



volume 112
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CADA News

learning • leading • living



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The 49th annual CADA State Convention is just around the corner. We are very excited about the amazing and talented people in the area of student activities that are coming together to share their knowledge and expertise with you. This is a time we will get to let our creative juices flow. It will be three and a half of the most inspirational and rejuvenating days you can experience.

At our first general session on Wednesday, February 27, 2013, Jason Hewlett will entertain and inspire us with his one man show of music and comedy impressions. Jason will touch our hearts with his signature moves, "standing out in a sit down world." While challenging us to embrace and discover our own signature moves, he'll go through a show and tell process by including his own inspirational story. No one combines entertainment and content like Jason. You will gain a new understanding of your life and literally become part of the "Jason Experience." We'll laugh, we'll think, we'll experience and we'll be entertained. Jason will remind us of the importance of reaching out to all students on our campus as we begin to develop our own masterpiece.

On Thursday our keynote speaker is, David Garibaldi. He will inspire us with his program called Rhythm and Hue. Art

has been an ever-present part of David Garibaldi's life. While listening to hip hop icons and painting graffiti with his middle school friends he took his first initial strokes by combining music and color. A high school animation teacher first inspired him to take his passion for graffiti and turn it into a more positive and creative direction.

This season, you may have seen him on America's Got Talent. Watching him paint with passion you'll realize why Garibaldi never forgets the encouragement he received from a teacher and more importantly the value of having someone believe in him.



Our keynote speaker for our third general session is Richard Parkhouse. "Park" has dedicated himself to developing outstanding student activity and leadership programs throughout the nation. His vision *Continued on page 3*

From our president

Even though it's only January, elections are just around the corner and it is never too early to begin recruiting your future leaders. One way to do this is with a recruitment party.

Getting the right students in your leadership class is half the battle in putting together an activities program that creates a positive climate and culture on your campus. In order to do this, you need to aggressively recruit students to let them know what leadership and student activities are all about and how they can play a role in improving their campus climate. A recruitment party is a great way to showcase your program and to educate students on the role of ASB on your campus.

Steps to a successful recruitment party:

1. Start by asking your staff to nominate students who they believe have leadership potential. This is important because many students don't see their own leadership abilities and when a staff member recognizes them, they are more likely to participate.
2. Send out personal invitations to all students nominated by staff (it is nice to let students know who nominated them, i.e. "You have been recognized by Mrs. Anderson as having leadership potential"). Your invitations can also double as passes for students to attend the seminar. You will also want

to open the meeting up to all students by announcing it in the bulletin. These students can receive invitations when they sign up.

3. Plan an agenda for the meeting that highlights what ASB does on your campus. Focus not only on the activity part of ASB, but also on the leadership skills students will develop as a part of the program. Have current leadership students share their experiences, show a video that captures the variety of activities and events that ASB puts on, and have copies of the various job descriptions available so that students can find a position that fits them.

4. Decorate the meeting room. Make the atmosphere festive: balloons, streamers, etc. It is a party after all!
5. Have food—always a must when dealing with students!
6. Make applications and petitions, with timelines, available to students after the party.
7. Offer follow-up question and

answer sessions with current officers and commissioners for students who are interested.

A recruitment party is a fun way to encourage students to become a part of your leadership program. Good luck!

Monica Anderson
CADA President



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is to assist schools in taking their mission statement from artwork on the wall to where you can see it and feel it as you walk the halls. He helped to found the California Association of Renaissance Educators in 1996. His passion for changing lives and impacting futures will inspire us to create positive campus cultures.

The conference will feature more than 90 workshop sessions with training for incorporating more of the student body into your school climate. There will be specific sessions on including EL, special ed and at-risk students. There will be insights for your entire educational team. Activities directors, administrators, class advisors, and finance clerks will all benefit from the plethora of topics offered.

You will be awed by the CADA exhibit hall that will be jam-packed full of CADA sponsors and affiliates who are waiting to share their products, services and expertise with you. Everything you need to enhance your activities program can be found there. You won't believe how much there is to see!

There will be a lot of time for networking. We'll have the opportunity to join others from your own area and across the state. You will have time to discuss ideas, compare programs and develop contacts that will serve you and your program for years.

One of the favorites at the CADA Convention is the 60/60: where you'll learn 60 ideas in 60 minutes. That's right, you will get 60 tips to help you transform the climate and culture on your campus and you will get all these tips in just one hour. A variety of experts will take turns

sharing quick, compelling tips on topics for everything you'll need to create your masterpiece.

The always-popular Meet The Pros will be back again this year. There are more than 30 presenters at this fast-paced session. You'll see four different 12-minute workshops and you'll walk away with a ton of new ideas.

Our cyber café and technology lab will be open for your creative juices to flow. Our casual setting and our interactive classroom will show you what technology is being utilized successfully in classrooms across the state and will give you tips on how to creatively integrate these programs.

There are some exciting new sessions at this year's convention. Imagine getting a leadership lesson that you could use tomorrow. Twenty-five people will be sharing four presentations of leadership lessons you'll be ready to implement right away. That's right, check out Leadership Lessons on Thursday!

On Saturday morning you won't want to miss, CADA/CASL Talks. It's based on the popular TED Talks. Our version will offer knowledge and inspiration in a storytelling format from experts. These experts are former student leaders who are now change agents in their fields. We'll learn from our own... just *imagine* the ideas that can be shared.

We're so excited to introduce Happiness is NOW at CADA this year. This group uses the power of speech, music and dance, to help the youth realize their worth, seek their passion, and strive for cultivating their own authentic happiness. Several members of the



group have performed on MTV's America's Best Dance Crew. Through social media, the arts, and motivational presentations, Happiness is NOW will inspire us all.

At Imagine, from Thought to Sketch to Masterpiece, a college scholarship will be made available to outstanding student leaders in the state. On Friday night CADA will host our first ever silent auction of donated artwork at the reception right before our annual dinner dance. We already have a signed Stan Lee (the producer of Spiderman) and a signed Shepard Ferry (the artist behind the "Obey" brand and the creator of the Obama "Hope" poster), just to name a few. Here's your chance to support student scholarships by bidding on your favorite piece of art. Please take time to view the artwork, place your bid, and enjoy the reception.

At the dinner dance – or art gala – *Continued on page 4*

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you will want to dress to impress for an evening of art appreciation and fun. You will receive a bidding paddle for our live auction of a David Garibaldi creation. You'll also enjoy a beautiful sit-down dinner with your friends and be able to dance the night away.

Get your paint smocks ready, find a striped shirt and beret, dress as your favorite artist, yes; paint-splattered clothes will be in style! Join us at the beautiful Town and Country Hotel in San Diego from February 27- March 1, 2013 for the 49th annual CADA Convention... Imagine, from thought to sketch to masterpiece.

Pre-Convention

We have some amazing pre-conference seminars and sessions available for you to attend at Imagine, our 2013 CADA Convention.

Solve for X

On Wednesday morning, February 27, CADA is offering "Solve for X." Research shows participation in student activities increases students' standardized test scores, GPAs, daily attendance, graduation rate, college acceptance

rates, and college success rates. This participation practically eliminates the likelihood that a student will choose to drop out or walk out of high school while it provides an opportunity to learn and practice Social Emotional Learning (SEL) which reduces behavior remediation costs in both time and money. Do the math.

The Alliance for Student Activities has created an engaging multi-media based presentation that pulls together current research, dialogue and thinking about the impact of co-curricular activities on students in too many educational reform equations. Whatever your desired educational or social/emotional outcomes, student activities are probably the primary common denominators driving student performance. Helping education communities understand the power of school-sponsored, student lead, professionally advised, student activities and how to maximize their activities programs is vital. Do the math.

Spearheaded by Mike Smith, Bob Tryanski and a team of presenters from the Alliance for Student Activities, this morning promises to provide you with an

action plan for attending the rest of this great conference. Maximize your school's investment and your time by beginning the experience with this interactive seminar. Come early. Do the math.

This is a researched based, best practices workshop to help your school:

1. Put thousands of dollars back in the budget
2. Increase test scores by as much as five percent
3. Improve graduation rates
4. Free up time for your administrative staff
5. Reduce dropout and walkout rate to almost zero
6. Provide a lab for Social Emotional Learning (SEL)
7. Introduce the missing link in educational reform

Come for the facts – leave with the passion and the tools!

Check out the CADA webpage at www.cada1.org and see the impact that this information is providing schools across the nation.



IMAGINE
from thought to sketch
to masterpiece

Join us for the 2013 CADA Convention
February 27 - March 2, 2013 | Town & Country Resort | San Diego, CA

There is an additional registration fee required for this session. Space is limited.

Technology for Activities Directors

CADA is also offering "Paint Your Digital Masterpiece." At this pre-conference workshop you will get intense training in Google Docs or in creating your own online personal communication network for school.

Learn how to master your blog, share documents online, create a website, Tweet, mass text, and how to manage it all from your very own computer.

Bring your own technology and use our wireless network or use the one of the 30 workstations in the CADA Cyber Café.

Plus, we will offer follow up sessions in our Tech Loft on your own laptop or digital device, exclusively for the people who sign up for this class because we know that even the Mona Lisa was not painted in a day.

There is an additional registration fee for this session and it is limited to only 50 attendees.

Master Activities Advisor Certification

Now is the time to become a Master Activities Advisor (MAA). Just imagine an amazing work of art: yes, an activities program that reaches out to all students and connects them to school. The CADA Master Activities Advisor (MAA) certification will help give you the tools to create your masterpiece.

The Level I component, "Foundations for Student Activities," will be offered as a pre-conference session. In the Foundations session you will be introduced to the essential elements for successful student activities and how they interrelate. The elements include: effective communications, organizing student activities, leadership program development, developing personal leadership skills, legal aspects of student activities, fiscal accountability and school culture and climate.

Two of the Level II courses will also be offered this year. They are: Effective Communications and School Culture & Climate. The Effective Communication component focuses on the various elements essential to successful

communications for all stakeholders. These are designed to create effective personal and organizational conversations in an effort to eliminate miscommunication problems.

The School Culture & Climate component develops an understanding and appreciation for a positive and collegial environment; where students, staff, and community members are recognized and appreciated. The value of inclusiveness versus exclusiveness will be explored. Qualities and conditions that create a positive school culture and climate will be addressed and discussed.

There is an additional registration fee for these sessions. You know, NOW is the time to become a "Certified Master Activities Advisor!"

Janet Roberts
CADA President-Elect

From thought to action

Every spring I have my leadership class write to their future selves. My students are in middle school, so I have them write to their senior year self, but if you teach high school you could just as easily have students write to their senior year in college self.

I give students some direction as to where do they see themselves and where do they want to be when they open this letter.

I then keep the letters for 4-6 years and then mail them the spring break of the senior year.

Students have come back to tell me how much they enjoy getting those letters.

For the most part, they laugh at their middle school self and are surprised about how much more they have accomplished or what was important to them then versus what is important to them when they open the letter.

However, as we teach students to set goals and to take the steps to achieve them it is rewarding for them to look back and see what they have accomplished.

Another idea is to have students write letters to former teachers about the impact that teacher made in that student's life. It can be tied to a lesson on how what we say or do matters.

Students can think back to some of their favorite teachers and remember why that person sticks out in his or her mind.

Then be sure to mail the letters to the school if it is a teacher from their younger years. The teachers greatly appreciate being remembered.

It's not too often that we hear what a difference we made in someone's life. The high school advisor in our district just did this and the teachers at our middle school that received the letters thought it was the greatest gift ever.

Leslie Sandoval
Area E Council

Vice president

Suzy Krzaczek is the only person to declare her candidacy this year for the position of CADA Vice President.

Suzy has been in education since 1991. She has spent all of her teaching years at South Tahoe Middle School in Lake Tahoe, California, a school she actually attended many years ago. Currently she serves as the activities director/leadership teacher, yearbook adviser, English department chair, and volleyball coach.

She has been involved with CADA since attending her first convention in 1999 at the Bonaventure Hotel in Los Angeles. She arrived knowing absolutely no one and feels she left with a second family, people that spoke "her language", the language of activities directors.

"You know, as well as I do, that there aren't many people on our campuses that actually know what we do and the amount of time and energy it takes to build a successful activities program. When I found CADA, I was so relieved to find a group of people who knew exactly what I was going through," Krzaczek said.

Suzy has served on the CASL Steering Committee, as a leadership camp staff member and currently serves on the CADA State Board of Directors as the Area A Coordinator.

We asked Suzy what she hopes to accomplish as the CADA Vice President. She said, "I am anxious to hear from our membership exactly what their needs are at the present time so I can better serve them. In order to lead, I need to be clear on the needs of the membership. There will be an opportunity for those attending the convention to voice their ideas and opinions and I hope everyone takes the time to let me know how we can be even better going forward."

Due to the fact that there is just one candidate for CADA Vice President this year, a simple vote by acclamation will be held among all CADA members during the 2013 Convention.



If affirmed, Suzy will begin her four years of service and will hold the following offices: Vice President, President-Elect, President, and Immediate Past President.

She will be responsible for planning the 2015 CADA Convention.

If you are interested in pursuing a leadership role with CADA, contact any board member (directory printed on the back cover of this issue of *CADA News*) or visit www.cada1.org.

Educational attainment

Study Finds Links Between Educational Attainment and Student Activities

Students who have high aspirations and put thought into their futures during their high school years tend to reach higher levels of educational attainment, according to a recent study. And what's a significant factor in those goals and expectations taking shape in the first place? It matters if teens are involved in student activities—whether it's football, fine arts, or French club.

The research, by Sarah Beal and Lisa Crockett of the University of Nebraska-Lincoln, surveyed hundreds of high school students about their educational and career goals and expectations while also examining the types of activities they took part in during high school. Then researchers studied how each activity, from extracurricular clubs and teams to part-time jobs to volunteering, was related to students' thoughts about their futures.

They found students' educational plans and their occupational goals and expectations were related to and predicted the level of education they ultimately attained. Also, extracurricular activities were related to students' educational goals and career expectations—and vice-versa.

That unique relationship, the study says, played a role in predicting how far teens eventually went with their educations.

"Adolescents' expectations about their occupational and educational attainment as adults predict their eventual educational attainment, and these expectations seem to shape and be shaped by extracurricular activities—which, in turn, contribute to young adult educational attainment," said Beal, a UNL graduate student in psychology and the study's lead author. "It may be the case that adolescents learn about their abilities and preferences through the extracurricular activities they engage in, resulting in changes to their expectations for the future."

The longitudinal study, which tracked students from adolescence into adulthood, appeared in a recent edition of the journal *Developmental Psychology*.

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Developing leadership

Write It, Do It

Here's an idea I took from one of the science competitions our students participate in. The task is called Write It, Do It. I modified it for my leadership class.

1. Have students get in pairs. The first partner has two minutes to look at a picture or diagram. Then they must write a step-by-step series of directions for their partner to re-create the picture or diagram. Start simple (a triangle, inside a square, in the corner of a piece of paper).
2. The partner must then try and draw the object using the directions written.
3. Reverse jobs – this time the second partner gets to look at a picture/diagram, create a series of directions, then have the partner draw it.

4. Each picture/diagram gets progressively more difficult, going from simple geometric diagrams to complex tasks such as corporate logos (no names can be used, or directions for drawing) or specific places on a map.

The objective of this exercise is to get students to understand that people will often take literally anything they write or say. So as leaders, it is their job to be as clear as possible when emailing people, writing bulletin announcements, or even rules of a game or competition.

Write It, Do It – get it right the first time. It takes practice but with this activity (repeated often throughout the year) students learn its value.

EXTENSION: Make this a lunch time activity – randomly pick students to work in pairs to see who can create an image from the directions first.



Anne Arzt
Area G Coordinator



This Sister Can Create a Night to Remember!



This soul sister has been entertaining with the greats since 1936. With her \$15 million facelift, state-of-the-art sound and new HD video package, she's ready to give your next school formal, spirit-rally or graduation rock star status. We can help with all the planning details from decor and catering, to entertainment.

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Bullying

Stereotypes & responses: finding and addressing the bullies and bullied in our classrooms

BULLYING

It's no question that bullying in schools is a challenge facing educators today—in response to a 2005 survey, more than half of 6th through 12th grade educators said it was a serious problem at their schools and 65 percent of teens reported being verbally or physically harassed or assaulted at some point over the course of the prior year.¹

It's challenging for me to read about harm coming to such a large portion of middle and high school students in the United States and know that we, as a community of educators, are underprepared to address and end the violence: in one study, teachers were only able to identify less than half of bullying incidents in their classrooms² and the aforementioned 2005 survey found almost one-third of American students do not know who or how to report instances of bullying that occur at school.³ With so much on their minds at this age, the last thing we need students distracted by is their own basic safety, and it's a proven fact that students at schools with effective bullying policies are one-third less likely to miss class.⁴

STEREOTYPES

For our students' safety, we need to be prepared to recognize students in need. Let's consider some stereotypes that educators often have about bullying and how they might cloud our ability to recognize peer victimization in the classroom.

Far too often, it is presumed that bullies are students with low self-esteem who are disliked by classmates and hurt their peers in order to create power for themselves. While this may happen once in a while, it's more frequently the case that the aggressor in bullying situations are students with a secure view of self who is well-liked by his or her peers.⁵ Teachers, then, should be watching students who don't appear to be rejected or detested by their classmates, in addition to those who other students are clearly afraid of or intimidated by.

Up until this point, training

has directed teachers to identify small numbers of problem students and offer them correction, but research suggests this may not be the best approach. Bullying is almost always part of a large social dynamic and not the act of an individual student or small groups of students,⁶ so educators should be prepared to respond to entire classrooms of students who collectively mistreat a targeted few. Later on, we will discuss just what those responses can look like, but for now remember that it's about social systems that allow for the continued oppression of students by a large group, and not about a vocal and abusive minority.

Finally, I'd like to address the challenge that gender stereotypes present to educators liberating their schools of student-to-student victimization. Artifacts of pop culture like *Mean Girls*, the *Gossip Girl* series, and *Karate Kid* films would have us believe that bullies divide themselves on gender lines: boys are physical and express power with their fists while girls are relational and take advantage of gossip—or so the message is in these films and television shows. Empirically speaking, this only holds true for students at the beginning of their middle school experiences. By thirteen years old, boys and girls victimize relationally in equal proportions, and physical bullying is very rare.⁷ Because of this chasm between perception and reality, it can be easy for teachers to dismiss relational struggles between male students as non-victimizing and miss out on opportunities to save a large population of their students from unnecessary pain. If we allow gender stereotypes to control the way we view students' relationships and wait for signs of physical abuse before we address problems amongst boys, we are sure to decrease student safety on our campuses.

RESPONSES

While it is tempting to react strongly when we see our students in danger, we must be cautious not to overreact and further the problem. In 2008, the American Psychological Association studied the success of Zero Tolerance Policies—under which bullies are immediately suspended or expelled—and found that rather than reaching their goal of scaring potential bullies out

of exhibiting aggressive behavior, these policies resulted in more oppositional attitudes amongst students and between students and teachers. Keeping students safe will take more than just harsh policies for those who victimize; we need to proactively build empathy within our student populations and remind all students to think of others first.

In efforts to build empathy, many would turn to programs that try to teach students about empathy using posters, memorable sayings, and pro-empathy lesson plans. While it has been shown that students respond well to these,⁸ their impact is modest if teachers do not take them seriously.⁹ It is critical, then, that teachers exemplify the proper response to bullying behavior by calling out bullying behavior as soon as it's seen and using each bullying instance as a teachable moment rather than an oppositional one. This proves to students that teachers value and buy into the anti-bullying program, and prevents the negative backlash resulting from strong-handed zero-tolerance policies.

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Stephen Colón
CASL Intern

Poster making A to Z

A: Ask me posters

Wear signs around your neck, posted on a balloon, or on a button that says "ask me;" when asked, tell the person about the upcoming event

B: Breaking news headlines

Make a flier that looks like a headline and post with the information about the event or activity

C: Cut out in shapes

Cut out your poster paper in the shape of the object you are advertising (sweater for ugly sweater day, can for canned food drive)

D: Decorate

Decorate a bulletin board for your event or a main area where many students will see it

E: Educate your class

Make sure leadership students know all the facts about the upcoming event or activity

F: Fresh ideas

Make posters different by using different size letters, fonts, colors, etc.

G: Go the extra mile

Posters should have four straight sides and legible writing' make it interesting so students will read it; post in places students go during the day or hang up high

H: Hang it right

Hang with tape around all four sides, check posters once a week to make sure they are still up and not falling down; if ripped take them down

I: Information (not too much)

Be succinct, follow the less is more rule

J: Just do it!

Use phrases and other lines from business and make it your own ("Keep calm and ride on" for bike it to school day)

K: Know your audience

Don't try and use phrases or ideas that your students have no interest in

L: Location

Use the same areas for posters so students know where to look for information; make sure they are visible from a distance

M: Make people look

Make posters or fliers funny, serious, leave a letter or two out like Wheel of Fortune

N: Neat fill in

Fill in the letters neatly, this always pays off for a good looking poster

O: Outline well

If you can't do large letters ask someone who can outline what you want the poster to say and then fill the letters in

P: Print neatly

Print legibly; large cursive is fun for a dance or special event

Q: Quick finish

There are times when a quick poster is needed and it may not be the best, but serves the purpose

R: Respect your paints

Whether you use tempa or have a great set of paints, respect them by paying attention and not mixing up colors; clean up after you are finished

S: Size it right

Sometimes a flier is better for publicity than a large poster, decide what will work best for your event or activity

T: Tear like a pro

Don't waste poster paper by doing a bad tear, have someone hold down the bar when you tear or use a yardstick; paper is expensive, don't waste it

U: Use your resources

Maybe use magazine letters to make a flier, use graphics off the internet, find the one person who can doodle or draw well

V: Volume of posters (a few makes a big impression)

Make a few posters for your event but do not put them all up at the same time

W: Who, what, when, where, why?

Always put this information on every poster

X: X-aggerate your message

USE ALL CAPS or all lowercase; one big huge letter and then smaller ones to finish the poster; look at magazines for design inspiration

Y: Your best product

Take photos of good posters so that you can use them to refer to later in the year

Z: Zealous attitude

Don't make everyday a poster day... wastes too much time...designate a workday each week so this can get done and be consistent.

Host a Clothing or Shoe Drive Fundraiser

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Lorraine Martinez
Area B Coordinator

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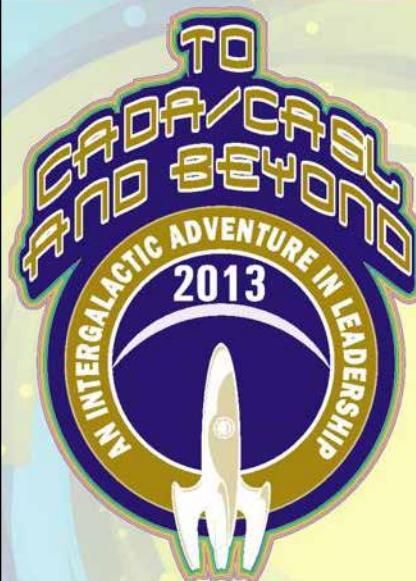
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U.C. SANTA BARBARA I HIGH SCHOOL
JULY 13-16

U.C. SANTA BARBARA II HIGH SCHOOL
JULY 18-21

U.C. SANTA BARBARA III HIGH SCHOOL
JULY 23-26



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CONTACT JACK ZIEGLER...**

PHONE: (530) 383-3500
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www.cadaleadershipcamps.org



Outstanding program award

All CADA/CASL member schools are eligible to apply for the CADA/CASL Outstanding Leadership Program Award. The deadline to apply is February 1, 2013.

The award will be presented at the CASL State Convention and recognized at the CADA State Convention. Recipients will be listed in the spring edition of the CADA Newsletter and on the CADA and CASL website.

A representative from your school must attend the applicable CASL State Conference in San Jose to be selected for the award. The middle school conference is April 11-13, and high school is April 13-15, 2013.

CASL's mission is to work to provide its student members with the skills necessary to develop, implement, and evaluate leadership programs on their own campuses. It is the intention of CASL to provide assistance to developing leaders with integrity and ethical decision-making skills, so they may be active participants at the local, state and national levels.

CASL and CADA work side by side in their commitment to training and providing opportunities for students to be effective leaders. To be considered for the CADA/CASL Outstanding Leadership Program Award, please submit the following items, in order, in a bound folder or binder:

1. Title page with following school information: school address, phone number, e-mail address, principal's name, leadership director's name and ASB president's name.
2. Your leadership goals for the current year.
3. Using the CADA/CASL road map to improve school climate and culture, describe, in no more than four total pages, how your leadership program supports each category (visit www.casl1.org where the CASL Conference information is for a copy of the road map)
4. In one page, describe how your leadership program supports the

CASL mission statement, including your school's participation and representation at the local, state, and national level.

5. A letter from your ASB president on school letterhead explaining how your leadership program serves the whole student body and school community.
6. A letter from your principal, on a school letterhead, addressing how the leadership program positively affects the school climate on your campus.
7. Additional items may be included but are not considered as a part of the evaluation.

Send your completed application – postmarked no later than February 1, 2013 – to:

CASL Outstanding Leadership Program
16045 Oakley Road
Ramona, CA 92065

Please note, applications will not be returned.

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SAN JOSE, CALIFORNIA

MIDDLE SCHOOL:
APRIL 11-13, 2013

HIGH SCHOOL:
APRIL 13-15, 2013

A black and white photograph of several young people in graduation caps and gowns, smiling and posing together. They are wearing various styles of caps, including mortarboards and graduation caps with tassels.

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The Drama queen is known for her enormous stage presence with great amenities. She's a quick change artist balancing performing arts programs with being a gracious host for receptions and meetings. She's ready to give your school formal, spirit-rally or graduation true rock star status. We can help with all the details of planning, décor, catering or entertainment.

The Center for the Performing Arts is one of San Jose's family of four historic theaters. In addition to the Center for the Performing Arts, you can choose from the **San Jose Civic** (seats 3036), **Montgomery Theater** (seats 475), or the **California Theatre** (seats 1122). For further details on each of San Jose's unique theaters, visit: www.sanjosetheaters.org or call 408.792.4540.



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THEATERS**

Top ten reasons

Attend the CASL Conference

1. **General Sessions** – Motivational speakers that inspire students to be a leader on your campus and make a real impact.
2. **Intrastate Meetings** – students interact with fellow student leaders across the entire state. They share ideas and break down barriers. As a whole, the group is challenged to find solutions to problems schools face statewide, such a planning specific events that target integrating all students on campuses in school related activities.
3. **Workshops** – we offer 25 workshops with a wide range of choices from Technology, Creating Connections to End Bullying, Taking Leadership to New Heights, Winning with the Right Reaction to Spotlighting your Campus Community.
4. **Region Meetings** – Students come together from the same regions to discuss local leadership issues at their school and create action plans to go back to their campus and implement the ideas.
5. **Service Project Learning** – This year we are happy to announce we have created a service project with METOWE. We will take a journey and understand what it is like to know someone's story and create an action plan to make our communities a better place for all.
6. **Meet the Pros** – We will be offering over 50 great presentations on specific ideas which the student leaders can immediately take back to their schools to implement, such as Community Service, Organization, Teambuilding, Random Acts of Kindness, Spirit Ideas and much more! YOU can even apply to present!
7. **Elections** – YOU elect the State Board Leaders for the following year. This process is also a learning experience as to see different ways to conduct elections and election rallies at your school by actually doing it for our State Board. You are the voice for your school as you review the candidates, hear their platforms, and make the decision as to whom you would like to represent YOU, the student leader, the next year.
8. **School Meetings** – Times is given with your school delegates for immediate reflection and review each night to see what has been learned, and what you can take back to your school.
9. **Rotations** – this is a forum in which we present different programs you can take back to your school.
10. **Night time activities include**...time to relax and network with all the student leaders from across the state, including a Dinner/Dance with SOS Entertainment as well as an offsite event – Santa Cruz Beach Boardwalk!



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CSBA Conference



The California School Boards Association (CSBA) held its annual conference in December in San Francisco.

CADA/CASL was represented at the conference by Nicole Nordstrom, CASL President, and Sandi Kurland, CADA Leadership Development Coordinator.

Sandi and Nicole presented a workshop: Lessons in Leadership for Student Board Members

The workshop discussed the role of a student board representative and the mandate that representatives are the voice for all students on their campus. They asked: how do you reach out to your fellow students? Nicole and Sandi shared the message of CADA/CASL and that we need to learn how to seize every opportunity to connect to our peers, know their story, and represent them in the most authentic manner.

Sandi Kurland
CADA Leadership Development Coordinator

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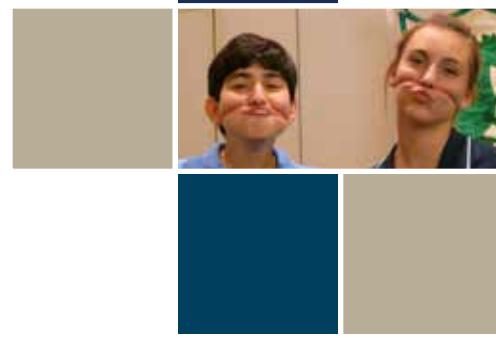
Leader training

CADA and CASL present Leadership Development Days held at volunteer school sites throughout the year in all regions of the state. The training takes place at a host site facility (MS or HS) and is delivered in a unique style while working in small groups of student leaders, utilizing experiential activities and the related applications to teach specific skills and enrich group dynamics.

The curriculum centers on skills related to teambuilding, communicating, prioritizing, risk taking, learning through experience and evaluation, challenges to include more students in the leadership base, discovering individual's strengths, and determining how to change the culture and climate of your campus in a positive way.

If you are interested in hosting or attending a Leadership Development Day in the 2012-13 school year, contact our Leadership Development Coordinator, Sandi Kurland at leadership@cada1.org or visit www.casl1.org. Current LDDs scheduled for this year are listed to the right. To register, visit www.casl1.org.

"The Leadership Development Day really inspired me because it proved you can get a lot of people involved at your school with the right environment and role models and you CAN get other students to connect with others without being scared," shared Nikki from Bear Valley MS.



Leadership Development Days

DATE AREA HOST SCHOOL

January 15	E	CHUHSD (in district only)
January 22	C	Buhach Colony HS
January 24	D	North Salinas HS
January 31	F	CASL Regional MS Conference
February 6	A	Holmes Junior High
February 7	A	Ygnacio Valley HS
February 8	G	Bernardo Heights MS (MS delegates only)
February 12	E	Chino Hills HS (MS delegates only)
February 15	B	Ida Price (MS delegates only)

What is RSVP?

The goal of RSVP is to provide leadership opportunities to the entire student body, so they can take the initiative to make changes at their school. The novel thing about the RSVP program is that it extends outside of ASB groups and to the entire student population. No student is left without a voice in the RSVP program.

How does it work?

When a school decides to start using the RSVP process on their campus, the first step is for the ASB and administration to select a team of diverse students who have a positive impact on the school's climate (athletes, actors, club members, and other influential students). This leadership team will train student facilitators who go to "homeroom" classes—or any class which every student will take, like an English class—and lead discussion "summits" which make up the four steps of the RSVP process. The process works by running through a timeline in a reoccurring way. Once one student desire has been met, the summit process begins again. RSVP is a continual work that allows the ever-changing needs of the student to always be met.

Who is involved?

For the RSVP Process to be the best it can be, you'll need the participation of everyone who has a stake in fostering an intellectually curious, welcoming, and participatory campus culture. While this means different things for different schools, it generally includes people and groups like:

- Principals and Assistant Principals
- Advisors, Coaches, and Teachers
- School Psychologists and Guidance Counselors
- Members of Local Government
- School Safety Officers
- ASBs
- Athletes, Actors, Club Members
- Other Influential Students

*"Before RSVP, I did not realize that I was allowed to make a difference."
-Student participant*

Need more info?

Contact Sandra Kurland
Leadership Development Coordinator
(619) 957-9107
sandra.kurland@caslboard.com

Bringing leadership out of the ASB Room

In partnership with the National Association of Student Councils (NASC), and the National Association of Secondary School Principals (NASSP), CADA/CASL is offering ASBs, administrative teams, and community leaders in California the opportunity to join forces with student leaders across campus that work outside of the leadership classroom to recognize and solve the issues most important to their schools and communities creating a positive school climate and culture for all.



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Please route to the following people: [] Activities Director [] Advisors [] Principal
[] Other Admin. [] Yearbook [] Cheer Advisor [] NHS [] ASB President [] Key Club

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Calendar of Events 2012-2013

CASL
MS: April 11-13
HS: April 13-15
San Jose

Camps
MS July 8-10; HS-I July 13-16; HS-II July 18-21; HS-III July 23-26; @ UCSB

CADA
2013 State Convention
February 27-March 2
San Diego

Registration materials are available online for all Area Conferences and the State Convention at:

www.cada1.org

For the CASL Conference:

www.casl1.org

For Leadership Camps:

www.cadaleadershipcamps.org