting in middle school (and most continue to be there through high school). Post a daily photo of your agenda from the board or take photos of the questions you want answered in the book. Post a short video each night talking about the homework you want students to complete. This is a great way to visually engage students.

Snap Chat: Name your account after your school mascot or after your class. Create stories, something that can be viewed by anyone who follows you, to share class content. You can do chapter reviews, updates to the homework, extra credit announcements or even promote spirit days.

Remind: Group texting is getting easier with Remind. Now, you can do class/group text messages for each class. You can even link your Remind account with Twitter. Just this past year Remind added a chat feature so you can set up office hours and hold "chats" with your students via the app. Also, attaching photos, word docs, and PDF's became a whole lot easier on this app. Want to take your game up a notch, use Remind to text your entire school. Just set up a class account for each grade year: 2018, 2019 and so on and you can reach your entire school.

Video Apps: Creating content is a common core standard on any level as well as a life skill. Use apps like Nutshell, Chatterpix, Tellagami, Sock Puppets or AutoRap to create content for your next project or assignment. Remember, it's not always what you know, but how you can show or apply what you know on projects.

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Area A

Area A Wants You to Identify Superheroes in Your ASB

This fun activity is a great way to learn about your students and create community in your Leadership Class/ASB. Each student must create a fictitious superhero. He/she must prepare a brief presentation that includes: three unique qualities, a secret identity, three superhero "powers," a box to contain the superhero's secret items, a quote or a logo, and a brief theme song (made up jingle or a leadership type song that fits that superhero). I always tell my students that a superhero doesn't need to necessarily be someone who can fly or scale tall buildings, but should be more like an everyday superhero. We set aside a few minutes a day to go through the presentations and/or set aside a chunk of time to share these "identities" within our committees. It really helps the students to get to know one another and learn more about what a "real" hero looks/acts like. It increases bonding and allows students to appreciate one another's ideas and differences. More information about this activity can be found in the CADA Members Only Resources section.

Speaking of CADA Resources, I hope that you will join Area A in the Fall to gear up for a great year! We offer an Advisors' Conference on September 19 at Sheldon High School in Sacramento, and two student workshops in Woodland on October 6 (high school) and October 7 (middle school). For more information, please check out our web page at www.cada1.org/areaA. Your Area A Council looks forward to serving and supporting you in the year ahead! It's going to be an EPIC year!! Submitted By: Allison Gadeke, Area A Coordinator

Area B *Welcome Back Area B!*

Register NOW for the Area B Middle and High School Student Conference, EPIC Leadership, at James Logan High School on Monday, November 23, 2015. Registration forms are available on the CADA website. Keynote speakers Eddie Slowikowski and Micah Jacobson as well as Hoan Do, Feet First, SOS, My Name My Story and Janet Roberts, ASB President/VP track, Advance Leadership HS Student Track along with other relevant workshops are sure to make this a great learning experience for your students. Advisors, come meet Jeff Culver, CADA's Professional Development Coordinator. Registration information can be found online at www.cada1.org/areaB. Hope to see you there!

Submitted By: Lorraine Martinez, Area B Coordinator

CATCH ME IF YOU CAN: Players should be paired up. All players divide into two lines (facing in) shoulder to shoulder, with partners facing each other. Participants should be given approximately 30 seconds to look at their partners, taking in all details about the individual. The leader then instructs the two lines to turn and face away from the center. One or both lines have 15-20 seconds to change something about their appearance (i.e. change a watch to different wrist, unbutton a button, remove a belt, etc.). The change must be discrete, but visible to the partner. The players again turn in to face each other and have 30 seconds to discover the physical changes that have been made. Players get to interact with each other and have fun!

Area C *Attention all Area C Schools from Merced to Bakersfield:*

We are ready for an EPIC 2015-16 school year and the Legendary Sacrifice of Leadership. Our annual Student Conference will be held on October 23rd at Hanford West High School and it's one you won't want to miss. With more than 1300 student leaders in attendance last year, we look forward to another big event in 2015! This year we expect great Hanford West hosts, an amazing Central Valley BBQ lunch, and fabulous presenters: Keith Hawkins and Laymon Hicks. Students and advisors will come away with many new ideas and leadership resources to create change and make a positive impact on their school campuses.

The Area C Adult Conference is moving to a new month - November! We heard your feedback on an earlier date and are excited to bring personalized advisor training, new networking options and interactive sessions to our advisors. This conference will be held at the Fresno Elks Lodge on November 17th, and you won't want to miss it. This is another great opportunity to network and develop the leadership tools for your amazing leadership programs. Registration information can be found online at www.cada1.org/areaC

WANTED: Your great ideas! Please email ideas, needs or suggestions to Area C Coordinator, Leslie Loewen at AreaC@cada1.org



Area D *Area D offers a variety of student conferences!*

There is sure to be one near you that will fit the needs of all your students. On Monday, September 21st, the Central Student Conference will be held in San Luis Obispo at the San Luis Obispo Adult School. The Northern Student Conference will be held in Salinas on Tuesday, October 13th at the Salinas Community Center. On Tuesday, November 3rd, the Southern Student Conference will be held in Ventura at the Ventura County Fairgrounds. Get information and the registration forms on the CADA website, www.cada1.org/areaD

Our annual Advisor Conference will be held on Saturday, September 26th at Nipomo High School. The conference will be followed by wine tasting and dinner for the conference attendee and one guest (which are included in the price of the conference). See the CADA website for registration. Start your year off with an easy Ice Breaker for your retreat or first day of class.

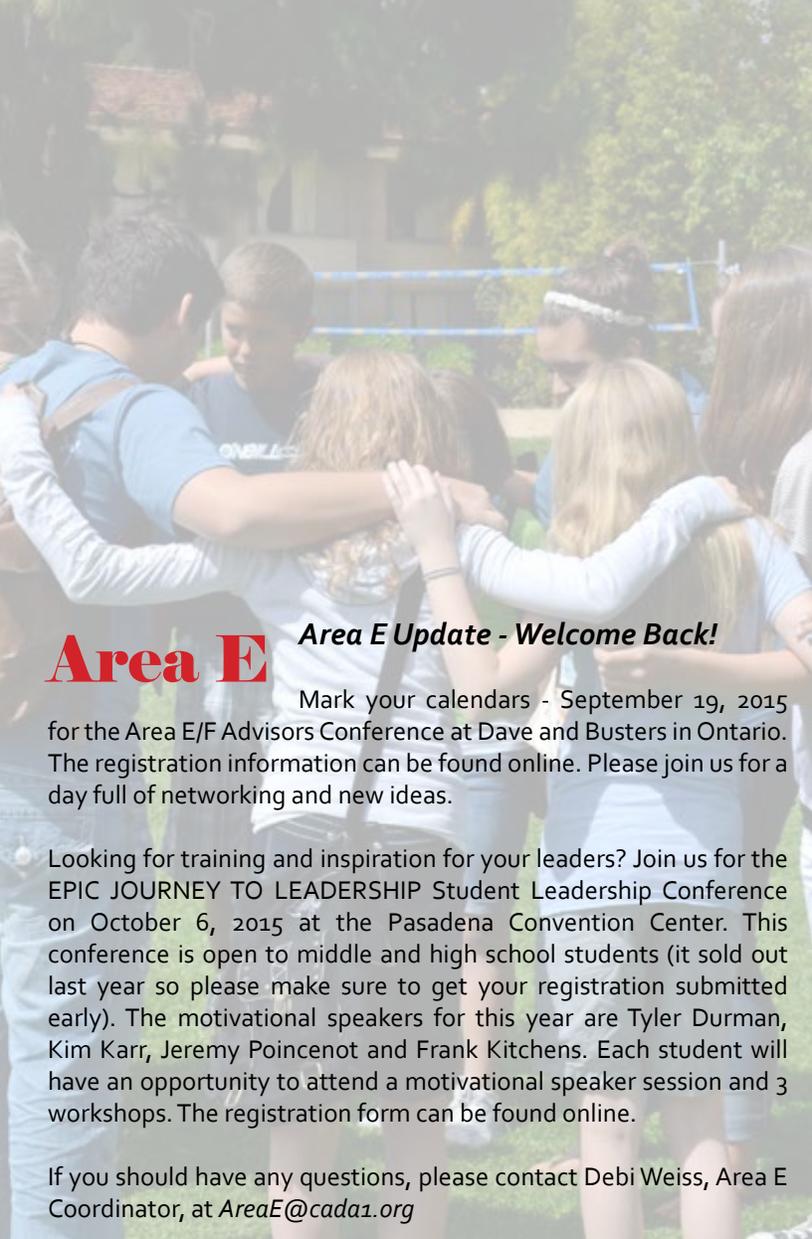
Submitted By Margaret Noroian, Area D Coordinator

M & M ICE BREAKER

Give each student a small Dixie cup of M&Ms. Take turns taking one "M" out of the cup and answer the question that matches the color of the "M".

- **ORANGE** SHARE SOMETHING FUN YOU DID THIS SUMMER
- **BLUE** LIST A FAVORITE FOOD
- **GREEN** NAME A FAVORITE MOVIE AND TELL WHY
- **YELLOW** TALK ABOUT A FAVORITE GAME OR TOY
- **BROWN** NAME SOMETHING THAT SCARES YOU
- **RED** GIVE A CHARACTERISTIC OF A REALLY GOOD LEADER





Area E **Area E Update - Welcome Back!**

Mark your calendars - September 19, 2015 for the Area E/F Advisors Conference at Dave and Busters in Ontario. The registration information can be found online. Please join us for a day full of networking and new ideas.

Looking for training and inspiration for your leaders? Join us for the EPIC JOURNEY TO LEADERSHIP Student Leadership Conference on October 6, 2015 at the Pasadena Convention Center. This conference is open to middle and high school students (it sold out last year so please make sure to get your registration submitted early). The motivational speakers for this year are Tyler Durman, Kim Karr, Jeremy Poincenot and Frank Kitchens. Each student will have an opportunity to attend a motivational speaker session and 3 workshops. The registration form can be found online.

If you should have any questions, please contact Debi Weiss, Area E Coordinator, at AreaE@cada1.org



Area F **Area F is ready to "Prepare for Glory" this 2015-16 school year.**

Please be part of our exciting conferences in Area F this year. It's great for kids and is a wonderful opportunity for you to network. Below are some important Area F dates; be sure to put these dates on your calendar and plan to attend:

- Area E & F Advisor Conference will be on Saturday, September 19 at Dave and Buster's in Ontario. Conference will be from 8:00am to 1:00pm (Continental Breakfast and lunch included)...and the price is only \$50.
- Area F Fall Middle School Conference will be on Tuesday, October 6 at Grove Community Church Center in Riverside. The conference will be from 9am to 1:30pm (lunch included). Register early because we will sell out!
- Area F Fall High School Conference will be at the Disneyland Resort and Conference Center on Monday, November 23, 2015. Registration is now open at www.cada1.org/areaF. Register early because we usually sell out!

Submitted by Patricia Holt, Area F Coordinator

Area G **Staff Getting-to-Know-You Scavenger Hunt**

A lot of beginning of the year activities are centered around making new students feel welcome and promoting a positive school climate. These are important, of course, but sometimes it takes the teachers being on the same page and connected, to help build this campus culture! Here's a fun, quick ice-breaker activity to incorporate into one of your staff meetings or in-service days!

Create a list of unique qualities that your staff members might have, and give everyone time to find as many individuals who fit the descriptions. This will give new and returning staff a chance to get to know each other, and give an opportunity for existing staff to connect with common experiences!

Here are some ideas on what you might include:

Find someone who...

- doesn't like pizza
- has been to Africa
- has a cat and a dog
- has been to a Rolling Stones concert
- only eats Chinese food with chopsticks
- drives a Subaru
- has gone snorkeling in Hawaii
- honeymooned in Europe
- has been to the top of the Empire State Building
- reads the comics in the newspaper every day
- is a downhill skier
- only drinks black coffee
- puts ketchup on hot dogs
- has been to a Super Bowl
- has three children

To connect with other ASB advisors from throughout the county, and to give your middle school and high school students a chance to be inspired and learn a lot of ideas, be sure to register for the Area G Conference, that will take place at the Del Mar Fairgrounds on Wednesday, September 30, 2015! Last day to register is September 18. For more information or to register, visit www.cada1.org/areaG.

Area H CADA AREA H Lead Denise van Doorn at Your Service!

It is my honor to serve as your CADA Area H Lead. My tenure on the CADA State Board as Past President and Area Coordinator (twice) has given me valuable experiences that will help me in this position.

Although I am not an Area H Member, I have a history that connects me to the Area H members. Years ago Area G was the "home area" for all out-of-state attendees. We welcomed and befriended all the folks from Hawaii to Massachusetts. While I realize Area H has grown exponentially since then, I believe I have good connections across the nation that will help me in this position. I presented a day-long conference in Las Vegas, Nevada for Sandy Ginger and her area from Southern Nevada; I was also awarded the Warren E. Shull Adviser of the Year for Region 7 and attended NASC in 2011 as a workshop presenter for a variety of associations and MAA presenter for CADA. (Please let me know if you would like me to present for you or if I can help you in any way!)

I'd like to share a little bit about my professional history. I teach middle school ASB Leadership, I am the AVID Coordinator and Yearbook teacher in Escondido, at Bear Valley Middle School where I was on the leadership team to open our school 11 years ago. I also have a half-year experience as an Assistant Principal on my campus; this made it clear to me that I want to be in the classroom at this time in my life.

My goal as your Area H Lead would be to help bridge the gap between in-state and out-of-state members. I would seek the help of familiar faces from Area H and open the door for others to stand beside me to run the meetings during convention. I will soon send you a "needs assessment" to help me to better serve you. You can always contact me via email at AreaH@cada1.org.

Beyond the convention I plan to send regular communications and promotions for all CADA programs. In addition to the state convention, I have firsthand experience with CADA Summer Camps, CASL Conferences, hosting the Leadership Development Days and the MAA program.

My 22 years of experience as a CADA member; ten years on the CADA Board and 20+ on the Area G Council technically make me a CADA "Lifer". Connecting with CADA members has been the most invigorating, challenging and rewarding part of my career and personal life. It is a humble honor for me to serve the CADA Board and the Area H Membership in this new position of outreach and focus on the members from out-of-state.



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2015 CASL Wrap Up

by addressing “opportunity gaps.” One way to do this is by connecting students. The researchers found disenfranchised students become more successful in the classroom when they are given opportunities to build relationships with teachers and peers in a supportive environment on their campus. *Zero percent of leadership teachers reported being surprised by this finding.*

With the exception of that last sentence (*which I added*) the study comes from Stanford Center for Opportunity Policy in Education (SCOPE). This study explains the purpose of leadership programs on our campuses. It’s the reason CADA/CASL provides as many opportunities as possible for our leaders/change agents to learn, grow, and practice. As an activities director and part of the aforementioned zero percent, you know this already. It is why you spent your time, energy and resources to attend the CASL Conference, providing the opportunity for your students to practice their 10,000 hours in testing new solutions and becoming better connectors on your campus; creating a campus culture that works to successfully close the opportunity gap.

Thank you for giving your student leaders the chance to attend the “CASLab ...Test A New Solution” CASL State Conference. Your student leaders rocked the house with spirit, passion, kindness and an eagerness to learn (which inspired the CASL board every day). Their contributions to the workshops, intrastates, LAB meetings, elections and Meet the Pros were commendable. Even the bus ride to the Santa Cruz Boardwalk was creative with the bus wars on our social media sites. These leaders knew how to step up the “leadership” in every situation, and this encourages the CASL board to work harder every year to bring you fresh curriculum and better tools to make your visions become a reality on your campuses.

We had a record-breaking 2,000+ passionate change-agents at the CASL Conference, engaged every step of the way. From the service project (No Place for Hate) to the State Board Elections, they continued to show us how much they genuinely cared about serving others and wanted to test new solutions back at their schools. I hope it was also a time filled with special memories for the students and that CASL will remain in their hearts forever. “Once a CASL kid, always a CASL kid” is now common to hear among the delegates. We hope CASL kids will implement the leadership skills they learned at the conference beyond high school into their college years, professions, and everyday life. We look forward to a better world as a result of their creativity, compassion and contributions.

Thanks, once again, to our inspiring speakers, Phil Boyte, Omekongo Dibinga, Brodie Kaster and Kelsey Tainsh. They articulated our message on stage and helped us think about the way we look at our leadership programs. Additionally, we could not offer this conference without the help of our Platinum sponsors SOS Entertainment and USA Student Travel. They continue to give much more than their services. Their contributions are from the heart and they truly do make this world THAT much better.

CONTINUES ON NEXT PAGE



Save the Date
2016 CASL State Conference

Middle School
April 4th–9th, 2016

High School
April 9th–11th, 2016

Ontario Convention Center
Ontario, California

2015 CASL WRAP UP CONTINUED

I was honored to serve all of you this year. It has been my pleasure working with so many of you at Leadership Development Days; you continue to amaze me with your creative ideas and powerful programs. Feel free to call or email me anytime with questions, ideas, or suggestions. Together, we can all help each other and continue to be a positive force on school campuses across California.

Last but not least, a very special thanks to the CASL "kids" on the board for their vision, courage and enthusiasm which inspire me to continue pushing the boundaries and striving for excellence. The CASL State President, Nathan Glovinsky, is a true agent of change, with a heart of giving, and I can't wait to see the changes he makes to better our world. Behind the scenes are Brodie Kaster, Jose Duenas, Jana Plat and Susan Moerder serving as humble heroes on the CASL advisory board year after year, with complete dedication, passion, and professionalism. Add the amazing interns Stephen Colon and Dylan Valdivia and together, adults and students, the CASL team makes all that I do possible.

Finally I hope your student leaders recognize and appreciate the opportunity you provide them which allows them to test new solutions that help to close the opportunity gap and ultimately the achievement gap on your campus.

Submitted By: Sandra Kurland, CADA/CASL Leadership Development Coordinator

1 Friedlaender, D., Burns, D., Lewis-Charp, H., Cook-Harvey, C., & Darling- Hammond, L. (2014). Student-Centered Schools: Closing the Opportunity Gap. *Stanford Center for Opportunity Policy in Education*.

Camps *The 32nd CADA/CASL Leadership Camp Program ALOHA! ... Was a terrific learning experience for all.*

The 2015 camp season, ALOHA! At U.C. Santa Barbara, provided a much-needed boost for all. CADA Leadership Camps welcomed over 1,600 students and advisors to the beautiful U.C. Santa Barbara campus and treated them to a great program including a line-up of big-league speakers. Mike Smith, Stu Shaffer, Kathy Buckley, and Aaron Davis instructed, inspired and motivated the entire camp. The dedicated camp staff, including the CASL Interns, worked long hours to ensure a rewarding and challenging camp experience for everyone. The caliber of this year's student leaders and advisors tells us that the future is in good hands. The CADA Leadership Camps Steering Committee and Staff would like to thank all of the participants in the 2015 camp program. We do hope that you enjoyed your time in Santa Barbara and will put CADA Camp on your schedule for 2016. Please be aware that all of our high school camps filled early this year. To secure a place in the 2016 camps we advise applying early, by April of 2016.

We wish all a successful year as you put your camp experience to good use improving the climate of your school and leading your student body to attain their goals.

We hope you will check out the camp videos and slide shows at www.youtube.com/cadacamps

Be sure to mark these dates on your calendar for our CADA Leadership Camps for 2016.

- Middle School Camp July 1-3
- High School Camp I July 7-10
- High School Camp II July 12-15
- High School Camp III July 17-20

Best wishes for a wonderful school year.

– Jack Ziegler, CADA Leadership Camp Coordinator



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PROMS • HOMECOMINGS • GRAD NIGHTS
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Chain Gang

Topic Area: Problem Solving, Working Together

Concept: Dealing with problems that require concentrated effort and communicating with others is difficult. We need to learn to work with each other and to communicate in such a way that we are understood. Making wise group decisions is sometimes much harder than making individual decisions.

Time:

30 minutes and then time to answer questions

Materials Needed:

- 2 pairs of scissors per group of four
- 6 feet of tape for each team
- 20 sheets of paper for each team

Activity:

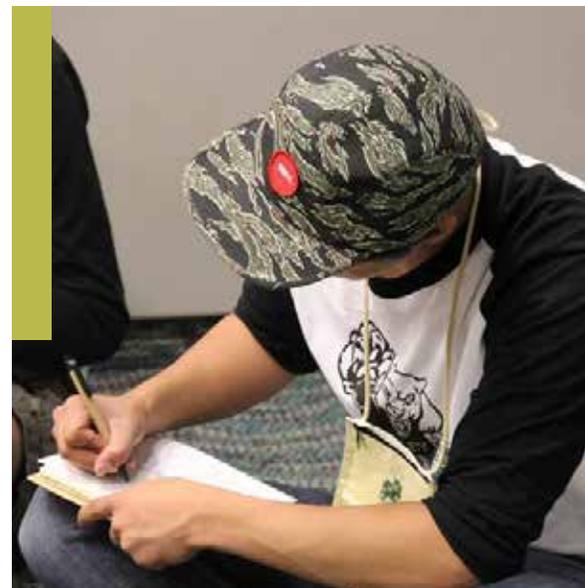
Work in your teams of four. Sit at your table. Each team has 2 pairs of scissors, 6 feet of tape and 20 sheets of paper. Each team member can only use one hand. Two may use their dominant hand and the other two must use their non-dominant hand. The other hand must be behind the back at all times.

The object of the activity is to work as a team to create the longest chain using paper and tape. (The chain is like the one kids make at Christmas time to put on your tree.) You have 20 minutes. (During the last ten minutes, the facilitator will call out the number of minutes left and a final countdown of the final minute.)

At the end of the time, each team will measure their chain to see which one is the longest.

Questions to Ponder:

- What problems did you encounter?
- How did you solve the problems?
- Did the activity get easier as you went along? Explain.
- What procedures did you use to work together?
- Did any of you observe other groups and make changes based on what you saw? Explain.
- Is it OK to get ideas from others when trying to solve a problem? Why or why not?
- Did your group choose a leader? How did you choose one? Or, How did it work if you didn't choose one? Do you wish you had chosen a leader?
- What would you do differently if you were to repeat this activity?
- What effect did the calling out of how much time you had left have on your group?
- How can this activity relate to other activities in your life?
- What can you learn about working with others from this activity?



CADA State Convention: EPIC Leadership March 2016

Classical CADA presents EPIC Leadership March 2nd through March 5th at the Acropolis-Grand Sierra Resort in Reno, Nevada.

Beginning in 1955, a small group of Activity Directors in Bakersfield, California, assembled to establish a support group. The next year, CADA was officially formed and has been the frontrunner of promoting Empowering, Passionate, Inspiring and Committed Leadership throughout its membership. The 2016 EPIC CADA Convention will provide you with effective and successful tools that will assist in your philosopher journey of Activities, whether you are a beginning or seasoned educator.

The idea of Democracy and Leadership began in Ancient Greece and was carried on throughout the Roman Empire. During this Classical period, Homer was considered to be the first and greatest of the epic poets who outlined the beginnings of our civilization. Start your EPIC voyage off by attending one of the pre-convention seminars focusing on **empowering** ASB accounting practices, exploring the newest, cutting edge discussions on developing positive school culture, or two technology sessions. We will also be offering **inspiring** sessions for the Master Activity Advisor Certification. In classic addition, Linda Larsen will offer **passionate** ideas that will innovate, generate and accelerate! Please check prices; space is limited, so pre-registration is recommended.

The keynote line up for the convention is Heroic! Linda Larsen will begin the convention on Wednesday. Her high energy, laughter, interaction, and content will **empower** you to transform your leadership class and your life. Thursday offers Four-time Olympian Ruben Gonzalez, who has the unique ability to **inspire** confidence, courage, and hope in people...to translate racing downhill, into Olympic caliber results. Friday, Mark Scharenbroich enlightens the discovery of how some of the best schools and leaders create a culture that encourages people to perform at a higher level. His message improves engagement, helps people to embrace change, enhances team collaboration, fuels the **passion** to serve others, and generates **committed** connections.

This year's convention will continue CADA's reputation of providing you with the pillars of outstanding professional development. You are offered over 90 workshop sessions, Meet the Pros, Leadership Lessons, the Cyber Café and our Forum (Exhibit Hall) all designed to help you build moral and leadership values back at your school site.

There will also be plenty of chances to network with fellow-philosophers from all over California, and the United States and Canada. The convention will be topped off with an EPIC Toga Symposium in the Colosseum Friday night.

"Good actions give strength to ourselves and **inspire** good actions in others." – Plato

I hope to see you in Reno-it will be EPIC!

Yours in EPIC Service and Leadership, Laretta Eldridge, President Elect

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Prom Planning Starts Today!!

Did you just find out you are planning prom this year? Are you stressed about planning the biggest dance of the year? Are you wondering "Where do I start?" If you said yes to any of these questions this is for you. In most high schools everyone stresses about Homecoming week and many times the planning starts in the summer. Too often schools put off prom planning until the last minute which increases the stress level. Remember prom planning is usually happening around AP Testing, Spring Break and SBAC testing. You don't need added stress during this time of year. So prom planning starts today!! Below you will find a Prom Timeline that I created over the years. This timeline was created after making mistakes, waiting until the last minute and forgetting major items. Learn from my mistakes and use this timeline. I promise following it will decrease your stress level! Good luck!

Prom Timeline

August

- Check with your Prom Advisor and make sure you have a site for next year and then take a look at the site online.

September

- Confirm dates and send out a "Save The Date" via social media Go over the budget with your advisor. Book your DJ and any other entertainment.

October/November

- Help with the homecoming dance as much as you can to get an idea of what to expect. Should be starting your first fundraiser. (Ex. Halloween grams, Homecoming grams, etc. - Depends on the school)

December

- Do some type of Holiday fundraiser- Depends on school.
- Junior class officers should take a trip to view the site.
- Choose members of prom committee and sub-committee.

January

- Meet with your prom committee and sub-committees.
- Decide the theme and color scheme.
- Order prom invitations, party favors, etc.
- Order crowns and sashes for Prom court.

February

- Visit the Prom site again (if needed) and meet or talk with the caterer to discuss food, decorations, etc.

February/March

- Start Prom King and Queen nominees' process.
- Start publicizing the Prom. (Facebook, Instagram, Twitter, posters, school website, etc.)

April

- Plan the prom fashion show (if you have one).
- Make sure all ordered items are in and checked.
- Confirm entertainment/DJ.
- Make any final arrangements with the Prom site.
- Start planning your Prom spirit week.
- Call the site and set-up the decoration time.
- Order flowers for Prom Queen and Princesses.
- Pick a Coronation Song. (King and Queen dance)

May

- Have one last meeting to make sure everything is done.

The Big Event!!

(Make sure all checks are cut for services prior to the Prom)

Submitted By: Kevin Fairman, Vice President



First Days of School:

tired of hearing about rules (and so do adults). That being said, what do you do on your first day back to school with students?

Many studies show that going over class rules and your school syllabus does not always work on your first day of school. Plus, it's always nice to differentiate yourself from the other teachers. By sixth period, kids get

For more ideas, check out this interview we did with Phil Boyte for more great ideas on the first days of school: <http://bit.ly/schoolfirsts>



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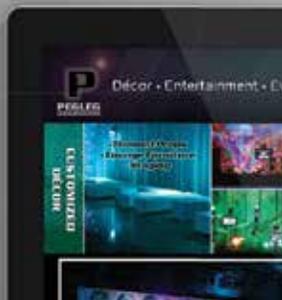
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CONTINUED FROM PAGE 3

high level of engagement," he said. "When advisers really take the time to develop a well-organized plan, then administrators and advisers can work together to make that vision a reality."

Ever-increasing time and budget constraints can make it difficult for administrators to effectively manage all their responsibilities while creating a school climate that is conducive to both academic achievement and student engagement. But many school leaders are finding that a vibrant student activities program is an effective, efficient way to promote a wealth of positive outcomes. According to Branagan, "It is essential that administrators understand the link between academics and activities [including arts and athletics]. When administrators put time and energy into student programs and hold everyone accountable for bringing these programs to life, it allows for the creation of healthy partnerships. It evolves a culture where all students have an entry point into high school involvement, and everyone is equally celebrated."



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 September 19
 September 19
 September 21
 September 26
 September 30
 October 6
 October 6
 October 6
 October 7
 October 13
 October 23
 November 3
 November 17
 November 23

Area B – Advisor Conference
 Area A – Advisor Conference
 Area E & F – Advisor Conference
 Area D – Central Student Conference
 Area D – Advisor Conference
 Area G – MS & HS Student Conference
 Area E – MS & HS Student Conference
 Area F – Middle School Student Conference
 Area A – High School Student Conference
 Area A – Middle School Student Conference
 Area D – Northern Student Conference
 Area C – MS & HS Student Conference
 Area D – Southern Student Conference
 Area C – Advisor Conference
 Area B – MS & HS Student Conference
 Area F – High School Student Conference

CADA Annual Convention - EPIC Leadership
 CASL Middle School Conference
 CASL High School Conference
 Area A - MS & HS Student Conference

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 Fresno Elks Lodge
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2016
 March 2-5
 April 7-9
 April 9-11
 May 3

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