“On the final night, we realized it worked. We had a visit from the Assistant Superintendent of Seattle Public Schools and the State Superintendent of Public Instruction. They both felt good about what we had done and wished us well.”

Kermit Franks, West Seattle HS
Director, first statewide student leadership camp
Living the Legacy is a special 50th anniversary publication of Washington Student Leadership, a program of the Association of Washington School Principals.

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Living the Legacy

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Dedicated to all those who kept the student leadership program going...and keep it going today.
The world is a better place because of you.

1956-2006
“Take Your Soul”
Advice for all of us

In the boxes of archives collected for the 50th Anniversary history project is one document that for me captures the essence of our purpose. Our history is really the collective force of people compelled to make a difference. It is the story of people doing the extra things to create such a mountain-top experience for others that they in turn also feel the need to make a difference.

The letter below from Seabeck Junior Counselor Richard Swanson was attached as the forward to the 1968 camp staff evaluation. As far as I can tell, Richard gave one final nudge to the delegates through a passionate post-camp letter. The letter must have touched the Seabeck staff as well, as it appears they used it to remind themselves of the goal of gathering each year to plan a student leadership camp. Before they got into the details of preparing the next year’s camp, they must have wanted to be solidly grounded in the truth of what they hoped would happen for students.

Richard’s letter reminded them of why they were inspired to give of themselves each summer; I hope it reminds you of the truth of your participation with Washington Student Leadership.

Sincerely,
Joe Fenbert
Editor, Joe Fenbert

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Are these last few summer days catching you, like me, reflecting upon what happened at Seabeck last week? And what it has to do with us as individuals? I hope so, for I believe we were exposed to a number of very unique things at Seabeck this year. Whereas other years, kids have gone to Seabeck primed for learning how to be an effective officer, this year’s delegation had many deeper concerns. Concerns about age, race, economic and national barriers that…keep all mankind from “gettin’” together.” You pick up some leadership concepts and techniques at Seabeck. Ideas like evaluation, group dynamics, consensus, and participation are familiar to you now. You went home largely satisfied at the end of a frustrating week feeling that you’d found a handle or two on yourself. So now you’re a leader! What are you going to do about it? Are you going to build, maintain, or destroy? In your high school will you get uptight when kids are too busy to patronize your dance or carnival? Will you put in another year of handing the same activities to the same people? Or will you develop your own values for what you should be doing or shouldn’t be doing? Will you harness some creativity to provide some new, more meaningful opportunities for your student body to become involved? Or will you cry for involvement in the dead activities of years past? Will you extend beyond the walls of the “activity center elite;” or don’t “they” matter? Will you affect the community as a student body or will you infect it? Will you stick your neck out as a leader to help other people really “get together?”

Evaluate your efforts: will the product be a positive contribution to someone? Will the process allow people to relate to each other, joining hands to achieve a solid goal? The process and product are important. See that the product is significant and successful enough to keep people involved in the process.

I pray for you as you attempt to relate to your sphere of influence this year. May you never lose sight of the beautiful and hungry individuals God has given you to be with by classifying “them” or categorizing “them” as a group.

When you go to school this fall take yourself to people. Don’t take your institutions: your office, sport, Seabeck, activity. Take yourself. TAKE YOUR SOUL!

All of us have got to be twenty-four hour leaders. It will take all we’ve got to grow as a generation that won’t tolerate what happened in Chicago last week, what has happened in the ghettos for decades and what’s going on in Southeast Asia.

We must be strong. Seek strength to love.

I’m sorry we could not have become better acquainted at Seabeck. I hope you’ll feel free to drop me a thought line if you want to this year. I’ll be anxious to see what forms your intangible values take.

Remember what you learned from Seabeck, but most of all what we learned from each other.

As Always,
Richard Swanson
Introduction

Every thing has a beginning, and every beginning has a series of small events that lead up to that pivotal moment when something clearly started. For the purpose of our anniversary celebration, we selected the year 1956 as the official beginning of 50 years of principalsponsored student leadership programs in Washington. More important than any of the dates in our history, is the reality of what actually happened. From a small beginning of one student leadership camp serving 122 delegates, Washington Student Leadership has grown into a nationally recognized model of excellence. Today, with the help of more than 300 dedicated staff, each year we serve over 10,000 students and advisers through a variety of programs. Our purpose in celebrating 50 years of service to schools is designed to honor and acknowledge our beginnings and ensure another 50 years of success.

Early Roots of Student Leadership

The earliest known historical reference to student leadership in Washington is 1938. In the National Association of Student Officers’ publication “Student Life,” Robert Garing of Roosevelt High, Seattle, is introduced as one of the six national officers. Garing was elected the third vice-president at a national convention in Detroit, Mich. The next reference is post-World War II when Don “Pop” Leer, principal of Stevenson High, chartered the Washington Association of Student Councils. This informal organization was the entity that sponsored student delegations to the National Association of Student Councils conference, an annual event established in 1931. Roosevelt High appeared as an early contributor to the student leadership program again in the 1950s. In the summer of 1953, Roosevelt’s ASB President Jerry Davis attended the second annual Student Council Leadership Conference at Camp Cheley, Estes Park, Colorado, sponsored by the National Association of Student Councils and the All-City Student Council of Denver Public Schools. With Jerry’s positive reviews, Lloyd Turner, Activities Coordinator at Roosevelt, promoted the national summer leadership camp program at a meeting of Seattle school activity coordinators. The question is raised, “Could we do something like this in Washington?”
National Leadership Conference, Camp Cheley, Estes Park, Colorado

Seattle Public Schools acted on their inclination that training student leaders would be a worthwhile endeavor. A delegation from Seattle Public Schools was selected to attend the third annual conference at Camp Cheley in the summer of 1954. The attending advisers were Kermit Franks, activity coordinator, West Seattle High; and Helen Smith, activity coordinator, Roosevelt High. The students were Dixie Thompson, Roosevelt High; Theodora (Teddy) Cokinakis, Lincoln High; John Burgess, Ballard High; and Larry Pierce, West Seattle High. After the group’s return, discussions about the feasibility of offering a statewide leadership camp in Washington continued. The Washington Association of Secondary School Principals (WASSP) was contacted about the idea and lend support to the vision of the Seattle activity coordinators.

First Statewide Leadership Camp Sponsored by Seattle Public Schools

In the summer of 1955, Seattle Public Schools sponsored the first statewide student leadership camp at Camp Seabeck on Hood Canal. Each of the Seattle high schools was allotted six delegates and the invitation for one boy and one girl to attend was extended to all high schools in Washington. A total of 122 delegates representing the six Seattle schools and 32 other high schools participated in this first-ever camp. The delegates were divided into six council groups that competed with each other through a point system. Some of the council competitions were organized recreation, dorm inspection, songfest, stunt night, cheers and skits. The staff for the camp included 12 junior counselors (including the four students who attended Camp Cheley in 1954) and 15 senior counselors. Kermit Franks of West Seattle High was the director. Two members of WASSP served as senior counselors: Don Leer from Stevenson High and Karl Weber from Renton High. A consultant from NASC, Charles Mackey, was hired to help organize the conference. The camp was a success and even before it ended, the staff began thinking ahead to the 1956 camp.

Councils: The names of the council groups at the 1955 Seabeck session were the Bunyonears, the Crocketeers, the Hilltoppers, the Moonshiners, the SeaBees and the Seabeck Sea Sick Sea Serpents.

Bunny Hop: Inclusive icebreakers have been a part of leadership camps from the very start. Seabeck, 1955.

Establishing Camps: 1956-1969
Student Leadership Committee; Original Camp Locations; Cheer Camp Starts; First State Student Council

**INTRODUCTION**

The seed for student leadership training was planted in the success of the 1955 Seabeck session sponsored by Seattle Public Schools. By the time Apollo 11 landed on the moon in 1969, four more leadership camps and two cheer camps would be up and running, each with a dedicated staff nurturing the growth of student leaders.

**Leadership Camps at Seabeck, Twinlow, Waskowitz and Burton**

In 1956, principals accepted responsibility for being the primary sponsor of student leadership in the state. They established the WASSP Student Leadership Committee and appointed Don Leer of Stevenson High as chair. To organize the second statewide camp at Seabeck, the principals formed a partnership with the Seattle Public Schools. Kermit Franks of West Seattle High directed the Seabeck camp again. A second leadership camp was added in 1957 at Camp Twinlow in Rathdrum, Idaho. Don Leer directed the camp assisted by Karl Weber of Renton High. In 1961, a third camp was added at Camp Waskowitz in North Bend directed by Don Fowler of Federal Way High. Camp Burton on Vashon Island became the home of the fourth camp established in 1968 and was directed by Wally Tonstad of Issaquah High. Over 500 students from more than 150 schools were participating in the student leadership camp program by the end of its first decade.

**Camp Curriculum Changes with the Times**

As the student leadership camp program grew, so did the sophistication of the student leadership curriculum. The mid-60s saw a shift from presentation and lecture to a more participatory model. Council competitions as a major component of camp were gradually fazed out during the Vietnam-era. The Twinlow camp staff, in a legendary drive across the state in the late-60s, had an epiphany that radically restructured camp. Instead of centering the curriculum around a series of classes, the camp became organized around three key leadership concepts: communication, decision-making and group process. Activities were then selected to help the delegates experience these concepts in action.
Cheer Camp at Central Washington University

In addition to being on the ground floor of student leadership training in the nation (the first national leadership camp was held in 1952) the principals were also pioneers in the establishment of Cheer camps. The concept of training cheerleaders was not new, but the idea that cheerleaders should be well versed in both cheer techniques and leadership skills was an innovative perspective. In 1960 at Central Washington State College, Wally Tonstad of Issaquah High directed the first Cheer Camp with just over 100 delegates attending. The next year the camp served 317 cheerleaders from 108 schools. By the end of the decade, there were three sessions of Cheer Camp, each serving 500 delegates and gaining a rapidly growing, loyal following. The three sessions of Cheer were co-directed by Coke Roberts, West Seattle High and Sandy Stonebreaker, Federal Way High.

Growing Up at Camp: Dorothy Ferguson (far left in 1967 as a JC at Camp Twinlow) was the first staff member to move from delegate to junior counselor to senior counselor to director. A path followed by less than a dozen people in 50 years.

First Statewide Student Council Organization

The era of student empowerment culminated in 1969 with the formal organization of the Washington Association of Student Councils. Each principal on the Student Leadership Committee, organized through Educational Service Districts, brought a student representative with them to the three meetings during the year. These students discussed school issues and provided a student perspective as the Student Leadership Committee continued to evaluate and design the next steps in the evolution of the student leadership program.

Closing Letter from Don Fowler,
Waskowitz Director, 1967, Lil’ Bit O’Soul

We have been tossing the term “leadership” around this week with almost reckless abandon. We’ve defined it, dissected it, dramatized it; we’ve even set it to music. Leadership has been examined in terms of personal qualities, processes, and projects, and considered in great variety of formal and informal contests. This 24-hour obligation has been the focus of our combined attentions for five full days. Has it all been worth the while? I’d certainly like to think so, although I shall never know for certain. Each of you will have to answer this question for himself as the 1967-68 school year runs its inevitable course.

If your school is a bit better because of an enhanced sense of obligation, if you return to your constituents caring more about them and more determined to involve them, if you are better equipped with the tools and techniques of leadership and if you can sustain a genuine commitment from September to June, the answer to my question is sure to be in the affirmative. In that event the staff, Mr. Weber, and I will have fulfilled our function, and our week with you will not have been in vain.

But from today on it’s up to you. We wish you well.
Student Leadership Expands: 1970-1990
Cispus; All-Camp Workshop; First WASC Conference; State Student Leadership Staff Positions

Introduction

The expansion of the student leadership program during the 70s and 80s evolved due to three major developments: Student leadership training opportunities were available for camp volunteer staffs; the high school leadership camps adapted to their new permanent location at the Cispus Learning Center; and principals recognized the need to create staff positions to support the growing program.

All-Camp Staff Leadership Training at Camp Burton
On March 6-8, 1970 a grant from the Sears Roebuck Foundation of Chicago made it possible for 131 camp staff members to participate in the workshop “Basic Leadership Training” at Camp Burton. Dr. Robert T. “Sonny” Davis of National Leadership Methods and the National Leadership Institute facilitated the workshop with help from Don Leer, chair of the Student Leadership Committee. The focus of the conference was on learning through doing, rather than lecture. Among the concepts stressed was “people tend to support what they help to create.” The emphasis placed on the process of leadership, as well as the product, swayed camp staffs to explore the use of experiential education as a delivery model.

Leadership Camps Move to Cispus Learning Center
In 1970, under the direction of State School Superintendent Louis Bruno, the Cispus Learning Center (a former CCC camp and Job Corps site from 1965-69) was established by the state as an outdoor and environmental education center. Reasonable prices, location and potential for growth were the benefits that steered the Student Leadership Committee to move all of the leadership camps from their original sites to Cispus. No longer identified by site location, camps were named for mountains in the state. The Seabeck session became Mt. Olympus; Twinlow—Mt. Adams; Waskowitz—Mt. Rainier and Burton—Mt. St. Helens. Staffs visited the Cispus Center in the spring of 1970 to get a feel for the site and to prepare for the first summer of camps. To keep the tradition of family style dining, camp staffs scoured garage sales to locate enough serving bowls and platters to turn Cispus’ cafeteria-style meals into the traditional sit-down meals that were a key element at the original sites. As a requirement for the use of the Cispus Center, a lesson on environmental education was a part of the camp curriculum.

Washington Activity Coordinators Association
A focus on student leadership in the state lead to the organization of the Washington Activity Coordinators Association (WACA) in 1970. The professional group held its first annual conference April 29-May 1 at the Roosevelt Hotel in Seattle. The keynote speaker was Cliff Gillies, principal of Mariner High and member of the WASSP Student Leadership Committee. Today, the annual WACA conference still offers leadership advisers excellent opportunities for professional growth. Washington Student Leadership continues to be a supportive partner.

State Coordinator of Student Leadership Position Created
The growth and popularity of the student leadership program caused the principals—officially established in 1972 as the Association of Washington School Principals (AWSP)— to create systemic changes in their support system. In 1974, Coke Roberts was appointed the state coordinator for student leadership to help the Student Leadership Committee chair organize the summer programs. One of Coke’s first efforts was to bring staff members from leadership and cheerleadership camps together for a series of meetings to create, share and adapt leadership curriculum. The group
was called the Innovators Committee. The first wave of camp staff personnel reached retirement age and a recognition dinner was held for them during the Principals Parliament on Nov. 20, 1975 at Grove Restaurant in Seattle. Mt. Adams (Twinlow) retired five; Both Mt Rainier (Waskowitz) and Mt. Olympus (Seabeck) retired six and Cheer retired four. New staff members were recruited for the open positions to continue the work of student leadership. The fifth high school leadership camp, Mt. Baker, directed by Sandy Stonebreaker of Federal Way High, opened at Central Washington University in 1979 then re-opened at Cispus in 1983.

CheerLeadership Camps Expand
The Cheer Camps (officially renamed CheerLeadership camps during this period) continued to grow in attending participants and the refinement of curriculum. Co-directors Sandy Stonebreaker and Coke Roberts and eight members of their staff organized a one-day Cheer workshop on Nov. 27, 1971. The event, “The Lewis-Clark Empire Regional Leadership Meet,” attracted more than 350 student leaders from 80 high schools from eastern Washington, northern Idaho and northeastern Oregon. A newspaper article highlighted the workshop in the Lewiston Morning Tribune: “Their efforts [staff of Washington CheerLeadership Camps] have been credited with the rise of the cheerleader’s role from a one-time sideshow distraction at athletic contests to positions as responsible and skilled student leaders of all school activities.” A long-term contract with the World Cheerleader Council to provide the technical cheer training was signed. In 1973, four sessions of cheer camp were held with over 2,000 Cheerleaders participating representing 98 percent of the schools in Washington.

NASC Trips, First WASC Conference
The time of program expansion ended with a series of events that continued to add to Washington’s comprehensive student leadership program. Mack Armstrong of Mt. Si High becomes active in the late-70s and early-80s on the national scene organizing a Washington delegation to the yearly National Association of Student Councils conference. He also participated as a member of the national staff at Camp Cheley along with Dean Johnson of Adna High who held the position of State Coordinator of Student Leadership during this time. The first statewide high school WASC Conference was held at Lindbergh High in 1980.

Creation of Second AWSP Executive Assistant Position
The eruption of Mt. St. Helens caused all camps to relocate during the summer of 1980 and forced the state superintendent of public instruction to abandon the sponsorship of the Cispus Learning Center. In a state budget report Cispus was deemed a “good program but not essential.” The principals signed a special-use permit with the USDA Forest Service in 1981 to preserve Cispus for outdoor education and leadership camps. The Washington School Principals’ Education Foundation was established to pursue this bold endeavor. In recognition of the evolving complexity of the student leadership programs, a second AWSP assistant executive director position was created in 1984 with a major responsibility to oversee the student leadership programs. Lynn Waller, formerly of Shoreline High, became the first to fill this role. Camp staffs continued to develop their curriculums around an adopted set of goals and objectives that focused on communication, group process, managerial skills, self-awareness and human relations.

Brian Barker’s Vision; Middle Level Programs; Expanding Role of Student Leaders; Chewelah Peak Learning Center

INTRODUCTION

The modern era of student leadership began in 1991 with AWSP Assistant Executive Director Brian Barker’s vision. Marty and Susan Fortin, two well-respected student leadership teachers, were hired to facilitate the growth of the program. Marty was hired to develop the outdoor education programs becoming the Director of Cispus in 1993. Susan was hired for the full-time staff position created solely to guide the student leadership programs. As the program developed, the position of Director of Washington Student Leadership (WSL) was established in 1998.

MIDDLE LEVEL STUDENT LEADERSHIP

Expanding leadership programs to serve middle level students became a primary focus of the Student Leadership Committee in the early-90s. The first programs created were one-day Middle Level Regional Leadership Workshops in 1992. The program served 918 students and 122 advisers from 112 schools in its first year. Cascade Middle Level Leadership Camp opened in 1993 (four days, three nights) and was co-directed by Susan Fortin and WSL Program Assistant Joe Fenbert. To continue the theme of camps being named after mountains, the name Cascade was chosen to symbolically accent the mission of the middle level program to serve as a solid base for students to later explore leadership in high school. In 1997, a second Cascade session was added directed by Ruth Anderson. Lana Yenne directed a third session added in 1993. At this time, the three middle level camps were known as Cascade, Chino and Columbia. In 2004, the Chewelah Peak session was added directed by Bill Barnes. The growth of the middle level programs led to the establishment of the AWSP Middle Level Leadership Committee in 2004. Today, more than 3,000 middle level leaders and advisers are served through camps, workshops and conferences each year.

HIGH SCHOOL LEADERSHIP PROGRAMS

High school leadership programs continue to prosper. Three new leadership camps have been added in recent years: Mt. Washington in 1995, directed by Ken Crawford; Mt. Triumph in 2001, directed by Greg Barker and the Chewelah Peak session in 2004, directed by Ken Crawford. Camp curriculum is reviewed yearly to stay relevant. The educational concept of a school within a school is being utilized to enable camp staffs to divide large camp delegations into smaller learning groups. More time at camp is devoted to help school groups set goals and develop as a team. With the use of the Cispus and Chewelah Peak challenge courses, experiential education continues to be an important part of camp.

CheerLeadership camps, after weathering a slight dip in enrollment during the late-90s as competitive cheer programs were established, are experiencing a resurgence in popularity. In the era of student success for all, schools are again recognizing the need for cheerleaders to be integrated into a school’s overall plan to create a positive school climate and culture.
**Adviser Trainings and Workshops**

Washington Student Leadership has remained committed to providing professional growth opportunities for student leadership advisers. The “Teaching Leadership” workshop for high school advisers has been offered each year since 1991. A concurrent adviser strand has always been a part of the Middle Level Leadership Camps since its inception. In 1993, to meet the increasing technical demands of coaching spirit squads, the CheerLeadership Camps established a series of workshops designed for cheer coaches and advisers. These workshops provide the most comprehensive instruction for cheer coaches in the state. Today, the Washington Student Leadership Web site and the electronic newsletter, In the Loop, provide year-round support to student leadership advisers.

**Expanding Role of Student Leaders**

Student leaders have become major stakeholders and designers of the student leadership program. In the early-90s, students took over the responsibility of leading the small group workshops at the WASC Conference that up to this point were being taught by activity advisers. A major restructuring of the WASC Board took place in 1996, with representation shifting from schools associated with principals on the Leadership Committee to representation through chartered interhighs. This change has lead the WASC Board to be a truly representative body of student leaders in the state and has allowed the students to collaborate with other state agencies to do meaningful work.

In the late-90s, the WASC Board formed partnerships to lead a series of diversity summits and promote sportsmanship in schools. A 2004 collaboration with the Office of Superintendent of Public Instruction launched a remarkable educational program known as Student 2 Student. This student-led initiative engaged the class of 2008 and beyond in conversations about new standards and academic success. More than 200 schools participated in the pilot year and the WASC Board continues to train student leaders across the state to implement this popular program.

Washington is one of 11 states selected to pilot the national Raising Student Voice and Participation (RSVP) program in the 2006-07 school year. The RSVP program trains student leaders to facilitate a series of student summits to engage the entire student body in discussions about school and community issues. The students then assemble action teams to resolve these issues.

The WASC Board is also continuing the legacy of student empowerment through its year-long process to define student leadership and establish statewide standards to guide a school, local and state student council organization. Their plan was unveiled at the October 2006 WASC Conference. Washington student leaders have been active on the national level as well. Dane Anderson, Prairie High, served as the NASC Region 7 Representative from 2001-03 and Michael Terrell of Eisenhower High is currently serving the 2005-07 term.

**AWSP’s Strategic Plan**

Led by Executive Director Gary Kipp, AWSP has developed a five-year strategic plan for 2005-10. One of the target objectives under the student leadership strand is to “expand student leadership opportunities with an emphasis on underserved populations.” Washington Student Leadership is already on the move. With the opening of the Chewelah Peak Learning Center in eastern Washington in 2003, WSL has begun to target small rural schools that, due to geographic isolation, have been unable to participate fully in leadership programs. The Bilingual Leadership Development Camp, directed by Vincent Perez, opened in 2003 to serve Hispanic student leaders. In 2006, the Deaf Teen Leadership camp directed by Mat Lyons, Howie Seago and Carol Carrothers served 26 delegates. By 2010, a fourth curriculum manual produced by Washington Student Leadership targeting elementary leadership programs will compliment the current publications Building Leaders for Life, Starting in the Middle and More Than Pom Pons and Pyramids. The future of Washington Student Leadership will be shaped by the needs of schools as they seek to ensure all students experience both academic and social success.

**Publications:** Bobbi Jo Gregor, Ellensburg High, writes a lesson for the 1991 publication, Building Leaders for Life. All three Washington Student Leadership curriculum guides were created by teams of leadership advisers.
Conclusion: Yesterday, Today & Tomorrow

Throughout its history, Washington Student Leadership has kept pace and adapted to the changes in society. When it started 50 years ago, camp directors ran their budgets through their personal checking accounts. Today, Washington Student Leadership receives its 501(c)(3) status through the Washington School Principals Education Foundation. The registration process in the early years was a cottage industry with the people assigned to organize bus runs and collect registrations working out of their homes, often times securing help from their spouses and children to get the jobs done. Today, online registration is just around the corner! At one time, the major leadership programs each ran almost independently from one another. Today, four full-time employees of Washington Student Leadership coordinate the programs from their office at Cispus.

Even with these dramatic changes through five decades, there has always been two constants. A strong spirit of family, camaraderie and purpose has emanated from the cadre of student leadership staff, and with deep passion and an extensive knowledge base, this group has offered life-changing experiences to the delegates every year since 1956.

This is the essence of our story. Through the unwavering support of school principals and with a constant stream of dedicated staff, we have been making our schools, our community and our world better for 50 years…and we plan to continue to do so for the next 50 years and beyond.

Association of Washington School Principals
2005-10 Strategic Plan

Goal 5: Student Leadership
AWSP, through its foundation, will provide high quality student education programs with an emphasis on student leadership and outdoor education for all students.

Target Objectives:
- Increase awareness of leadership development for the success of all students.
- Broaden student leadership programs to include K-12 opportunities.
- Expand student leadership opportunities with an emphasis on underserved populations.
- Increase participation in outdoor education programs.

Bienvenidos/Welcome: The Bilingual Leadership camp is delivering leadership lessons in both the Spanish and English language. Chewelah Peak, 2005

The New Kid: The elementary student leadership program is in its infancy, finding a voice by teaching role modeling, sensitivity to others and leadership 101.