

The

Leader

**Washington
Student Leadership**
-serving schools since 1956

a program of
the Association of
Washington School Principals

*“Student Leadership
is the only activity in
schools that prepares
students to replace
their parents.”*

Bill Wadlington, Principal
Cascade High School, Leavenworth



The Leading Questions

- ◆ How is the picture above a metaphor for student leadership programs?
- ◆ Who benefits from a school’s student leadership program?
- ◆ What knowledge do student leaders gain by participating in student leadership programs?
- ◆ What are the strengths and weaknesses of your school’s student leadership program?

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The Customers of Student Leadership

The students planning activities and the ones participating benefit

In the research for this issue dedicated to the value of student leadership programs, I stumbled onto two new labels. Sociologists say we live in an "over-communicated" society, and the post 9/11 young Americans have been tagged as the "Do Something Generation".


Throughout the issue, we wind up saying the same thing a bunch of different times, a bunch of different ways: *Student leadership programs are important because they keep students in school, they teach lifelong skills, and they are the critical component for creating inclusive schools.* It is a good message that we choose to over-communicate.

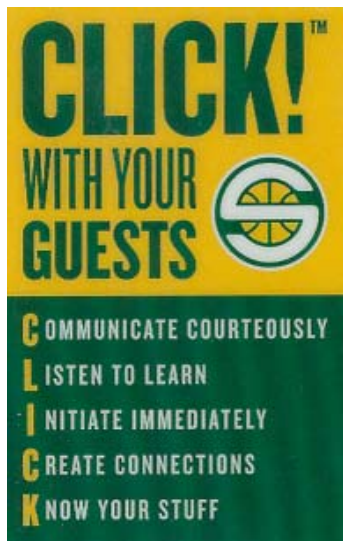
We asked the WASC Board to "do something" for us to round out the newsletter. We had found research and plenty of anecdotes to back up the claim that student leadership programs are beneficial, but we had no feedback from the people that were supposedly on the receiving end of all this goodness: the students. The WASC Board went into the halls of their schools and asked a direct question to random students: "How has the school's student leadership program affected you and the school climate?"

The student responses to the questions did not surprise me. Some students were vehemently negative, most were either slightly positive or negative, and a few glowed with praise. What delighted me was the WASC Board's reaction to the negative comments.

Amanda Pisetzner of Emerald Ridge HS in Puyallup said: "I got some answers for you. They're not all completely positive, but they're honest." She didn't hide the bad responses nor let them defeat her. "I'll try and snag a few more in the following days." Gus Ramos from Pasco HS handed out the question as students passed him in the hall. "I received most of the answers that same day and had about 40 responses total. The majority of the student responses were... negatively aimed at our leadership program...I wonder if maybe for the next issue, we could ask students what they feel could be done to make the school's leadership programs better." Both Amanda and Gus reacted non-defensively. They didn't blame, rationalize, demean or act territorial. They modeled what Pete Winemiller of the Seattle Sonics and Storm spoke about at the Sonic Leadership Day. They listened to learn, and then were immediately ready to do something about it.

Student leadership is a unique process. Student leaders are engaged in customer service by providing opportunities for their peers, yet they are also customers themselves by being served by their school's student leadership support system. In the end, all students win. A reality we proudly celebrate in *The Leader*.

Sincerely,

 Joe Fenbert, Editor



Over 400 participants experienced the "CLICK" customer service philosophy presented by Pete Winemiller, Vice President of Service Development for the Seattle Sonics and Storm.

Is Your School CLICKing?

Customer service tips from the Seattle Sonics

Students at the Sonic Leadership Day had the chance to listen to Pete Winemiller explain how the Sonics organization approaches customer service. The students were then asked to apply these business concepts to their school setting.

The number one reason customers stop buying a product from a company is that they have experienced an "attitude of indifference." Are there visible behaviors at your school in students, staff or others that show that they are unconcerned or apathetic? What things do they seem to not really care about? What might be causing their lack of concern?

Using the CLICK philosophy (*see photo above*) is a commitment to an opposite idea: the "Attitude of Invitation." How could an attitude of invitation change your school? What would be specific examples of this attitude? How could a student leadership team apply the CLICK concept?

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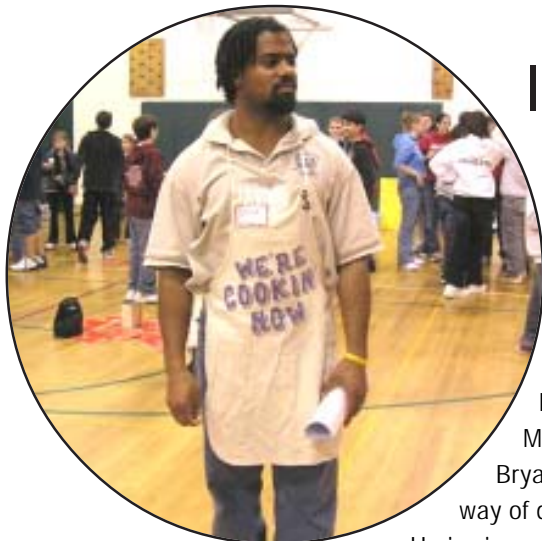
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Washington Student Leadership



In the Spotlight

Bryan Davis
Spanaway Lake HS

Bryan Davis's leadership style is smooth and consistent. His relaxed demeanor helps people find their voice. Ruth Anderson, Director of Cascade Middle Level Leadership Camp, describes Bryan's leadership gift this way. "He has a way of drawing out people's positive emotions.

He is sincere and genuine." Bryan is an English

teacher and active poet. He also played tailback for the University of Puget Sound football team. This blend of brains and brawn helps Bryan reach all types of students. His presence commands attention, yet he is extremely soft spoken. Bryan became involved in the leadership program as a student at Spanaway Lake HS. He then served as a Junior Counselor on a high school camp staff. Currently, he is a senior staff member on Cascade Camp while regularly helping to facilitate the Middle Level Regionals (MLRs) leadership workshops. The photo of Bryan was taken this year at Hudtloff MS during the MLRs workshop: Leadership—Food for Thought.

Thanks for being a part of the Washington Student Leadership family.

Promotion

What are you saying?
How are you saying it?

"Research tells us that attitudes are changed through both mass and interpersonal communications."

Jackie Striano

"Promoting Student Activities"

Promoting student leadership programs involves two things: your message and your delivery. You always need to be mindful of what you are communicating, and you need to be creative in how you communicate it. The reflection questions below can help a student leadership team refine their image and think of more effective ways to promote their programs.

–Is your mission statement easy to understand and poetically inspiring?

–Can you clearly explain in 30 seconds or less what your student leadership program does and how many students it serves each year?

–What is your communication strategy for the following audiences: students, teachers, administration, support staff, parents, community members, school board and superintendent?

–What can your student leadership team do in the halls, the classrooms and the lunchroom each day to communicate friendliness, caring and optimism?

–What can your student leadership team do while working on projects to communicate competence, integrity and respect?

–What specific skills is your program teaching based on the broad leadership concepts of communication, self-awareness, project planning, group process and human relations?

–Do you have a variety of user-friendly ways that people can bring issues to you or complain?

–Do you have a video, a Power Point presentation and a pamphlet readily available to explain your program?

Dial A Quote



Need just the right quote for a proposal to expand (or save!) your school's student leadership program? Use some of the gems below from the article "Mutual Support, Myriad Benefits", *Leadership for Student Activities*, Dec. 2001.

◆ Student leaders apply critical thinking skills to their reading, writing, speaking and listening as they engage a variety of audiences for a variety of purposes.

◆ The basics of economics—supply and demand, inflation, cost of services, prudent use of limited resources—is underscored every time a student leader makes a decision on the wise use of money and resources.

◆ Student leadership programs teach civic engagement by linking students to community, state and national organizations and by allowing students to participate in government.

◆ The hands-on, project-based nature of student leadership programs teaches students how to overcome obstacles, seek resources and solve problems.

◆ Student leadership programs provide opportunities for authentic assessment as students demonstrate their skills in time management, effective organization, public speaking, mathematical reasoning and problem solving.

◆ The ten skills recognized by the U.S. Department of Labor and Education as critical for workers to experience success in the 21st century—ability to plan, work with others, evaluate information, utilize technology, understand complex interrelationships, think creatively, solve problems and act with responsibility, honesty and integrity—are supported and nurtured through student leadership programs.

Students benefit from participating in a curriculum that fosters independent thinking, promotes decision-making skills, explores various leadership styles, and provides opportunities to realize potential.—Leadership for Student Activities, Feb. 2005

Leadership Education and the

Everyday leadership advisers see the “good stuff” that happens during student activities. Linking student leadership curricula to the Washington State Learning Goals, Essential Academic Learning Requirements (EALRs) and Grade Level Expectations (GLEs) is a way to empirically describe this “good stuff.”

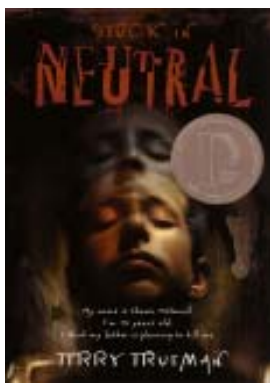
WASHINGTON STATE LEARNING GOALS

The Washington State Learning Goals define the outcomes of a student’s education. Student leadership programs give students real-life experiences that promote these goals:

1. **Read** with comprehension, write with skill, and communicate effectively and responsibly in a variety of ways and settings.
2. **Know and apply the core concepts and principles** of mathematics; social, physical and life sciences; civics and history; geography; arts; and health and fitness.
3. **Think** analytically, logically, and creatively, and integrate experience and knowledge to form reasoned judgments and solve problems.
4. **Understand** the importance of work and how performance, effort, and decisions directly affect future career & educational opportunities.

The “One Book” project implemented by the ASB Executive Board at Lynden HS is an example of state learning goals in action. The students learned about the importance of work and effort as they engaged an entire community in dialog about a book. Their reading, writing, and communication skills were continually challenged throughout the project.

After working in partnership with local librarians and reading twelve potential books, the students applied logic, reasoned judgement and their experiences to make a final selection. “We



chose the book *Stuck in Neutral* for a couple of reasons,” said ASB President Joel VanderHoek. “The book was written by Terry Trueman, a local Spokane author. It is about a student with cerebral palsy with a theme of understanding and acceptance. It was also only 114-pages long so we felt people would not be intimidated by it.”

Core mathematic concepts were utilized as students negotiated a bulk-purchase discount and solicited matching monies from local businesses. Using social studies skills, a partnership bridging the public school with the private Lynden Christian HS was formed to lessen the historical school rivalry. The arts were explored through a talent show. Civics concepts were applied through donating the talent show proceeds to a camp that serves students with disabilities.

The culminating event was an assembly that featured the book’s author. “At the assembly, a student sang a song to honor his friend who died of a disability. The entire project was incredible,” said VanderHoek.

ESSENTIAL ACADEMIC LEARNING REQUIREMENTS

The EALRs outline learning standards in the content areas while Grade Level Expectations (GLEs) outline how students can demonstrate mastery of an EALR. Some content area EALRs and GLEs match easily with student leadership programs:

Civics 1.3.2a: Explain how U.S. citizens govern through representative government and empower representatives.

Communication 2.3: Use effective delivery through adjusting speaking strategies to a variety of audiences and purposes by varying tone, pitch, and pace of speech to create effect and aid communication.

Social Studies 2.1.2b: Participate in delegating duties, establishing rules, planning, making decisions, & taking action in group settings.

Through closely reading the EARLs and GLEs for all the content areas, other links between student leadership programs and the statewide learning standards can be found:

Health Fitness 3.3: The student expresses opinions and resolves conflicts constructively while maintaining respectful relationships.

Health Fitness 1.2: The student demonstrates knowledge of rules and safety procedures while participating cooperatively in individual, dual/team, and leisure activities.

The Arts 2.1: The student demonstrates thinking skills using artistic processes: conceptualize the context or purpose; gather information from diverse sources; develop ideas and techniques; organize arts elements, forms, and/or principles into a creative work; reflect for the purpose of elaboration and self-evaluation; refine work based on feedback; present work to others.

Math 1.4 The student understands and applies concepts of and procedures from probability and statistics.

The above EALRs are supported by student leadership programs. As student leaders plan activities, they are constantly providing opinions, resolving conflicts, and developing relationships with all the stakeholders in a school: administration, teachers, students, parents, & community members.^{Health 3.3} Student leaders assess safety issues related to lunchtime activities, spirit competitions, field days, teambuilding activities, and icebreakers. The careful consideration of school rules is also standard project planning strategy.^{Health 1.2} An assembly is a dramatic performance, especially themed assemblies such as holiday observances for Martin Luther King, Jr. and Veterans’ Day. Through the artistic process, students often write, produce, and stage complicated presentations using a variety of art mediums.^{Art 2.1} Student leaders are being asked to be purposeful in planning activities and to use data to drive decisions. From promoting scholastic success on the WASL to participating in a school’s improvement plan, to analyzing current statistics on school bullying to better school climate, student leaders are involved in data collection, display, and interpretation.^{Math 1.4}

Student leadership is a key component in a school’s efforts to help every student meet the high standards of education in Washington state.

Almost every state in the nation has established content standards for core subject areas. Many of the standards identify as essential the knowledge and performance outcomes that cocurricular activities both teach and support.—Leadership for Student Activities, Dec. 2001

State Student Learning Goals

Multiple Intelligences and Student Leadership

Howard Gardner outlined seven types of intelligences in his now classic book *Frames of Mind*. The education community readily accepted the notion that curriculum should be nurturing all the intelligences. Student leadership programs are avenues to develop all of them. The list below comes from Bobbi Jo Gregor, former Ellensburg HS Student Leadership Adviser. To develop their portfolios, her students used the following categorized intelligence lists coupled with the guiding questions:

Who am I? What can I do? What have I accomplished? What makes me special? What do I want to do? What do I know? How do I learn best? What have I learned?

Rhythmic Musical:

Assemblies, Presentations, Theme development, Meaningful lyrics, Music interpretation, Mood, Background, Inspiration, Marketing, Promotion, Jingles, Video, Concerts, Musical theatre, Lip sync, Performance, Background music, Theme songs, Develop radio station, Teach movie and theatre etiquette, Analyze lyrics.

Visual Spatial:

Diagrams, Posters, Design concepts, Lettering, Calligraphy, Clay models, Story board, Symbols, Logos, Letterhead, Marketing, Promotion, Staging, Constructing models, Cultural decorations, Flyers, Montages, Collages, Paint, Flow charts, Slides, Trace.

Bodily Kinesthetic:

Drama, Skits, Presentations, Manufacturing, Sales, Cooking, Games, Lunch time activities, Shopping, Inventing, Dance, Painting, Charades, Measure, Repair, Teambuilding exercises, Demonstrations.

Intrapersonal:

Trust, Self-esteem, Pride, Achievement, Assessment, Goal setting, Autobiography, Role playing, Problem solving, Ethics, Service, Inspiration, Portfolios, Motivation, Value voting, Journaling, Time & Stress management, Self Awareness, Personal Vision, Simulations, Project planning.

Interpersonal

Group process, Effective meetings, Consensus, Decision-making, Listening, Project assessment, Social skills, Etiquette, Celebration of achievement, Motivation, Icebreakers & Energizers, Service, Diversity education, Teambuilding, Delegating, Public relations, Peer coaching, Partner and group work, Share, Interviews, Arrange working lunches.

Verbal Linguistic:

Letter writing, Thank yous, Speeches, Introductions, Interviews, Microphone skills, Bulletin announcements, Promotion, Brainstorming, Project planning, Audio tapes, Debate, Themes, Discussions, Critique, Evaluate, Assess, Edit, Publish, Riddles, Comics, Cartoons, Quotes, Movies, Advertising, Picture captions, Telephone, Parliamentary procedure, Overheads, Whiteboards.

Logical mathematical:

Project planning, Problem solving, Identification, Steps, Progression, Outlines, Surveys, Hypothesizing, Analyzing, Reporting, Graphs, Charts, Prioritizing, Budgeting, Accounting, Purchasing, Ledgers, Data base, Puzzles, Maps, Formulas, Experiments, Predictions, Estimate, Time sequence, AV trouble-shooting.

SERVICE: WASC Board member Zain Paloalto of Manson HS coordinated a Student 2 Student training attended by 10 schools. He arranged with the "Literature Through Cooking" class (from left, members Daniel Valencia, and Lety Ceja) to cater an Italian meal at lunch. He personally contacted each school's principal



to explain the training. He recruited adult help and facilitated part of the workshop. Zain's efforts demonstrated mastery of many state learning goals. Student 2 Student is a student-led information campaign designed to inform every ninth-grade student in the state about the new graduation requirements. To date, over 200 schools have implemented the program that involves two 50-minute student facilitated information sessions.

Active Learning

The book *Inspiring Active Learning: A Handbook for Teachers*, written by Merrill Hamlin, challenges teachers to move toward a fully inspirational classroom that brings out the best in students. In all inspiring classrooms there are high levels of five observable qualities:

Dignity: Students sit and walk tall and speak up and seem self-assured, confident, and secure. Students trust themselves and see themselves as valuable persons worthy of respect.

Energy: The mood is vital, active and healthful. All students keep busy, engaged. No clock watching. Time seems to fly.

Self-Management: Students make appropriate choices, guide and discipline themselves, work willingly and with persistence.

Community: Students support one another and the teacher. No antagonism, rejection. There is much sharing, cooperation, interdependence, and mutuality.

Awareness: Students appear to be mindful, aware of what is going on. High levels of attentiveness present along with concentration, observing, listening, thinking and evaluating.

These qualities, while starting to move into core-subject classrooms, have always been present in leadership classes. Leadership programs are working models of many of the tenets of the student-centered reform movement.

Students who participate in cocurricular activities have more consistent attendance, better academic achievement, and higher aspirations than nonparticipants.
—*Breaking Ranks, 1996*

Meaningful Activities: Student leadership's best promotion

"I think it is a mistake to rely solely on somebody called a leader. Leadership is more than leading. It is an organizational process made up of four distinct elements: 1) a vision that provides meaning and direction to the organization work, 2) political support for the vision, 3) people willing to work to achieve the vision, and 4) the technical ability to carry out the vision."

**Christopher Bellavita,
The Bureaucrat**

When students are engaged in meaningful activities, there is no need to "sell" your leadership program. Parents are happy because their kids come home bubbly and talkative. The community is pleased because they see students being constructive rather than destructive. The school administration can proudly showcase stellar student projects at school board meetings. Teachers win because of the good vibrations generated from a motivated student body. The students gain because of the pride that grows from attaching themselves to something of importance. Below are some examples of exemplary student leadership projects from around the state.

LINKING RIVALRY TO CHARITY Clarkston HS

Advisers Kay Andersen & Debbie Romesburg

Ten years ago the student leaders at Clarkston HS wanted to turn a negative into a positive. A lot of energy and time was spent preparing for a basketball game with a cross-town rival, but in the end, nothing was shown for it. The Golden Throne spirit award was created to turn the rivalry into a win-win situation using school spirit, community service and sportsmanship. Every year during the week prior to the basketball game, each student body sells spirit links.

Spirit links are pieces of paper in school colors that are linked together. At the game, the schools display them during the sportsmanship competition near their school banner. The money raised by both schools is pooled together. Representatives from both student councils get together and decide to which charities the money will be donated. "It is amazing. Our small communities raise about \$10,000 each year just from selling little pieces of colored paper for a quarter!" said adviser Kay Andersen.

KIDS WITHOUT BORDERS, Sequim HS,

Adviser Caitly Karapostoles

Last summer student leaders from Sequim HS worked in partnership with Global Family Alliance to serve children from Belarus affected by the 1986 nuclear accident. Each year a large group of children are brought to the U.S. for health and dental care, nourishing food and a respite from the radiation that saturates their world. The student leaders organized a clothing drive, entertained the children during the long-wait in the doctor's office, and participated in a family fun day at Lake Crescent. "Kids can communicate even if they don't know the same language. It is not a barrier to them; they work it out. It was great for the student leaders to realize they can make a difference by reaching out. It wasn't money they gave, just time." said adviser Caitly Karapostoles.

TRADITION OF INCLUSION RATHER THAN HAZING.

Aylen JH, Puyallup

Advisers Brent Miller & Russ Picha

Aylen JH has an extensive welcoming program for its incoming seventh-grade students. Commenting on the success of the program, Brent Miller said: "We have been doing it for so long, sometimes I forget how disruptive the hazing used to be. We just don't see grade level harassment anymore, and the putdown word of 'the sevises' has almost disappeared." The program consists of four parts. First, students apply to be a part of the 10-member, student-led project planning team. These students then implement and improve the program based on the established model. The incoming seventh-grade students experience three half-day activities in the fall to welcome them to their new school. The first activity utilizes over 100 students in the 8th and 9th grades as small group "family" leaders. Working in pairs, they facilitate a group of eight students leading get-acquainted and team building activities. The first day activity culminates with a group photo of the entire seventh-grade class formed into an outline of their graduation year. The second activity is a field day at which each seventh-grade student gets a chance to announce their name and birthday over the microphone to a cheering crowd. During the final activity, the students are taught school traditions, the fight song and cheers in preparation for their first spirit assembly.



SUPER SATURDAY:

Through their organization the Greater St. Helen's Interhigh, high school students in Clark and Cowlitz Counties joined forces to clean up the Water Resource Center in Vancouver. Their effort to remove invasive plants and pick up litter was a part of Super Saturday, a statewide day of service initiated by the Washington Association of Student Councils.

Student leadership programs have their fingers on the pulse of the school and they are often the first place that people come to for information.

—Leadership for Student Activities, Dec. 2001

Standards For True Leaders

by Cody W. Traub
WASC President Elect, Kalama HS



Student leadership has grown to become an imperative standard in our national academic systems. As student leaders, we make decisions everyday that affect the students and staff in our schools. Our jobs grant us a great learning opportunity to participate in our country's greatest pride: democracy. Without student leadership, the most essential quality in our schools—the spirit— would disappear.

The basis of student leadership programs is emphasized in the power of social and educational advocacy. We attempt daily to speak the many languages of the individuals within the groups we represent. We use our intellects to pay attention to the facts and we do not hesitate to make decisions based on the objective analysis of those facts. Through the trials and tribulations of managing and working with people, we grow and learn from our mistakes. Giving inspiration

“The basis of student leadership programs is emphasized in the power of social and educational advocacy.”

to others and creating a positive learning climate is our mission.

Student leadership programs elicit qualities within us that we could have never discovered on our own. We become naturally motivated through planning pep assemblies, dances and commu-

nity service projects to serve hundreds. We learn to encourage others to achieve success rather than place blame. Solid vision and unshakable persistence are the keys we've found to reach goals. Our creativity is forced to expand. Most of us have had difficulties and stressful situations that have awakened us to a greater potential beyond our own scope of influence. All of our abilities are improved through the necessity of managing and organizing both student activities and our own activities.

Peter Drucker described the essence of leadership. “The leaders who work most effectively, it seems to me never say “I.” And that’s not because they have trained themselves not to say “I.” They don’t think “I.” They think “we;” they think “team.” They understand their job is to make the team function. They accept responsibility and don’t sidestep it, but “we” gets the credit... This is what creates trust, what enables you to get the task done.” In terms of leadership, the word “we” is strong; it epitomizes the exact purpose of student leadership. Leadership isn’t about you or me. It is about all of us.

As we go into the summer thinking about our responsibilities as a student leader, remember that leadership is an “action,” and not a “position.” Realize that whatever actions we do decide to take, will affect those around us. Let’s set a good example wherever we may be. Continue to learn.

And know this. If we stand up for what is right, if we continue to learn and inspire, if we step up when others will not, if we don’t complain without fixing the problem first, if we devote ourselves to making our schools places for growth and self-enrichment rather than sources of pessimism and unfulfilling pleasure, we will become true leaders.

WASC Board Seeks Answers:

“How has our school’s student leadership program affected you and the school climate?”

♦ Some leaders are welcoming and encouraging and they have inspired me to be the same; I’ve even wanted to join the program at times. Then again, there are other leaders that I question if they should even be in leadership.

Rose Knight, Emerald Ridge HS

♦ It changes things like peoples’ attitudes about school. They make everything more uplifting. I skip school less.

Paul K., Mt. View HS

♦ They add to the energy of the school, and it makes me feel like I have lots of friends and I’m accepted.

Leila Olson, Mt. View HS

♦ I can honestly say that my high school experience would be nearly identical with or without a leadership program. Their role remains a mystery to me.

Jared Tuinstra, Pasco HS

♦ They have brought a bit more fun into the school, but they aren’t involved enough in the students’ lives.

Andrew Fowles, Pasco HS

♦ Students are so busy after school with sports, jobs and homework that they don’t have a lot of time to sit down and think of ways to make their school better. Through leadership programs, students can gather to discuss their school’s status and decide how to make it better for the students.

Amber Rider, Kalama HS

♦ The school’s overall essence has been enhanced by the leadership program’s presence. The program has taken a previously bland ASB program and vamped it up to be a much more spirited and enjoyable part of the high school experience.

Staci Anderson, WF West HS

♦ The student leadership program has helped many students feel better about themselves and feel noticed.

Karianne Hawes, WF West HS

It’s difficult for adults to change. Students are much more adaptable, inventive, and accepting. Let’s ask students what is best for them and then get them working to make it happen.

—Leadership for Student Activities, Feb. 2005



Yeaaaaa!!!:

Kamiakin students (from left) Miranda Filan, Josh Meyer, and Brandon Pang enjoy a midyear leadership conference sponsored by the Richland HS student leadership program. The workshop attracted over 500 students and featured speaker Rick Minniefield (rickminniefield.com) and Washington Student Leadership facilitators.



Shark Song:

Advisers (from right) Angie Girard, Franklin MS, Lori Gilmur-Dillman, Grandview MS, and William Hilton, Washington MS, lead a round of the Shark Song to model crowd involvement during a Middle Level Regionals leadership conference at Selah JH.



Sonic Boom:

(from right, first row) Conan Viernes and Ricky Garcia of Toppenish HS and (from right, second row) Alex Frisbey, Phillip Riggins, and Xaivier Jones of Clover Park represented two of 30 schools that attended Sonic Leadership Day on April 1.



Food for Thought:

Holly Ray (left) and Joni Moss of Selah JH prepare for the arriving delegates for a Middle Level Regionals leadership workshop. Other host sites included: Denny MS, Eastmont JH, Hudtloff MS Jason Lee MS, Jemtegaard MS, Kamiakin JH, Lakewood MS, Selah JH and West Valley City School.



Welcome:

English as a Second Language students from Hazen HS greet the Seamount Interhigh delegates as they arrive for a workshop on school climate. The Seamount Interhigh is one of over 20 chartered interhighs that select representatives to serve on the Washington Association of Student Councils. (from left, Mirley Basto, Arizbeth Valdovinos, Sunny Tsolmon, Aiuyen Lam, and Tigist Aschenaki.



Collaboration:

Zain Paloalto of Manson HS discusses the final plans to co-facilitate a Student 2 Student training with Dr. Donna Evans of Brewster HS and her students. Student 2 Student was developed by the Washington Association of Student Councils and the Office of Superintendent of Public Instruction to help students become more engaged in the conversation about why high expectations have been set for their academic success.



WE NEED YOU FOR THE Photo Album

Do you have interesting photos of student leadership programs at your school? Did you take a picture at a Washington Student Leadership sponsored event? We want to feature student leadership in action!

Send your photos with a brief description to:
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