



PRESIDENT'S MESSAGE

Allison Gadeke
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As I embark upon my 29th year of teaching, I feel, in some ways, as if I am a brand new teacher, navigating a new career. Due to the uncertainty of the times, we are suddenly faced with new challenges and changing situations. Traditional and treasured activities are now in question. Is it safe to do these culture building activities in person, or should they be done virtually? How can we promote school spirit from beyond the computer screen? Although the task does appear daunting at times, I find myself filled with exhilaration

and excitement at the prospect of trying something new. There is opportunity for personal growth for myself as an educator and indeed for my students. Many of us now find ourselves planning how we can achieve all of these projects with one central purpose -- to connect our students and staff and make everyone feel as if they are lucky and chosen to be part of our campus communities.

At the same time, the issue of equity has come to the forefront. As educators, we have the responsibility to ensure that all

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students are treated fairly with dignity and respect. In June, our board worked together to create a strong statement denouncing systemic racism. Our statement reads:

CADA Denounces Systemic Racism and Calls for Social Justice

The California Association of Directors of Activities denounces all forms of racism and racial injustice. We stand in mourning with the friends and family of those whose lives have been lost, and in solidarity with all those who suffer at the hands of prejudice, injustice, and systemic racism.

Our mission is to promote and support leadership development through student activities. We call upon our members -- and all educators -- to be advocates for student voice, student empowerment, and student engagement. Student leaders can serve as a catalyst for change, not only on our campuses but in our communities, our neighborhoods, and our nation. Together -- as educators and student leaders -- we must advance the call for social justice, continue the work of inclusion, and hold accountable ourselves, and those in power.

I am incredibly proud of our board for taking a strong stance that epitomizes how we feel about this issue and the need

to empower our student leaders to keep moving us forward. In addition, CADA held two summer Zoom events to address the topic of equity and how we can address the issue on campus with our colleagues and students. If you were not able to attend these Zoom events, I encourage you to watch one or both of these recordings, available at www.cada1.org/webinars. There is still much learning that needs to take place and the conversation must continue in order for us to advance. Consequently, the CADA Board has established an Equity Committee that has worked on this all summer and will keep working to provide resources and keep the discussion active for our members. I personally spent the summer reading and watching as much as I could to help educate myself further. There is still much to learn, and I am grateful to our CADA sponsors and friends who have helped to steer us in the right direction for good information and trustworthy resources.

As we look to new safety guidelines, limitations for travel, and a reliance upon digital learning, CADA has jumped right in to create programs that will allow our students to continue to develop their leadership



skills. Our Professional Development Coordinator, Jeff Culver, and an amazing team of creative camp staffers, put together an outstanding virtual summer camp program. This talented group developed a camp experience that fostered ingenuity and creativity in the minds of our student leaders. The things we love most about physical summer camp were included in this exciting virtual week-long program. Kudos to all of the schools that sent students and advisors, the innovative camp planning team, and the dedicated CADA adults and CASL student leaders who helped to make our camp a big success.

Looking ahead, our awesome team of area coordinators have planned an outstanding online fall conferences, which schools will be able to attend. This will allow learning to continue -- even though physical field trips will not be allowed for many of us. I am really excited to take my students on a "virtual field trip" to hear from talented speakers and gather great new ideas to enrich our campus community. Special focus will be placed on how we can continue to build culture even though our physical proximity may be limited.

CADA is also working hard to provide learning opportunities for advisors and other educators through our monthly



Zoom events. We have tackled such topics as distance learning, virtual graduation/promotion ceremonies, maintaining culture, online activities, trainings and orientations, equity, social/emotional learning, and more! We will continue to provide these forums for discussion (as well as educational value) monthly as we move into the 2020-21 school year. Stay tuned to your email and social media for upcoming topics. I also welcome your suggestions. Please reach out to me if you have ideas for us to explore in the months ahead.

Over the summer the CADA Board also took the opportunity to create an award in the name of long time CADA member, retired board member, and student advocate, Harry Bettencourt. Harry was an amazing friend to CADA who devoted his life -- from the age of 23, to service to CADA. His integrity, kindness, and strong character made him lovable to all he met. He also volunteered every year (always behind the scenes) at CADA and NatStuCo.

At the beginning of the pandemic, we sadly lost Harry to COVID-19. I will always treasure the friendship I had with him, and the sincere kindness he showed everyone around him. Our members consider him a true CADA Legend, and remark constantly about his character. Therefore, we instituted the Harry Bettencourt Character Award. This will be awarded in each of our areas at the CADA Convention. One nominee from the pool will also be chosen as the overall winner for California. We miss our friend greatly, but know that his legacy will live on through this award (See page 7 for more information.)

As I look ahead to how 2020-21 will play out, I have lots of questions. But that curiosity will help me to explore new possibilities and challenge myself in ways that I would not otherwise have had to. I certainly don't have all of the answers to the questions that will arise, but I have a positive attitude and will use a growth mindset to adapt as scenarios present themselves.

We will all face these challenges, and the best support system in the world will be on hand to help -- our CADA colleagues. We are a family, and family supports one another in challenging times. Know that we are here to listen, share, and find resources to help each and every one of you. Your state board, area councils, and local colleagues will all pitch in and offer advice and information whenever you have a need. Personally I take great comfort knowing that I can access this support system when I am struggling with a tech question, an activity doesn't go as planned, or I need to tap into some creativity to solve a problem. I hope you will feel comfortable doing the same.

I wish each of you a wonderful year and look forward to hearing your ideas, celebrating your successes, and listening to your concerns. Stay safe and enjoy each day as it comes along.

2021 CADA STATE CONVENTION
March 3 - 6 | Town & Country Resort, San Diego, CA

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PRESIDENT ELECT'S MESSAGE

Ron Ippolito

CADA President Elect
rippolito@cadaboard.org

This school year begins like none other in our recent memory. Most of us are teaching into webcams from our kitchens, our living rooms, or our empty classrooms. We are delivering instruction through Google Meet, Zoom, Loom, Google Classroom, Canvas, EdPuzzle, Pear Deck, Nearpod, and myriad other resources--some paid for by our school districts, others right out of our own pockets.

For those of us responsible for maintaining school spirit and school culture in the midst of a pandemic, we can find ourselves even more isolated. Easy visits to an athletic director, a teacher friend, or an administrator's office are increasingly replaced with emails and Zoom calls. School culture requires connection, yet the in-person contact we once had with our colleagues and our student leaders no longer exists for most of us in quarantine.

A long-time Chicago resident turned Californian, Oprah Winfrey, said this: "Challenges are gifts that force us to search for a new center of gravity. Don't fight them. Just find a new way to stand." Here in the world of CADA and CASL, we have been



pivoting right along with you, changing our center of gravity to match our current reality. It began with our virtual CASL

Café in March, it grew with our fully online CADA Leadership Camp in July, and it continues with our regular Monday evening CADA Zoom Events, our virtual Fall Advisor Conference and our virtual Fall Student Conference.

March is a few short months away, which begs the question: what will the 2021 CADA Convention, **The Leadership Mixtape**, look like next spring? We know it will begin with impactful pre-conference workshops featuring **Kim Karr** and her team from #ICANHELP, **Michael Ammermon** and the FCMAT team teaching us about compliance and best practices, inspiration from **Phil Boyte** and Learning for Living, and brand new to CADA will be **Roni Habib**, co-founder of EQ Schools to help us make our schools safer and more joyful through mindfulness.

Our keynote speakers for the event will include **Lori Hayes**, who will show us how to enlist An Army of Leaders back at our schools, best-selling author and international speaker **Dr. Tim Elmore** will guide us through a deeper understanding of how different generations speak to

each other, and finally California's own **Dee Hankins** will share his journey of heartbreak, struggle, and resilience.

Will the 2021 CADA Convention be in-person? Will it be fully online? Or will it be some blend of both? At the time of the printing of this publication, it is truly anyone's guess. Then again, anyone in education right now knows all too well the frustration of uncertainty. Those of us who live to plan, the ones who make our August copies in May, the ones who get joy and satisfaction from taking fresh multi-colored pens and writing in a brand new planner--they're the ones of us who are experiencing the greatest anguish right now--in all things education-related. We want the CADA Convention experience to be something we all look forward to, so let's focus on what we know for sure.

Here is what is certain: the educators, organizers, sponsors, affiliates, vendors, and volunteers who make this Convention happen will make The Leadership Mixtape the best CADA Convention we can possibly create under these most challenging and uncertain circumstances. Another Midwesterner-turned-Californian, Walt Disney, said this: "It's kind of fun to do the impossible." Whatever it may look like, however we may gather, we're ready to make some magic happen. That "doing the impossible" thing is made even more fun with you along for the ride.



2020 VIRTUAL CADA/CASL LEADERSHIP CAMP THE RECORDINGS



DID YOU MISS VIRTUAL CAMP IN JULY?
ACCESS TO SESSION RECORDINGS IS NOW AVAILABLE!

- OVER 35 HOURS OF VIDEO CONTENT
- KEYNOTES FROM JOE BECKMAN, DILLON MENDES & LORI L. HAYES
- "HOW TO TRAIN YOUR TEAM" SESSION WITH SCOTT BACKOVICH
- "THE STUDENT LEADER'S ROLE IN CREATING EQUITY ON CAMPUS" PANEL DISCUSSION
- 7 OFFICER-SPECIFIC & LEADERSHIP TRAININGS
- CAMP CURRICULUM LESSONS: COMMUNICATION, COLLABORATION, CREATIVITY
- 21 WORKSHOP OPTIONS
- VIRTUAL EVENTS: LARGE GROUP ACTIVITIES, SLAM!, RALLIES, TALENT SHOW, RECOGNITION, AND MORE!
- CAMP RESOURCES CREATED & POSTED BY CAMP COUNCILS
- ADVISORS: SPECIAL ACCESS TO ADVISOR COUNCIL MEETINGS WITH CONVERSATIONS AND TIPS ABOUT THE COMING YEAR!

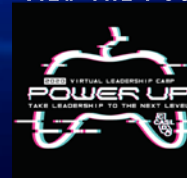
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VIEW THE POST-CAMP VIDEO



2020 VIRTUAL CADA/CASL LEADERSHIP CAMP WE POWERED UP...LITERALLY!

Jeff Culver
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When the "Power Up!" theme, centered around the digital world of video games, was suggested, discussed, and voted on by the CADA Camps staff last fall, nobody had any idea how much we were going to have to literally plug in and power up this summer. The early days of the pandemic in March and April left us all hoping that shut downs would be short lived and

that summer would be unaffected. But as the days and announcements from our government and health officials continued, it was becoming evident that summer would be anything but normal.

Our story is not unique in what schools and organizations have been dealing with all over the world for the past six months, but to experience first-hand the resiliency, commitment, and passion of our dedicated CADA Camp staff members was truly awe-inspiring. From the first Zoom brainstorm meeting to figure out if and how we could put on a virtual camp program, the CADA members who make up our summer camp staff, jumped in ready to share ideas, volunteer their time, and create what eventually became a week of virtual training that far surpassed my expectations. I am forever grateful for the entire team, many of whom had to put aside their own insecurities and fears related to technology

in order to provide over 1,100 students and 160 advisors a chance to prepare for a school year that was going to launch quite differently than we've ever experienced before.

Special thanks to the 2020 CADA Camp Curriculum Team, led by Douglas Middle School's Melissa Edsall, with support from Shannon Hurtado (Arroyo Grande High School), Corissa Stobing (Ygnacio Valley High School), and Shonna August (Bowman High School). This group met virtually multiple times throughout the year planning in-person curriculum lessons for camp centered on communication, collaboration, and creativity, then revamped the lessons to work in a virtual setting.

Our directors team were integral in helping to steer the virtual ship from behind the scenes. Ron Ippolito managed our platform needs, Monica Anderson coordinated our adult advisor content,

Paul Chylinski assisted with much of the logistical planning and implementation, and our Camp Directors, Bryan Speed & Melissa Edsall, helped to steer our students through the camp experience.

This year's single camp trained 1,151 student leaders accompanied by 168 advisors from 139 schools across the state of California, plus some friends from Nevada, New Mexico, Washington, Georgia, and Canada. We hope to return to the UC Santa Barbara campus in the summer of 2021.

As we embarked to provide a program that would provide a starting point to navigate student leadership and activities in a virtual or hybrid setting, our keynote speakers provided thoughtful words and encouragement for the coming year. CADA sponsor Joe Beckman provided our kickoff keynote on Monday, followed by newcomers to the CADA/CASL world: Dillon Mendes on Tuesday and Lori L. Hayes on Wednesday.

Student campers enrolled in the premium level training were able to participate in our classic CADA Camp Councils where they created and implemented virtual projects throughout the week. This group also participated in officer-specific leadership training, a special "How to Train Your Team" session with Scott Backovich, and a panel discussion titled, "The Student Leader's Role in Creating

Equity on Campus."

Our afternoon session welcomed students from both the premium level training and standard level training. This programming included the keynote speakers, camp curriculum lessons, reveals of the council projects, a SWAP session to share ideas, and a slate of 21 workshops each focused on a specific topic.

With this virtual format, we were able to record most sessions and they are now available for anyone who missed camp. Nearly 40 hours of recorded content will be available throughout the school year, including our keynotes, workshops, officer trainings, and council projects that can be used as resources when creating your own virtual events on campus. Head to cada1.org/leadershipcamps for information on available content and to purchase access.

CADA/CASL Leadership Camps are an intensive experience in which students are divided into councils where they have the opportunity to meet other students from around the state to share ideas, network and work on a camp project together. Students come out of camp with a solid foundation to start the school year with goals in mind for themselves and their school's activity program. Catch-up on all of the posts from this summer's CADA Camps program by searching #CADACamps on Twitter, Instagram and Facebook. Follow @CADACamps on those social media sites,

plus SnapChat and view this year's camp videos on the @CADACamps YouTube channel.

Special thanks to the CADA Medallion Sponsors whose products and services helped make this year's virtual camp program a success: All Action Awards, #ICANHELP, Joe Beckman-Happy Caveman, and ENVOLVE Schools/Scott Backovich! We look forward to working with many of our other medallion sponsors again next year who historically contribute products and services during our in-person camps: All-Star Events, Audio Dynamix, Kustom Imprints, Lifetouch, Pegleg Entertainment, PMMnP, SOS Entertainment, Spirit Sox USA, and T-Graphics West.

Save the Date

We are currently working with our university partners for summer 2021. Watch cada1.org/leadershipcamps in the coming months for announcements regarding next summer's camp dates. Registration will open in January.

Scan the QR code to check out the Camp Recap Videos Playlist for a glimpse into the Camp program.





STATE BOARD HONORS A CADA LEGEND WITH AN AWARD

Margaret Noroian
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The CADA Board Policy Committee has important work to do during the 2020-21 CADA year. Its first action was to consider

a Board Policy to honor Harry Bettencourt (Area B) after his untimely death from COVID-19. Harry was an extraordinary man who was a friend to all and always made the business of CADA work. In the words of his wife Paula, "Harry LOVED CADA more than you can ever imagine. When I first met him, he was only 28 years old and already on board the CADA train. He so enjoyed the people he met and the relationships he formed over the years. Thank you for being his friend and bringing that special gift of CADA into his life. It meant the world to him."

The Harry Bettencourt Character Award was created and will recognize an individual of exceptional character and kindness who has contributed significantly to the leadership development of students, teachers, and/or administrators. The recipient must demonstrate a welcoming, open spirit with an emphasis on empathy, humor, and selflessness.

One winner of the Harry Bettencourt Character Award will be chosen by each Area Council (A-G). One of those recipients will be named the state award winner by the

CADA Board. The state winner will then be entered into consideration for regional and national recognition.

An important task of the Board Policy Committee was to review and update the CADA By-Laws. This was accomplished with edits only to grammar, spelling, and format. The updated By-Laws were approved at the July 20, 2020 board meeting. The committee is in the final stages of reviewing and updating the CADA Board Policies. They will be presented to the Board for a first read at the September Board meeting and final approval in January 2021.

Any CADA member can present a By-Law or Board Policy for consideration. It should be sent to the Past President at pastp@cada1.org, and will be reviewed by the Board Policy Committee and presented to the CADA Board for consideration.

The work of the Board Policy Committee this year has been accomplished by the dedication of committee members Linda Cooper (Area A), Laura Castro (Area B), and myself (Area D).



CADA is now offering a variety of exciting webinars!

A few of the past topics include:



Become a member today to access all upcoming webinars for free.

Beginning in September all webinars will be free to **members only**. Join today!



2021 CASL STATE CONFERENCE

MS: APRIL 8-10 || HS: APRIL 10-12

SANTA CLARA CONVENTION CENTER 5001 GREAT AMERICA PKWY, SANTA CLARA, CA 95054

The CASL State Conference unites student leaders across California through exhilarating training that leaves them inspired and equipped with practical skills to enact change within their campuses and the world.

For more information, contact Sandra Kurland at leadership@cada1.org

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CADA IS GOING VIRTUAL FOR NEWSLETTERS!!

Geniel Moon

CADA Vice President

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We are so excited to bring more content to our membership by going virtual with our newsletters. We are making the switch starting with our September edition. Each newsletter will have a learning component with all articles and of course our partners will be able to share how they can better assist our membership.

Validation Lessons to Maintain Positive School Culture

Jill Mortensen

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This school year, the activities world will look drastically different from anything we have experienced before. From the seasoned Activities Directors to the newly appointed staff members taking on the challenge of activities, our shift in focus will change, yet we can still maintain positivity and a strong school culture.

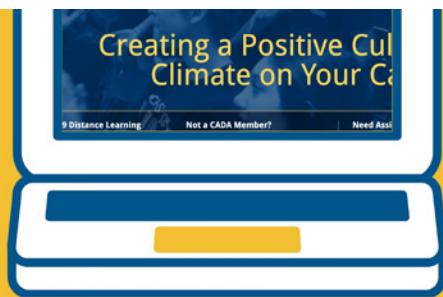
The following are ideas created and developed at RHS where my students have found value. According to them, these are simple and impactful lessons that they wanted to share with the CADA world.

1. Praises – Supplies: a card, color paper, computer, color markers or pens. Students craft positive words and write them down in a creative and colorful fashion to “praise” a peer for something kind and positive that they did. Words of encouragement are reflective and full of validation that can carry a student well past the moment of reception. Many of my students save them and go back to them in times of need to remind themselves of the kindness and love received.
2. Letter to a friend – Supplies: computer, printer, or binder paper with pen. Showing gratitude is a lesson that must be taught in our world. Taking the time to look at relationships and their importance to connection, especially in a divided country, can bring forth happiness to the writer and the

recipient. Have students write a letter to a friend, a teacher, a parent, a pastor, to whomever has made an impact with the message of thankfulness and gratitude. This is a lesson of raw honesty that builds on developing connections with one another.

3. Valentine Hearts – Supplies: color paper, pens. Divide a list of every student on your campus within your class. Each student will write multiple, non-superficial, notes to each student on campus. Write each name in Sharpie making the name of the student bold and stand out. Have students write quotes or words of encouragement for each member of your student body. Place them strategically around campus for all to view and later tell the kids they can take their heart if they would like it. Throughout the years of doing this simple lesson, I see hearts in student’s binders that they carry with them each day at school. Simple and meaningful. Get creative, do this activity quarterly for your campus with a different theme. Example: Apple for back to school; Snowflake for winter; a sun for headed into summer.





CADA/CASL FALL TRAINING OFFERINGS
VIRTUAL TRAINING OPPORTUNITIES
FOR YOU AND YOUR STUDENT LEADERS THIS FALL
JOIN US AS WE NAVIGATE STUDENT LEADERSHIP IN 2020...TOGETHER!

FALL ADVISOR CONFERENCE: OCTOBER 2-3
COAST TO COAST LEADERSHIP SKILLS TRAINING: SEPTEMBER 29
FALL STUDENT CONFERENCE: OCTOBER 23-24

Mark your calendar and register today at: cada1.org/virtualevents

“LEAD NOW”

The “Amazing” Tei Street

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amazingteistreet@gmail.com

If ever there is a time to inspire our young people to use their voices as power; that time is NOW. As advisors of student leaders, you have the unique opportunity to give young people the tools they need to create climate and culture in your schools that allow ALL students to thrive.

To inspire is to fill someone with the urge to do something. If you are not ready to do something, you will not be able to inspire your students to do something either. You can't teach what you don't know and you can't lead where you won't go. If you are ready, here are a few ways to start your “Project Inspire.”

Stop using futuristic language to define what are today's leaders. If, as we

say, words have power, then realize that your words have power too. Often adults tell young people, “You are our future.” In actuality, they are our present and our future. As it relates to leadership, their leadership only resides in the future if we don't equip them with the leadership tools to lead NOW. They don't have to enter adulthood to enter leadership. They can lead their schools, their communities and even this nation, NOW!

Stop expecting students to sit at

leadership tables they did not help to set. When diverse students are not part of your leadership classes, that lack of diversity will be revealed in the execution of your programs with lack of diverse participation. Challenge your student leaders to invite people who are different from them (race, ethnicity, physical ability, gender identity) to your leadership class.

This is the beginning of lots of work that lies ahead in empowering all students to Lead NOW!





A DAY IN THE LIFE

Laura Denham and Will Rodas
Hanford West High School

A great student activity idea, presented by Laura Denham (Hanford West HS ASB President 2019-20) and Will Rodas (Hanford West HS ASB President 2020-21.)

During these unfortunate times, it becomes difficult to think of things to do to keep a high school student busy. We can all agree that it is easy to fall into bad habits like sleeping the day away and

being unproductive. Our Hanford West ASB decided to share with our other students days in our lives. It is a way to give other students ideas of what to do to occupy themselves in a healthy way.

Because of its popularity, we chose Instagram as the main platform to reach others. Our ASB Director and President are the only ones who hold the grand power of knowing the passwords to our social media. We want to make sure that everything is appropriate and maintained to a professional level.

Our Executive Board collectively chose to have each member think of an idea and

create a video sharing about their lives. We met over Zoom every Friday to formulate a plan for the upcoming week to discuss video ideas, as well as to decide which ASB student will create the video for their day of the week. For each day, a member from the student council decided to do something--or everything--that they do in their typical day. Some of our students created workout videos, while others made videos of crafts such as chalk painting or describing how to create a friendship bracelet. Still others shared recipes and taught the audience how to make certain dishes! Another example was an actual "Day in the Life" of one of our members. If one of our ASB students chose to do this, they would record small clips of themselves doing various things from making breakfast to cleaning up from dinner during different times of the day. At the end of their video, they would edit it all together, send it to the ASB president to be reviewed, and from there, it would be uploaded onto our social media platform.

This is one of our favorite ideas to keep our fellow Hanford West Huskies up to date on new ideas for things to do and to even see some friends, peers, and classmates being posted. If you are looking for some examples or for some ideas, feel free to follow our ASB account on Instagram @asbhanfordwest



CADA Memorial Scholarship

CADA/CASL provides several scholarships each year to further promote growth and student leadership. Sponsored by CADA, we will offer students a chance to win a scholarship to the CASL State Conference and CADA Leadership Camps. Apply now!

CASL Deadline: Applications Due **December 15, 2020**

Camp Deadline: Applications Due **March 31, 2021**



Online Activities to Start the Year With

Jacob Headley

Overfelt High School
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Here are three Zoom variations of getting to know you activities to engage and get to know your students. For these to go smoothly, set some Zoom norms with your group. These activities are great when everyone can see each other live and in person. Special thanks to Leadership Inspirations on making these games Zoom friendly.

I love a leader who...

A variation on the game, I love my neighbor. The facilitator shares an example and walks everyone through the first round. Everyone starts with screens turned off. Participants should have a screen off mode that is just a face shot or something that represents themselves. The facilitator says

"I love a leader whose favorite ice cream is vanilla." If it applies to anyone in the group they turn on their screen. If not they leave their screen off. It's a great way to get to know some tidbits about everyone on your team. One way to get everyone to ask a question is to have the facilitator list the order of participants in the chat.

Scavenger Hunt

The facilitator will explain to each team member that they will have one minute to get an object that represents themselves. Play music during this minute, and when the music stops students know that time is up. The facilitator will go first and share what their object is and how it represents them. Then they will ask someone by name to go next. The pattern continues as an individual shares, then calls on the next person to share. This helps to get to know how others see themselves and keeps everyone's attention because they have to know who has gone and they may be next.

Back to Back Drawing

This will take place in three rounds. Have three pictures that are hand drawn ahead of time. Ideally if this is being done by a group that will be meeting together on a regular basis they have been shipped a "goodie" bag with colored pencils to add complexity and interest during the activity. In round one, the facilitator only shows the picture to the speaker, who will have 4 minutes to describe the picture in as much detail as possible. All cameras are on, everyone but the speaker is on mute and chat is not allowed to be used. During round two, choose a different student to describe the drawing. This time participants can ask questions through the chat only and the time limit is still 4 minutes. For round three, choose a different student to describe the drawing, all mics are unmuted, and the chat is still available. This is a great activity for talking about communication.



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MEET THE 2020-2021



CASL State Board



As the nationally recognized student leadership organization for the state of California, the California Association of Student Leaders (CASL) continuously strives to motivate, train, and empower student leaders from all across California. This year, our board is comprised of 7 Northern Directors, 7 Southern Directors, 4 Freshman Directors, 5 Media Directors, an Outreach Director, and the CASL State President. We are so excited to be able to continue to provide resources digitally during these unprecedented times!

Catch more of the CASL State Board at caslboard.com/meet-the-board

CASL VOICE

Andrew Santana CASL State President 2020-2021

"When nothing is sure, everything is possible." - Margaret Drabble

As the CASL Board heads into this year with uncertainty, we have been forced to become our very own Trailblazers! This year, for the first time ever, we weren't able to meet together in-person for our May Board Training due to COVID-19. This board meeting is crucial as this is where we train our newly elected board members in many different ways. However, we quickly adapted and had an amazing two day board meeting over Zoom.

We began our board meeting, with a year at a glance. We looked at the events that the CASL Board will be able to attend for the upcoming year. One of those events being CADA/CASL Camp. Although camp was not in-person, the CASL Board was still able to assist in leading SWAP Sessions, serving as Council Interns, and acting as the student voice on Webinar Panels.

Furthermore, we also took time to choose a word that we wanted to embody for our terms on the CASL State Board. As we are only guaranteed one term on the board, we want to make sure that we are intentional in everything that we do. Some of the words chosen this year were Mindful, Upstander, Present, Authentic, Courage, & Faithful. We are so excited to embody these words for the rest of the year.

Another tradition we were able to celebrate as a board was "CASL Families." "CASL Families" is where a returner board member is grouped with 2-3 newly elected board members. The returner board member serves as a mentor for the new board members. With "CASL Families" they are able to have Zoom calls to discuss things such as potential passion projects, work on their workshops, or even as simple as check-ins with each other.

In addition, this year we as a CASL Board were paired with CASL Alumni to be PenPals throughout the year. This year we saw the need for there to be more done with CASL Alumni. So we began the process of recruiting and we were able to get 25 dedicated Alumni. We are so excited to give the opportunity for CASL Alumni to share all their knowledge with the CASL Board!

Each year, the CASL Board has the opportunity to get to read a book together chosen by the CASL President. The book that was chosen this year was Eyes Wide Open by Isaac Lidsky. This book discusses how we can overcome obstacles and start recognizing opportunity within them. We are so excited to start reading the book as a board and we would love to have you join us as well!

The CASL Media Team was also able to get a lot of work done on our brand new website! They were able to make the website run smoother and more accessible for student leaders to navigate. They were also able to add functions to make it easier to sign up to be a CASL Ambassador, host an LDD, or access resources! Go check out the website today at www.caslboard.com!

Lastly, we celebrated one last tradition of giving our Mahalos. Mahalo is a stuffed monkey and is passed off every board meeting. Receiving Mahalo is a huge honor as it is a way of expressing gratitude to another person. The first recipients of Mahalo this year were Sophie White, Ernie Padilla, and Isaiah Rivera! We are so excited to see who gets the lucky opportunity of getting Mahalo throughout the year.

The CASL Board has so much in store for the student leaders of California. We hope you will join us for the 2021 CASL State Conference. We are so excited to share all the knowledge we have in hopes of you taking it back to your campus to make a change. Stay tuned with our journey by following all of our social media platforms @caslfan. See you all soon!



Restorative Circles in Leadership

Denise van Doorn

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On the campus at Bear Valley Middle School, we use Restorative Circles for our PBIS lessons, but they have become a leadership platform for building relationships, discussions, evaluations and more in my leadership class.

“Circle up!” is a common phrase in all my classrooms and my students enjoy it! They know HOW to move chairs into an even circle, they know we have a talking piece and that one person talks at a time. It is important that when you look right and left you can see every face. No one is left out. I prefer that my students have their backpacks under the chairs or in a designated area away from our sacred circle. What the students don’t know is WHY I call a Circle to session. I use circles for a welcome back from winter break or a holiday conversation; I use them for checking in to test the mood of the group, I like to use it to evaluate an event, solve a problem of any kind, brainstorm ideas for any event and their favorite “Teen Talks”. Circle time has morphed into a sacred time to get to know one another more deeply, to teach conflict resolution, to solve problems, listen and empathize with others. One of

my more fortunate students said, “I didn’t realize how much stuff we all go through.”

The process opened the eyes of typically self-centered middle schoolers.

Important procedures: the circle, a talking piece, understanding the sequential and non-sequential methods.

Sequential means that everyone must respond to the question. I use this step in the beginning of a circle to have kids check in. On a scale of 1-10, how is your day? Non-sequential means that anyone can speak, but only if they have the talking piece.

I have never been trained in Restorative Circles but here is the link: <https://www.edutopia.org/article/building-community-restorative-circles>

Types of Proactive circles (80% of circles should be proactive.) Check-in: how are you feeling today, highlight or low point of weekend, what are you looking forward to this week? etc. Check-out: what was your favorite thing about today, what are you looking forward to, give a compliment to someone for something good they did this week.) Integrating Circles with Course Content: introducing new subjects, what do we already know about this subject, processing challenges/emotions together, review for a test. Proactive Behavior



Discussions: before a field trip, assembly, or potentially challenging situation: what are your expectations for your own behavior? What’s been happening in school that we need to discuss? What can you do if you want to act out in a certain way? What do I need to know about you to be a successful teacher? Any Social Emotional Learning topics that need to be addressed: games to give students a brain break, to break the ice, to get to know each other, to cover course material. General Proactive Circles when a new student moves in, when someone leaves the school, when there is a significant change. Tips: let the group establish their own norms. If speaking out of turn may be an issue, use a speaking piece. Insist on a real circle so all can be seen.

PBIS is: Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day. <http://www.pbis.org>



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Self-Driven Learners: An Opportunity for Empowerment

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The current stress on education, not knowing what kind of 'direct contact' will be possible in the coming year, is actually an

opportunity to unleash more "self-driven" learners. If we have to reduce face-to-face time, learning will only maintain its power if students drive the learning curve.

First, we must **welcome** the shift to students, showing them we have confidence in their ability to adapt and be empowered. We can give students permission to pursue learning where they have the most passion and curiosity. Let's call it "MY PLAN," where we ask a student what they'd like to pursue, letting them propose some of the learning direction. This could include creating their own 'projects,' identifying the school or community 'problems' they wish to solve, choosing the 'group' of fellow students to be connected to a team project effort, and helping them to locate resources to support their projects. This shift would move students from **absorption** to **applied learning** faster, so they answer "what can you **do** with what you know?"

This opens up more curiosity, creativity, and accountability in learning. We can see education today as an opportunity to move from '**told**' learning to '**discovered**' **learning**. Future business managers are looking for self-driven, motivated, curious, creative problem-solvers. And obviously, the levels of problems these students and their families will soon face will be daunting. This will also allow education to become more 'human,' where students are asked to take on the human conditions around them, increasing their sense of contribution and empathy, lifting up people under strain. Letting them spend some of their time being innovators and changers will be good for their mental health. True empowerment starts with inviting students to play a bigger role in your plans, elevating them to invested partners, shifting SOME of the learning time to what students care about NOW.



CADA/CASL Leadership Camp Coming Summer of 2021

Check the cada1.org/leadershipcamps web page for the latest information.



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“Do the big things for fun, do the little things because you care.”

I first heard this quote as a rising senior in high school at a leadership camp in the woods of Washington. The guy on stage talking was a passionate leadership teacher named John Norlin and he quickly became a hero of mine. I watched him interact with students all week in small, intentional, kind ways. He responded to an email of mine after camp with some of the most encouraging words anyone has ever said to me. I learned about how his high school - a school of 1,600 students - would get 1,400 students at their homecoming dance.

As student body president at the time, I thought this guy was a magician. How do you get that many students to show up to a dance? What kind of epic DJ or theme did they come up with? Were they paying kids



to be there?

In 2016, I partnered with John to start [CharacterStrong](#). Along the way, I've learned the secret: “Do the big things for fun, do the little things because you care.”

I watch John live this message in our organization relentlessly. We get to teach about how to help students live this message in our curricula and trainings. The hard part, of course, is staying disciplined enough to do the little things with enough consistency to prove you care. Leaders can have incredible, fun, big ideas...but until we've earned the trust of other students

by showing up in the daily “little things” unconditionally, we'll keep asking our student body to care about our events without feeling cared for themselves.

COVID has derailed (or at least forced us to reimagine) so many of our traditional “big things.” This weird time is an opportunity to refocus our pursuit of the small moments - those habits of character - that really demonstrate our willingness to serve and to lead.

If you want 30 days of practical “little things,” check out Houston's new book *Deep Kindness* at [deepkindness.com](#).

Happiness is within YOU

SMILE hard :)

Attitude of GRATITUDE

LAUGH out loud

Be GENEROUS and give

You are the LIGHT for others

Create PEACE around you

CHERISH every moment

Just BREATHE

LIVE HAPPY NOW!

DANCE like no one's watching

Act with KINDNESS

Be TRUE to who you are

HAPPINESS IS NOWx

Happiness Is Now!

Danny Vuong-Batimana
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danny@happinessisnow.org

With the school year beginning and fears about returning safely to the classroom, we must have daily reminders to keep us healthy and happy. While studying happiness and being a part of the global happiness movement, I've compiled a list of short quotes to remind me that small happinesses = BIG HAPPINESS. Happiness is a choice and I hope this poster helps you along your happiness journey.

If you'd like a digital copy or a physical 11"x17" poster, please email: danny@happinessisnow.org. Subject: HINx PRIDE Poster

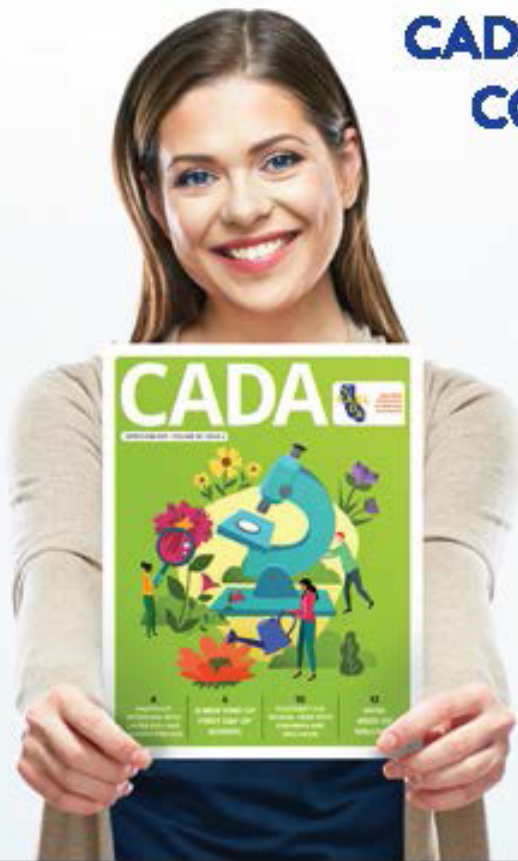
Enjoy a happy day ahead and God bless :)

CADA NEWSLETTER SEEKING CONTENT CONTRIBUTORS

Do you have a great idea you would like to share with the CADA membership?

We are looking for content contributors for the quarterly CADA Newsletter.

Articles and accompanying graphics and/or photos can be submitted to Lindsey Charron at pic@cada1.org



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The CADA/CASL Connection

CADA Branding Committee

Have you ever noticed that blue and yellow logo that says CADA/CASL? Maybe you have wondered what that means? You probably know that CADA stands for the California Association of Directors of Activities. You might even know that CASL stands for the California Association of Student Leaders. But did you know that there is a connection between the two organizations? CADA began in 1957 by a group of educators who wanted to establish support for Activity Directors in California. Since that time, it has blossomed into an organization that is recognized across the country (and beyond) as being one of the premier organizations for promoting and teaching student leadership.

CADA is governed by a Board of Directors who are elected by the membership. There are four members of the presidential team and one representative for each geographic region of California. In addition, the board appoints a few members to serve. These positions include: our Secretary, Treasurer, Public Information Coordinator, Convention Lead, and Area H Lead. Finally, we employ two full time

employees to lead our student programs (CASL and CADA Camp), plan and oversee our Leadership Development Days, and run our Master Activity Advisor (MAA) Program. Since the majority of our board members are volunteers, we employ a company called BTF (you may know them as "CADA Central") to oversee the day-to-day operations of the organization. The BTF/ CADA Central Team are an outstanding group of people who help to maintain our finances, coordinate conference registrations, prepare payroll, etc. We invite one of the co-owners of BTF, Stephanie Munoz, to serve as a non-voting member on our board in the role of Executive Director. Stephanie and BTF's CADA Account Manager, Erica Gomez, do a tremendous job to keep CADA operating smoothly and providing practical advice to the board.

In 1996, a dedicated group of CADA Leaders decided to establish a student organization that would promote CADA's ideals and objectives -- from the student voice. They formed CASL and established a state board, composed of students from across California. CADA and CASL are part of the same family, and being

a member of CADA, therefore, grants automatic membership (to CADA Members' students) to CASL. That is to say, every student whose advisor is a member of CADA is a CASL member. CASL's mission is to provide a statewide network that facilitates the development of ethical, responsible, and servant leaders. CASL's initiative is to inspire, equip, and empower students to be effective future leaders of the world.

CASL is managed by a state board of approximately 20 student leaders from across the state who are elected or appointed. An adult advisory board, led by CADA's Leadership Development Coordinator, Sandi Kurland, is made up of our Leadership Development Coaches, CASL Interns, and CADA Members. This team of adults works to provide mentorship and guidance for these students. Together, the CASL Student Leaders and their Advisory Board participate in CADA Area Conferences, support CADA Leadership Camps, and put on two statewide student conferences, annually.

We encourage you to explore more information about both CADA and CASL, and hope you will look into how your students can become more involved with CASL.

To learn more about CADA, go to:

www.cada1.org

To learn more about CASL and how your students can get involved, go to:

www.caslboard.com

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