

Washington
Student Leadership

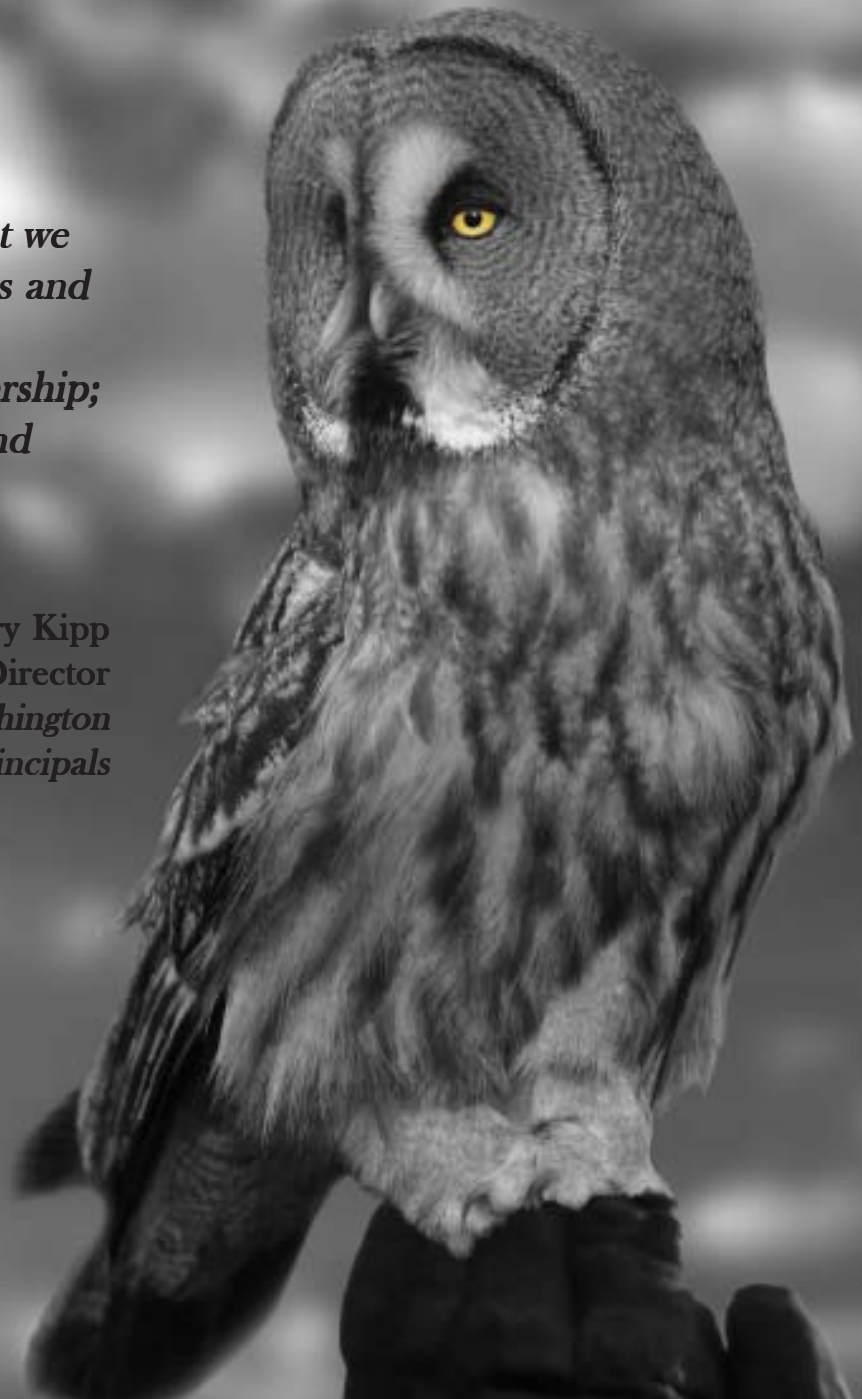
*Celebrating 50 years of
principal sponsored student
leadership—1956-2006*

Winter 2006
New Designs for Student
Leadership

The
Leader

“I’ve come to realize it is not that we have two learning centers [Cispus and Chewelah Peak] that make us a national model for student leadership; it is our breadth of knowledge and innovative approaches. It’s the thinking that sets us apart.”

Gary Kipp
Executive Director
Association of Washington
School Principals



The Leading Questions

- What restructuring decisions have been made at your school and how has your leadership program adapted?
- What issues at your school need an innovative approach to resolve?
- How is your student leadership program supporting both the academic and social life of students?

High Stakes Can student leadership programs rise to the challenge of change?



LOOKING BACK AND AHEAD: Students and advisers at the February WASC Board meeting take a critical look at 50 years of student leadership comparing camp brochures from the early 1960s with today's curriculum. Greg Barker (left), Auburn Riverside HS, Michael Terrell, Eisenhower HS (Yakima), Brandon Jones, Lewis & Clark HS (Spokane), and Cody Traub, Kalama HS

Everything we did according to standard meeting skills was wrong, but it was right for our group.

The U-14 soccer team I co-coach had the possibility of going undefeated midway through the season. As we were a coed team playing all boy teams, the chance to go undefeated was special. We held a pizza-dinner meeting to discuss how to keep the team together now that we needed to work around three different basketball schedules from two school districts, the start of ski season, and upcoming Homecoming activities for our ninth graders. As our 16 players gathered in my family room, two players grabbed guitars and jammed, a Texas Hold 'em poker game developed, the fifth grader on our team bounced on the spare bed, and players drifted in and out of the conversation we were leading as coaches. It was chaotic, loud and led to few concrete solutions. But it worked. A spirit of camaraderie was hatched and the team committed to the idea of "going for it" no matter who could make it to each practice or game.

Purposeful leadership is not letting everything you have been taught get in the way of what needs to be done. To continue serving schools, student leadership programs need to adapt to current changes in education and adjust to the trends in school restructuring. Right now, there are more questions than answers.

A longtime student leadership adviser at a middle school rhetorically asked me: "What are we doing that's fun anymore?" How can student leadership programs continue to create fun while also serving as practical experiences for rigorous academic standards? How can student leadership programs soften the stress as schools seek to leave no child behind and graduate the first class held to the new state requirements in 2008? How can student leadership programs groom their student leaders to become active players and collaborators in the educational process rather than being passive recipients?

We hope this issue of *The Leader* gives you new models and new looks to help you think about familiar things in a different way. We hope that by reading how other schools are struggling and succeeding with transformation, a spirit of "we are in this together" forms and a collective desire to "go for it" is felt across the state.

Sincerely,

Joe Fenbert, Editor

P.S.-We took second in the league, losing one game to the eventual champions.

The 4-Second Rule for Conversations *Communicating in stressful situations*

With change comes stress. Adapting the four-second rule can help you clearly communicate and avoid saying things you later regret. The four-second rule is based on a term used at NASA. Astronauts are trained to make critical decisions within four seconds.

Second #1: Take a deep breath and consider what you want to say. Some words build relationships and some words tear them down.

Second #2: Control the tone of voice that you'll use. A calm and friendly voice is always the best choice.

Second #3: Make sure you are speaking to the right person. Misplaced anger or frustration is at the core of many communication problems.

Second #4: Consider your nonverbal behavior and how it contributes to or distracts from your message.

Source: *Communication Briefings*, December 2004, "The Four-Second Rule for Improved Communication," Suzanne Gaddis

The Leader Vol. 2, No. 1, Winter 2006

The Leader is published three times each year during the fall, winter, and spring by Washington Student Leadership, a program of the Association of Washington School Principals.

Director
Susan Fortin, susanf@awsp.org
Editor
Joe Fenbert, joef@awsp.org
Production Support
Jim Garner, Charlene Victorson, Jan Phillips
Office
Cispus Learning Center
2142 Cispus Road, Randle, WA 98377
Phone: 360-497-5323 FAX: 360-497-5324
www.awsp.org



Washington Student Leadership

In the Spotlight

Leanne Donley Central Valley HS, Spokane

Leanne Donley is a whirlwind of energy, optimism and service. She fills many roles in student leadership: WASC Board Adviser, Assistant Director for Mt. Triumph Leadership Camp, and ASB Adviser at Central Valley HS. The skills and talents she brings to her leadership positions are expressed in the words of those she works with.

"Leanne is a role model for us. She uses humor, compassion and energy to lead (plus she buys us snacks!)."

Cody Traub, WASC Board President

"She gives everything to CV. She is the driving force for all of our student functions. Our food drive brought in 117,000 lbs. of food...our goal was 50,000 lbs."

Michael Hittle, Principal, Central Valley HS

"She truly provides the brains, heart and courage for Mt. Triumph. She has the courage to step forward and say what needs to be said. She has the brains to look creatively and logically at the camp needs and she is passionate about the value of student leadership."

Greg Barker, Director

Mt. Triumph Leadership Camp



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

Raising Student Voice & Participation (RSVP)

Washington one of ten states selected to pilot national program

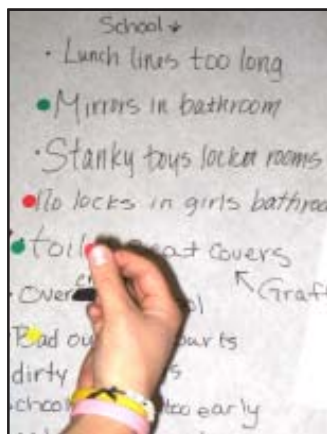
By Michael Terrell, *NASC Region 7 Representative, Eisenhower HS, Yakima S.D.*

My journey with the Raising Student Voice & Participation (RSVP) program began during a simulation at the National Association of Student Councils (NASC) Conference in Collinsville, Illinois in June of 2005. I concluded that this new student engagement program truly embodied what student leadership is all about: effective service to the students you represent.

Fortunately, our state's Student Leadership Director, Susan Fortin, shared my interest in the RSVP program. She secured a spot for Washington state at the NASC's RSVP training session in Washington D.C. that took place during the last week of September. Along with WASC Board member Sam Eglin, we spent five days participating in a detailed breakdown of each phase of the RSVP process. The sessions consisted of note taking, presenting, and conducting the process with a handful of students.

Implementing the RSVP program at

Eisenhower HS has consisted of four main steps: getting administrative buy-in, informing the staff, training the student facilitators, and actually carrying out the RSVP process. At a school with around two thousand students, these steps have each taken some time and planning but each has been a success.



We are in the midst of the RSVP process right now and it has had nothing but positive student feedback. According to Eisenhower senior Scott Meek, "RSVP gives students a productive way to voice their opinions, instead of just complaining." He is exactly right, RSVP not only identifies students' issues, but it also solicits their ideas for effective ways to address and resolve them. Essentially, RSVP is a means by which all student leadership teams can guarantee that they are fulfilling their duty of accurately representing the needs, concerns, and issues of the entire student body. Eisenhower HS is just RSVP's first step in Washington state.

More About RSVP...

The RSVP program is a new student engagement process sponsored by the National Association of Student Councils. The aim of the program is to provide school principals an avenue to utilize the talents of student leaders and to engage the entire student body in school and community issues.

The RSVP process begins with student leaders being trained as facilitators. They then host a series of student summits to identify issues and concerns about school and community. Action plans are then created for the top three issues and presented to the school administration for approval. The final step is the recruitment of interested students to assist in implementing the action plans.

Throughout the process students learn about the power of voice and the skills necessary to plan and work together towards making a positive change through civic action initiatives.

For more information on how your school can be a part of RSVP, contact Susan Fortin: 360-497-5323, susanf@awsp.org

Leaders need to have clear answers to the questions 'What do we believe in?' and be equally clear about... 'How do we translate our beliefs into actions?'

—Bowring Carr and Burnham West, educational theorists

In the Loop Survey Results

Recent Restrictions on Vending Machines

1. How has the decision to restrict the sale of soda pop in school vending machines impacted revenue for your student activities program (drastically, somewhat, very little), and what strategies has your student activities program implemented to offset any revenue loss?

Impact of Education Reforms on Leadership Programs

2. How have education reforms and trends in school restructuring impacted your student leadership program (drastically, somewhat, very little), and as a result, what have been the structural and philosophical changes in your student leadership program?

Jordan Beanblossom, Student, Lynden HS

1. *Very Little*

We sell soda in our school store, but the fact is that students will always be thirsty, and they will drink whatever you put into the machines.

2. *Somewhat*

The leadership program has had to shift its focus to provide more basic services to the student population. Students are becoming less available to involve themselves in leadership activities due to the emphasis on standardized testing and core class requirements.

Karrie Docterman, Adviser, John R. Rogers HS (Spokane)

1. *Drastically*

Fundraising has been left up to individual clubs and activities. General ASB does not provide a lot of activities anymore. It is sad.

2. *Somewhat*

We have moved to Small Learning Communities (SLCs), and we have tried to incorporate each SLC into leadership. Students are allowed to be involved in more staff collaborations.

Pat Jewell, Adviser, West Seattle HS

1. *Drastically*

We have lost numerous student centered programs. We made the ID card and activity card the same and sold it for \$30. It is now required to buy tickets to any dance or attend most school functions. We do have juice and healthy snack machines so we do get some money from those, but considerably less than before.

2. *Very little*

Our leadership program was built to meet academic standards first. We are academically driven so our program hasn't changed much. Our goal is to educate leadership students about the new graduation requirements and then, through them, the rest of the student body.

Paul Sutton, Adviser, Sammamish HS

1. *Somewhat*

We have formed partnerships with local businesses.

2. *Very little*

Carol Coe, Adviser, Cleveland HS

1. *Somewhat*

We have substituted healthier drinks: milk and juices.

2. *Very little*

We are trying to move from a school that had no philosophy of leadership, no student council, and ASB Officers who had been appointed by the principal to a school that elects its student leaders, has a functioning student council, and a philosophy based on the three R's of Relationship, Relevance, and Rigor.

Cheri Belcoe, Adviser, Nooksack Valley MS

1. *Very little*

Our magazine sale is the main fundraiser.

2. *Drastically*

Our student leadership program is now an essential part of our advisories. Our school is organized around three vertical teams: two teachers from the sixth grade, seventh grade and eighth grade share a group of students. We have 24 advisories of about 20 students that meet every Monday and Friday for 45 minutes. Each advisory elects a representative to attend a meeting of congress once a month. We model ourselves after the national government. We have four executive officers elected from the entire eighth grade and one seventh grade senator elected from each vertical team. At this point, the sixth grade students are represented in congress, but we are looking at ways to more fully involve them. This model has engaged kids in their education and school. They are a part of it. We provide support, but they do it. The vice-principal and I create a framework for possible activities for the advisories and the student leaders promote programs like spirit weeks through them as well. The students feel like they are doing things instead of having things done to them.

Sue Metzler, Adviser, Mariner HS

1. Very little

Our district has allowed us to still sell pop this year, and we also offer healthy alternatives. The truly wonderful thing is that our students are working this year on a promotional campaign to teach other students about healthy choices. We feel that giving the kids the power to research information and “sell” it to the student body will benefit everybody greatly.

2. Drastically

Our school has split into six small schools. This has opened up the opportunity for more students to get involved in student government, as we added a 30-member Academy Senate. We are working hard this year to fill the senate and help the students define these new roles. It is exciting to see students get involved! We have fewer students participating in our school-wide leadership program this year, however, each academy is working toward creating its own programs.

Jillian Mendoza, Student, Tacoma School of the Arts

1. Very little

My school does not at all depend on the revenue of school vending machines since we only have two, which have always only sold water and juice.

2. Drastically

Our school has always been different, but this year we implemented a whole new system of student government, which is now called “Student Voice” instead of ASB. Our Student Voice group is composed of two representatives from each mentor group of the school, plus an executive board of 16 elected students who conduct weekly formal meetings. This huge change has enabled us to really be representative of ALL student voices in our school, and it has allowed us to serve our student body better. We are beginning to drift away from cookie-cutter versions of student leadership and are no longer seen as a “poster-making class.”

Marie Lockwood, Adviser, Evergreen HS (Evergreen S.D.)

1. Very little

We have an equal amount of vending machines that sell soda and other items like juice, milk and water.

2. Drastically

Our AP students are overwhelmed and have very little time. We are going to the small learning community model and have created four academies: 1) Freshmen, 2) Arts and Communication, 3) Health and Human Services and 4) Architecture, Computers, Management & Engineering. We believe that running four different student governments from each academy could become divisive to school spirit. Our goal is to look for options to incorporate our new learning communities into our traditional student government system of five elected ASB officers and homeroom representatives.



HANDS IN EVERYTHING: The role of student leaders is expanding. Along with the traditional expectations of achieving academic success and improving school climate, student leaders are partnering with administrators on school improvement issues and helping the restructuring process succeed.

Jo Petersen, Adviser, Illwaco HS

1. Drastically

Revenue is down as much as 40% in a month. We are brainstorming the issue but have no solutions yet.

2. Somewhat

Our goal is to communicate with administration to see what they are willing to allow. Currently, we are being asked to plan all activities during the lunch hour or after school to limit the amount of time students spend out of class.

Kathleen Ferguson, Adviser, Okanogan HS

1. Very little

We are still selling pop in the machines, and we would like to see healthy choices offered in the machines as well. We believe students will purchase healthy snacks and revenue will stabilize.

2. Somewhat

Goals and learning objectives have been formalized to justify the maintenance of the leadership class and programs.

Britt Harris, Adviser, Shoreline HS

1. Somewhat

We still sell soda (diet only) and water & juice. We have ‘healthy choice’ machines, but revenue is about half. We increased the price for ASB cards and parking passes to help offset the loss in revenue. We will be making more changes in the next few years.

2. We are just now making changes, so we are not sure how we will be impacted. We will know more in a year when final decisions have been made.

Humans are allergic to change. They love to say, ‘We’ve always done it this way.’ I try to fight that. That’s why I have a clock on my wall that runs counterclockwise.

—Rear Admiral Grace Hopper, U.S. Navy

Pairing Traditional and Non-Traditional Leaders

"...student leadership is a must, enabling those who strive for excellence to ground themselves with those who are searching for more."

Response from Elma HS to WASC Board Survey

Frontier MS, Evergreen S.D.

By Lesley King, Counselor & ASB Adviser

As a new ASB adviser this year, I was perplexed on how to involve the elected student leaders with those students they may not normally "hang out" with.

I decided to start a girl leadership group modeled after our boys leadership group led by an intervention specialist that targets at-risk youth. I started by asking my eighth grade representative, Renee, to help me identify girls who may benefit from a group format. Renee's goal was to decrease "drama" and rumors; mine was to help girls make good, healthy decisions. I now meet with two diverse groups: many different cultures are represented, the ASB President and Representative participate, and the academically talented are mixed with special education students.

It is not always easy to pair traditional with nontraditional leaders. The girls were quite anxious at first, in fact they let me know privately whom they did or did not like. By making the group an even playing field and a safe place, the girls share and learn from each other. What they are learning from the group experience can be found in their words:

Tiffani: *"The leadership group has improved our school by putting kids of different ethnicities together and teaching them skills. We are learning that it's okay to hang out with different groups. I've made a lot of new friends."*

Alison: *"I have learned how to keep my mouth shut and to not tell secrets."*

Rachel: *"If some stupid drama happens, I know we will talk and work it out and remain friends. I've learned to forgive people."*

Meygan: *"I think this group has helped our school. We are learning new skills and taking these skills to other people around the school so they are learning as well."*

Renee: *"I'm getting used to my new skills of behaving better and getting things done. I have taken a lot of risks lately, especially to forgive people. I'm really glad I had the guts to do it."*

Ana: *"I know now to talk to people instead of fighting them."*

The group works in a traditional open group format. We have rules of conduct and confidentiality. We work hard on conflict management, communication and coping skills. The girls confront each other's behaviors in group, and they compromise and listen. I have seen the physical conflicts decrease among the girls; they are learning to use their voices and to stand up for their feelings and for others. I am very proud of the effort and leadership they are showing. Our school is a better place for everybody because our traditional and non-traditional leaders have learned that they are really just the same.

Olympic HS, Central Kitsap S.D.

Blanche Saladino, Counselor & ASB Adviser

How did you pair traditional and non-traditional leaders?

Our student leaders missed leadership camp last summer so we knew we wanted to give them some leadership training. We booked a leadership retreat at the Cispus Learning Center November 13-15. We invited 50 student leaders from the elected ASB officers, clubs and sports, and 50 students from our Leadership and Sophomore Achieve Class. The Achieve Class supports bright students who will be first generation college students.

When did you know the retreat was working?

From the time the kids stepped on the bus until today, there has been a positive vibration from the group. I was most touched by an event at the campfire. Being the counselor, I asked kids to share with each other who they admired and why. One student was sitting off to the side. The other

students invited him to speak. He explained to the group that he truly felt nobody has ever been there for him and that he couldn't depend on anyone. The group for the rest of the retreat embraced this student. He came



FIRST CIRCLE: *A retreat at Cispus allowed a diverse group of Olympic HS students to truly experience their school-year theme: Oly as One.*

back from the retreat and restarted a club called Voices, which is a group that promotes respect and advocates for others.

What has happened at Olympic HS since November?

The students are still interacting with each other. They might not hang out with each other Friday night, but they talk at school. Mindy Eisele, the Achieve Class teacher, has told me her students feel like they are a team. Everyone felt included at the retreat and they got to know people they would never have interacted with. They said the environment of being in the woods at Cispus without their cell phones really helped. They liked being on the challenge course where they had to rely on and support each other. Some of the Achieve Class students are thinking of running for a student office.

What happens next?

We will be meeting three more times this year as the "Oly at Cispus" group to continue bonding and to keep the spirit of the retreat alive. In May, we will select a student-planning group to plan next year's retreat. Our ASB officers talk a lot about the legacy they want to leave behind. I can't think of a better legacy than mixing students already involved with those that just need a little encouragement to participate.

Student Leadership Program Adapts to a Small Learning Community School

Interview with Cayla Ravancho, Junior, River Ridge HS, North Thurston S.D.

Describe the student leadership structure at River Ridge HS

Our leadership program centers around four houses (A, B, C, & D) and small learning teams within these houses. We select an ASB and student council from the houses while class representatives are selected through an application process. We also have a first period leadership class comprised of ASB officers and other interested students.

ASB: Senators and Officers

Each spring every house elects five Senators. Anyone interested in running has the option of campaigning during senate elections week. At the end of this week, the school runs a house-celebration schedule where all students report to their house to hear speeches and vote. The following week is officer elections week. Any elected Senator is eligible to run for an ASB office. The candidates are required to give a speech in front of the entire school. Sometimes the speeches are broadcasted over our school's Hawk TV program.

Student Council

Each house is divided into about 20 small student groups based on graduation year called Learning Teams. Learning Teams

meet for 15 minutes on a regular schedule and for 30 minutes on an activity schedule. Each Learning Team elects a boy and a girl representative. These 30 students then attend house council meetings facilitated by an ASB student leader. This facet of our student government is a significant one. It gives students who normally wouldn't partake in leadership a chance to step out and have a voice. Instead of having one student council of 30 students, we have four student councils of 30 students, one from each house.

Class Representatives

A Class Representative position is obtained your freshman year through an application process. It is a four-year commitment. The class representative facilitator interviews each applicant. Each freshman class starts with four representatives, and then two more representatives are added during the class's sophomore year and six more are added during the junior year. The junior year inductions conclude the class representative group.

What role do you have in student leadership?

I'm fortunate enough to have a role in almost all aspects of my school's govern-

ment. I was selected as a Freshmen Class Representative and I have been heavily involved in student leadership ever since. I was elected to one of the House C Senator positions my sophomore year. Leadership has been my first period class for the last two years, and it will continue to be until I graduate. I'm not a house council member, but I run the meetings along with four other senators. In addition, I have the responsibility to help my class representative facilitator pick the new representatives by interviewing each applicant.

What do you see as the strengths and weaknesses of your student leadership structure?

One of the main strengths of our school government is the amount of students involved. Having more student leadership ambassadors supply a wide range of diverse people, with different viewpoints. Each organization (ASB, house councils, leadership class, class representatives) has their own duties that they tend to, so involving the neighboring groups usually doesn't happen. We need to work on communication between the groups.

WASC Board Continues Defining Student Leadership

"The WASC Board is adding more substance to the layers of what Washington Student Leadership does in our state."

Matt Wallace, Adviser, Meadowdale HS

Under the leadership of President Cody Traub of Kalama HS, the WASC Board is defining student leadership. "I think our efforts to define student leadership will change how teachers view student leaders. When student leadership started 50 years ago in our state, we defined how to start student councils. Now, we see students on school boards, on the State Board of Education, and testifying on education issues in the Legislature. It would be a huge mistake for student leaders to sit back and continue to lead in

traditional ways. We need to step up and take the opportunity to help shape the rapidly changing world," said Traub.

The WASC Board is working on a document that defines student leadership, identifies specific actions for student leaders and outlines the different roles of a school, local and state student leadership associations. This document will be provided to schools in the spring to encourage student leaders across the state.



LISTEN TO LEARN:

The WASC Board reviewed over 100 surveys from schools across the state to gain an understanding of how student leaders view their roles in schools. Jillian Mendoza (left), Tacoma School of the Arts, Melanie Tubbs, Enumclaw HS, and Bridget Reilly, Central Valley HS (Spokane).

When you appeal to the highest level of thinking, you get the highest level of performance. — Jack Stack, CEO and Author



"The New Kid" Elementary Leadership:

Fourth and fifth grade students at Maya Angelou Elementary (Pasco S.D.) follow leadership facilitator Vincent Perez (far right) during a one-day workshop in October. The workshop titled, "Role Models: Treat People Right, and Do the Right Thing...ALWAYS!," was a first-ever endeavor for Washington Student Leadership.



Ask and Act:

Lyle Galloway of Eisenhower HS (Yakima S.D.) presents a student generated list of school and community issues as a part of the Raising Student Voice and Participation program. Washington is one of ten states in the nation to pilot this program sponsored by the National Association of Student Councils.



"Find YOUR Leadership Beat":

Students at a Middle Level Regional leadership workshop experientially learn about leadership. Over 1,900 students and advisers got into the groove at ten host sites across the state from February 7-9.

Monkey See, Monkey Do:

Tammy Caldwell (left) of Rainier Leadership Camp and Meri Benedict of Adams Leadership Camp experience a new challenge course initiative during the 50th Anniversary All Camp Retreat at Cispus in January. The retreat brought together staff members from the high school, middle level and cheer camp summer programs.



50 years of principal sponsored leadership



Living the Legacy

since 1956

Summer Leadership Camps at Cispus and Chewelah Peak

since 1961

CheerLeadership Camps at Central Washington University for 2006 registration materials, visit: www.awsp.org



Class Clowns:

Lisa Joosten, Tim Rice and Jack Rainey of Olympic HS take a break on the Cispus challenge course during a leadership retreat in November. The goal of the retreat was to mix traditional and non-traditional leaders to promote the creation of an inclusive environment back at school.

Washington School Principals Education Foundation
Washington Student Leadership
 2142 Cispus Road
 Randle, WA 98377-9305

Nonprofit Org.
 U.S. Postage
PAID
 Olympia, WA
Permit No. 323