



# ASB Leadership 2019 – 2020

MRS. HENRY

Classroom: 2601

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The purpose of this course is to help students identify and develop specific leadership skills which will aid them in their leadership role both in and out of school. Assignments in this course include goal setting, planning projects, problem solving, group collaboration, communication skills, managerial skills, self-awareness as a leader, community service, stress management, recognition of students and staff, and developing fundraisers.

## CLASSROOM STRUCTURE

This class will include both group and individual projects, performing reflections on these projects, class assignments, attendance at IHS activities, and very active involvement in serving Issaquah High and the surrounding community. A significant requirement for this class involves participation in activities beyond the school day; for example setting up for Homecoming, helping at dances, and clean-up after many such events. Although it is understood that no one student can be at every event, it is expected that each will be a *productive* presence at most of them. Service is an important part of being a leader; someone who looks out for the needs of those around them and looks for opportunities to meet those needs.

## CLASSROOM EXPECTATIONS

1. Come to class on time and prepared to participate
2. Participate in ASB related activities
3. Participate in classroom discussions using appropriate communication skills
4. Respect the classroom environment
5. Use class time WISELY to complete projects
6. "Leave no trace" in the ASB room and workspaces

## BEHAVIOR EXPECTATIONS

Planning and implementing schoolwide activities (a large part of the ASB class requirements) requires students spend time accomplishing tasks both supervised and unsupervised. It is *imperative* students are able to act in a **mature** and **responsible** way when working to accomplish these activities. A large part of becoming an effective leader is the ability to **stay on-task** and to be **self-motivated** without direct supervision. For this reason, the standards for behavior in this class exceed those of other classroom situations. If a student proves him/herself to be irresponsible or unable to act maturely in either a supervised or unsupervised setting, or if a student abuses the privileges given to leadership students (hall passes, absences, use of supplies, etc.) s/he will be disciplined according to the Issaquah Leadership Code.

## LATE WORK POLICY

Projects (like planning school wide events) have **INFLEXIBLE** due dates, due to the fact that they involve 1000+ other students.

Students can turn in classroom assignments (those do not include projects or project reflections) up to 3 days after the due date. Professional conduct points will be deducted that week for not turning the assignment in on time, but no points will be taken off the actual assignment.

## HOMEWORK

Much of the work and responsibilities in the class will occur beyond the class period; time spent coordinating, attending, or participating in various activities. Any written homework is due at the **beginning** of the period on its assigned date. Completion of *other* class homework is **NOT** permitted during class time.

Since tasks that cannot be accomplished within the established class schedule will need to be completed before school, at lunch, or after school they will become part of the “homework” for the class.

## CHEATING/PLAGIARISM

This is defined as, but not limited to, submitting anyone else’s work or ideas as you own, submitting dishonest work or project records, copying, etc. and the school’s plagiarism policy will be followed.

## ATTENDANCE POLICY

1. Regular classroom attendance is **EXTREMELY** important since, due to the group nature of many projects, others are impacted by your availability
2. Students who are tardy to class 4 times will receive a lunch detention
3. Absent students are responsible for getting notes and updates from other students and completing their own individual work. If a student has an excused absence, they have the number of days they were absent plus one day to make-up any missed work
4. If you do not attend school on a given day, you are NOT allowed to work at an ASB event that day. The only exceptions to this are excused absences based on college visits, doctor’s appointments, or bereavement

## GRADING

- **50% Projects:** Departmental Reflections, Coordinator Reflections, and Project Reflections
  - Departmental Reflections
    - At the beginning of the year students were assigned to two departments. The purpose of the department reflection is to assess how well the department met its expectations and goals.
    - A score will be determined for the department as a whole and for each individual.
    - The departmental score will be averaged amongst all members (subject to grade override by Mrs. Henry) and entered into the gradebook.
    - The individual score will be entered in the gradebook as well (also subject to grade override by Mrs. Henry).
    - Students will have 2 days to redo any self-reflection. This does **not** apply to departmental grades.
  - Coordinator Reflections
    - Each student is expected to be the coordinator for **3 projects** over the course of each semester
    - Grades will be entered for 3 coordinator reflections. If a student serves as a coordinator for more than 3 projects then only the **top 3** reflections will be included in the gradebook
    - Coordinator reflections must be submitted within **TWO WEEKS** of completion of the project. Late coordinator reflections will **NOT** be accepted. A student would have the opportunity to then coordinate and submit a reflection for an additional project to make up for the missing reflection
    - Coordinator project **proposals** are expected to be filled out at least **3 weeks PRIOR** to any event in order to receive points for the coordinator reflection. The form must be completely filled out (including Henry’s signature) **PRIOR** to starting the project in order for a coordinator reflection to be graded
  - Project Reflections
    - Students will serve as committee members for a variety of projects during the year. After serving as a committee member, students will complete a project reflection. Students may not complete a project reflection for projects they serve as a coordinator on (for those they must complete the coordinator reflection)

- The project reflections serve as a way for students to reflect on how their planning and completion of each event demonstrates their progress in meeting or exceeding the leadership standards (communication skills, group cooperation, managerial skills, self-awareness, human relationship skills) the course is designed to help students achieve
- In order to receive a proficient grade (C or higher), students must MEET standard in each of the five criterion (listed below) by earning 6 – 8 points for each standard. A maximum of 4 points can be earned per criterion per project. Project reflections can only be submitted for projects where the proposals were submitted and approved. Reflections must be completed and turned in within **TWO WEEKS** of the project being completed
  - Some students will meet the standard in fewer projects than others dependent on the quality of effort they put into each project and whether or not they met standard for the criterion

	Criterion	Components
1	Communication Skills	A. Improve speaking skills in small or large groups B. Improve listening skills in small or large groups C. Improve group skills necessary to get others to listen D. Increase poise while working in groups E. Increase awareness of the importance of public relations
2	Group Cooperation	A. Increase their awareness and effectiveness in group processes and skills as they apply to various situations B. Increase their understanding of different leadership styles as they apply to various situations C. Increase their understanding of concepts of conflict resolution D. Increase their ability to apply effective motivation and involvement techniques E. Increase their understanding of appropriate group decision making processes F. Increase their understanding of effective goal setting G. Increase their understanding of the importance of identifying and utilizing available resources H. Increase their understanding of the concepts of group dynamics I. Increase their understanding of appropriate evaluation and/or debriefing techniques
3	Managerial Skills	A. Increase their understanding of the essential elements necessary in planning, conducting, and evaluation meetings, skits, assemblies, fundraisers, and other projects B. Increase their understanding of various problem-solving techniques C. Increase their understanding of the value of delegation of authority, involvement techniques, and methods of motivation D. Increase their understanding of the principle of chain of command E. Increase their understanding of time management, task analysis, and pre and post time lining F. Increase their respect for established procedures, legal parameters, and financial and budgetary management G. Increase their understanding of various goal setting and prioritization techniques
4	Self-Awareness	A. Increase their self-esteem and self-concept through an increased understanding and awareness of self B. Increase their understanding of self through self-inventory, values clarification, goal setting, and evaluating experiences C. Increase their skills in areas of assertiveness, risk-taking, conflict resolution, and time management D. Increase their self-help skills in areas of stress management, coping with failure/success, and dealing with criticism/praise E. Increase their understanding of time management, task analysis, pre and post time-lining
5	Human Relation Skills	A. Increasing their understanding of the values of positive reinforcement, trust, and honest communication B. Increase their awareness of social, cultural, ethnic, and racial diversity; and develop strategies to promote respect and acceptance of diversity C. Increase their understanding of techniques used to develop positive school and community climates D. Increase their understanding of the lonely/alienated students and ways to increase their sense of belonging E. Increasing their awareness of good sportsmanship and the ways it can be generated

- **10% Assignments**
  - In addition to project planning, class time will be used to investigate different aspects of leadership. These investigations include a variety of assignments each with a different point value
- **15% Professional Conduct**
  - Students can earn up to 5 points each week for their professional conduct in class and at ASB events. On-task behavior, active and meaningful participation in class activities and discussion, and punctuality will be included in this category
  - Students will be expected to follow classroom expectations and stay on task during class in order to earn full points
  - Each assignment receives work ethic points (separate from the weeks professional conduct points) in the professional conduct category. Assignments completed on time will receive 2 points, projects less than 3 days late will receive 1 point, and projects turned in more than 3 days late or not turned in at all will receive 0 points for professional conduct
- **25% Issaquah Hours (Participation)**
  - Every month students will be expected to earn a set number of **hours for participation** in school services, class services, and project service hours (available points will **vary** depending on the **month** and expected activities)
  - Students **must** communicate with Mrs. Henry in a **timely** manner (48 hours) if they are unable to attend a given event (timely manner does **NOT** mean the day of the event except in extreme situations or emergencies which should be communicated **clearly** to Mrs. Henry)

ASB LEADERSHIP STUDENTS SYLLABUS CONTRACT

To be signed and returned by **Monday, September 9<sup>th</sup>, 2019.**

I have read and understand Mrs. Henry's class syllabus, rules, and course outline, and agree to follow what has been explained in the syllabus, including the additional responsibilities I take on being a member of the ASB Leadership class

Student Name: \_\_\_\_\_

Signature: \_\_\_\_\_

As a parent/guardian I have read and understand the extra responsibilities my student will be taking on associated with participating in the ASB Leadership class. I will support them and their efforts to be successful in this class

Parent Name: \_\_\_\_\_

Signature: \_\_\_\_\_