

BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



Affiliated with the National Association of Secondary School Principals ♦ Member National Federation of State High School Associations ♦ Member National Middle School Association

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APRIL 2001

CAS PRINCIPALS OF THE YEAR -2001-

High School Principal of the Year



E. Patricia Llodra
Northwestern Regional H.S.

"I am pleased and proud to have been selected for this honor. There are many outstanding high school principals in Connecticut who are exemplary and visionary educational leaders and who serve their state organization in important ways. To be counted among them is humbling and affirming."

See Page 5

Middle School Principal of the Year



Preston Shaw
Griswold Middle School

"I was truly honored to have been nominated for this award, as well as very, very surprised. With so many terrific principals throughout this state, I never expected to be the recipient and was astounded when I learned of my selection. I am very pleased for my colleagues in Griswold who really share a large part of this award."

See page 9

Look for ballots in the mail around April 18th.

Vote for . . .

ED HANDI

NAESP PRESIDENT-
ELECT



Ed Handi
Principal of Green Acres
Elementary School, North Haven

- ❖ Member NAESP Board of Directors
- ❖ Connecticut State President
- ❖ NAESP State Representative
- ❖ NAESP Federal Relations Coordinator
- ❖ President Northeast Principals' Council of NAESP
- ❖ NAESP Nominating Committee
- ❖ NAESP Credentials Committee
- ❖ NAESP Convention (13 years)
- ❖ NAESP Delegate Assembly (12 years)
- ❖ NAESP State Leaders' Conference (9 years)
- ❖ NAESP Consultant to European Council of International Schools Autumn Conference, Nice, France
- ❖ Connecticut Association of Schools Board of Directors
- ❖ Elementary and Middle School Principals' Association of Connecticut Board of Directors (13 years)

Always an advocate for principals, for the principalship and most importantly for children!

"I have dedicated my career for 32 years to the well-being of children. I have professional experience at both the elementary and middle levels. I have been actively involved within state, regional and national associations and have been a strong voice for principals and for children. I invite my Connecticut colleagues to join me in a celebration of the principalship. Together we will unite for children and pursue our common goals! As your president-elect of NAESP, I will carry with me my ...

Professionalism! Preparation! And Passion!"

LEGAL MAILBAG

By Attorney Thomas B. Mooney
Neag School of Education, University of Connecticut



Editor's Note: *As part of a new feature in the BULLETIN, we invite readers to submit short, law-related questions of practical concern to school administrators. Each month we will select questions and publish answers. While these answers cannot be considered formal legal advice, they may be of help to you and your colleagues. We may edit your questions, and we will not identify the authors. Please submit your questions to legalmailbag@casciac.org.*

Q. Dear Mailbag:

The minister of a local fundamentalist church came to my school yesterday, and he insisted on sitting in on certain classes. I told him that I thought it was a bad idea, but he claimed that he has the right to go into the school whenever he wants, because it is a public building. I hope to God that he's wrong.
My School is My Castle

A. Dear Castle:

Your prayers are answered. While your school is owned by the public (through the elected municipal government), it is a place of business. The public cannot just go into the building without your permission, and those who try are subject to arrest for trespassing. It can get tricky, however, if you let parents visit, especially if a particular parent abuses this privilege. Accordingly, you may wish to recommend that the board adopt a policy concerning who can visit and for how long.

Q. Dear Mailbag:

An angry Mom came to my office last week, crying about how her former husband was eight months behind in alimony and child support. She told me that her son and she want to substitute her own last name for Deadbeat Dad's. Unfortunately, she's broke and cannot afford a legal name change. She asked if I would just change the school records without formal court action. Can I?
Sympathetic, but Unsure

A. Dear Sympathetic:

It is important to maintain accurate school records, but you can grant her request subject to two conditions. First, you must assure that she is the custodial parent with the right to make educational decisions. Otherwise, you are picking a serious fight with Deadbeat Dad. If you get that clear, you can use Mom's name for the report card, class lists and other school records. The cumulative record, however, should reflect the student's legal name, with a notation "a/k/a" with Mom's name.

Q. Dear Mailbag:

Paula Pedant may be the worst teacher I have ever supervised, and for the last year I have kept a file on her. In hindsight, some of my personal notes were intemperate. Now, she wants a copy of her "personnel file" to give to the Union. I am scared that our case against Paula will be undermined if I have to turn over everything (including the doodles). Help!
Sweating Gravy

A. Dear Sweating:

If these documents are subpoenaed or requested under the Freedom of Information Act, you may want to leave town. Unless that happens, however, you can treat your notes as a preliminary draft that you will now (quickly) convert (with appropriate edits) into final documents for inclusion in the personnel file. In the future, try to control yourself, OK?

connecticut news & notes

■ In January, twenty Darien high school students participated in a trial SAT test which was delivered over the Internet. Darien is one of a dozen high schools in the country, and the only one in Connecticut, which took part in the pilot SAT program to take the test on computers. The students' scores on the pilot computer test won't count on their records. The trial will help determine the feasibility of offering a computerized test to all students.

■ The Staples High School engineering team has taken first place in the National Engineering Design Challenge. The two-day competition took place in Washington, D.C. during winter recess. Senior Mariangela Lisanti is captain of the 12-member team which invented an electronic aid for the blind, dubbed the Universal Navigational Assistant (UNA), a hand-held ultrasonic object detection device. It weighs only 13 ounces and operates by emitting ultrasonic pulses that reflect off objects and send a message back to the UNA. The students want to obtain a patent for their invention and plan to apply the \$1,000 first place prize money toward that goal. Mariangela was also the individual winner of the 2000 Siemens Westinghouse Science & Technology Competition. She developed an original technique for measuring conductance quantization—the process of representing a voltage with a discrete binary digital number—in metallic nanowires. Seven hundred fifty entrants from 43 states submitted projects in individual and team categories for the 2000 competition.

■ Congratulations to four Connecticut educators who won national honors for their teaching abilities. William F. Petraszewicz, a math teacher at Carmen Arace Middle School, Trudie L. Roberts of Duffy Elementary School in West Hartford, Frank E. Newman of Tolland Middle School in Tolland, and Alan H. Banister of Pine Point School in Stonington were among 203 teachers to receive the 2000 Presidential Award for Mathematics and Science Teaching. The award is presented by the National Science Foundation to those math and science teachers deemed the best in the country.

■ Crime is down in CT's cities and across the nation. According to the FBI, U.S. cities report the lowest crime rate in 21 years. CT law enforcement officials attribute the decline in crime to increasing numbers of officers on duty, better relationships with the community, and a booming economy. The overall national violent crime rate dropped to a 21-year low — 525 murders, rapes, robberies and assaults for every 100,000. The murder rate was the lowest since 1966. (Source: *Connecticut Town and City*)

■ New London's school system is expanding its curriculum by adding full-motion Internet video to its computer infrastructure. Using the system's 1,900 computers and workstations, students will be able to watch and learn from live and pre-recorded video presentations. The school district's new on-demand video system, from USA Video Interactive, is funded with a federal grant — one of just 14 nationwide and the only one in Connecticut. (Source: *Connecticut Town and City*)

national news & notes

■ American students smoke fewer cigarettes and consume less alcohol than their European peers, but they use marijuana and other illegal drugs more, according to a recent comparison of European and American studies on teenage drug and alcohol use. The European study, called "European School Survey Project on Alcohol and Drugs," surveyed drug use of 10th graders in 30 European countries. It was released in February at a conference of the World Health Organization. According to the researchers, 26% of U.S. 10th graders had smoked at least one cigarette in the 30 days before the survey, while an average of 37% of European 10th graders had had a cigarette over a similar period. Forty percent of American students had used alcohol sometime in the 30 days prior to when the survey was taken, compared with 61% of their European peers. On the other hand, 41% of the U.S. students reported having used marijuana at least once in their lifetimes, while only 17% of the European students had used it. Moreover, according to the comparison, 23% of American 10th graders reported they had used some other form of illegal drug in their lifetimes, while only 6% of their European peers reported illegal drug use. A detailed summary of the report is available at www.youngalcohol.who.dk/PDFdocs/ESPADsummary1.pdf. (*Education Week*, 3/7/01)

■ Junk foods sold in schools jeopardize children's health as well as the federal school lunch program's viability and effectiveness, according to a report by the U.S. Department of Agriculture. The report analyzes the effect of so-called "competitive foods," such as sodas, candy, and salty snacks, which are often available from vending machines located in school cafeterias or hallways. The report, "Foods Sold in Competition with USDA School Meal Programs: A Report To Congress," argues that such beverages and snacks have minimal nutritional value and contribute to health risks in children, such as obesity, high cholesterol, and poor bone development. "National School Lunch Program participation is associated with higher average intakes of many nutrients, both at lunch and over 24 hours," the report says, but "competitive foods undermine the nutrition integrity of the programs and discourage participation." But persuading schools to get rid of junk food entirely could be a difficult task, the report concedes, because, in many places, sales of those items generate money for the schools. "This puts schools in the position of competing with their own school meal programs for revenue," the report says. The report, which includes a review of current federal and state laws and regulations governing competitive foods, can be accessed at [www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/competitive.foods.r](http://www.fns.usda.gov/cnd/Lunch/CompetitiveFoods/competitive.foods.report.to.congress.htm) eport.to.congress.htm.

■ Students who are victims of bullying or intimidation in school are unlikely to turn to school guidance counselors, teachers, or administrators for help, a poll of 477 teenagers suggests. Released last month by the Washington-based Empower Program (<http://www.empowered.org>), the poll found that school officials ranked dead last—behind parents, and peers and friends—when the students were asked whom they would turn to for help if they felt they were unsafe in school or experiencing cruelty from peers. Beyond that, the poll, which questioned students between the ages of 14 and 17, as well as more than 400 parents of teenagers within that age group, found that only a third of students believed schools punish students who intimidate other students. More than two thirds of the teenagers reported that there was a group of students at their school that sometimes or frequently intimidated others, often with no or few consequences. While many victims responded by isolating themselves, almost a third of respondents said victims usually planned ways to get back at the intimidators. (See related items pages 6-7)

■ A webcast interview with National Association of Secondary School Principals Executive Director Gerald Tirozzi and National Association of Elementary School Principals Executive Director Vincent Ferrandino addresses the challenges that principals face in the new high-stakes testing era. *High-Stakes Testing and the Role of the Principal* can be viewed at www.ieg.ibm.com/channels/education/naesp_nassp_2000_09_11/

■ A new report from the University of Iowa shows that students are not always getting the medication they need while at school, and many children in need of daily health care must rely on non-medical personnel to assist them. Of the 649 school nurses surveyed in the study, one half of them reported medication errors (mostly missed doses) and three quarters said that unlicensed employees were dispensing drugs to students in their schools. In schools where unlicensed personnel dispensed drugs to students, the individuals most commonly performing that function were secretaries (66.2%), health aides (39.7%), teachers (37.9%), and other (37.7%). (Source: *Education Daily*, 1/01)

■ States collectively spend more than \$400 million a year to test students in far fewer grades than called for in President Bush's education plan, according to a survey of state education leaders conducted by Stateline.org. The president intends for every state to test students in grades three through eight or risk losing some federal funding. Stateline.org interviewed all 50 state education departments to discover how much each state spends in developing, issuing and scoring K-12 tests. According to the survey, state spending ranged from nothing in Iowa, where there is no statewide testing program, to \$44 million in California. Only fifteen states, including California, already require student testing in reading and math from grades three to eight. For more information, visit www.stateline.org and click on education.

■ A state appeals court has ruled that a Wisconsin school district did not violate state law when it offered to provide health insurance to the domestic partners of its teachers. The 4th District Court of Appeals, in upholding a lower-court decision, rejected a claim that state law permits the 25,000-student district to offer health insurance only to employees, their spouses, and dependent children—and not to same-sex partners or unmarried partners. Three taxpayers filed a lawsuit against the district after school officials included the benefit in a contract with the local teachers' union. District officials later expanded the benefit to the domestic partners of all employees. So far, 74 of the 4,100 school district employees eligible for medical benefits have signed up their partners. Madison is the only district in the state to offer the benefit.

■ **CIVIC KNOWLEDGE: *America's Youth*** Fourteen-year-olds in the United States scored above the international mean in all categories of a study conducted by the International Association for the Evaluation of Educational Achievement on civic education. The categories are: civic knowledge, engagement and positive civic attitudes. However, U.S. students rank low in political engagement. Researchers surveyed nearly 90,000 fourteen-year-old students in 28 countries. For an executive summary of the report, visit www.wam.umd.edu/%7Eiea/exec_summ/Exe%20Sum%20embargoed.pdf.

... more national news & notes

■ According to a report by Harvard University's Civil Rights Project, black children are almost three times more likely than white children to be labeled mentally retarded, forcing them into special education classes where progress is slow and trained teachers in short supply. One of the most troubling findings was that black boys living in wealthier communities with better schools and more white classmates were at greater risk of being labeled mentally retarded and sent to special classes than those attending predominantly black, low-income schools. Researchers concluded that wealthier schools appeared to have succumbed to "systemic bias," that allowed "a substantial number" of black students to be "labeled mentally retarded inappropriately." For more information about the study, visit www.law.harvard.edu/civilrights/conferences/SpecEd/exsummary.html.

■ The National Clearinghouse for Comprehensive School Reform (NCCSR), an association and university partnership sponsored by the U.S. Department of Education, is a gateway to quality information on planning, implementing, assessing and sustaining school-wide improvement efforts. The NCCSR website offers a variety of tools and resources, including downloadable publications and a searchable literature database, to help educators implement school reform.

Monthly e-mail newsletters are available free-of-charge to keep readers up-to-date on new school improvement researchers and resources. Visit www.goodschools.gwu.edu/.

■ Massachusetts teachers will be allowed to physically restrain students, under guidelines approved last week by the state board of education. The board voted unanimously to approve the guidelines, which specify when and how students can be restrained. Teachers will be allowed to hold students who threaten themselves or others, after other attempts to control them have failed. Methods of restraint could include holding students face down on the floor to calm them, under the rules. Prompted in part by a lawsuit arising from a 1998 restraint incident involving an autistic girl, Massachusetts enacted a law last year requiring the state board to come up with uniform standards for the use of physical restraint.

■ The Fort Wayne, Ind., school system has hired a company to install a drowning-detection system at a district high school, following a student's drowning there last fall. The computer-aided system, called Poseidon, uses cameras underwater and above the pool to help detect struggling swimmers. If a swimmer remains motionless or underwater for too long, a beeper alerts lifeguards in less than 15

seconds. Poseidon is believed to be one of the first such systems to be used in the United States. Poseidon Technologies gave the district a reduced rate for the system, which is expected to cost between \$8,000 and \$12,000, after the high school agreed to become a pilot site and allow other pool directors to visit the facility.

■ A report that analyzes the results from more than 100 studies on school-to-work programs indicates they help reduce dropout rates, improve students' readiness for college, and receive widespread praise from teachers and business leaders. "School-to-Work: Making a Difference in Education," the 48-page report released by the Institute for Education and the Economy at Teachers College, Columbia University, is the most comprehensive compilation so far of research examining the programs' impact. The authors found that career academies—a 30-year-old model that seeks to split large schools into smaller learning communities—show particular promise. Students involved in school-to-work programs are as likely to attend college as students who follow a more traditional academic path. In fact, one such study found that graduates of a California career academy were 40 percent more likely to enroll in a four-year college than other students in the same school district.

legal news & notes

■ The Arkansas Supreme Court has struck down a state law that made abusive or insulting comments directed at teachers a misdemeanor. The Feb. 22 decision came in the case of a 13-year-old student who reportedly called her teacher a "bitch" after being told several times to complete an assignment again. The 8th grader was suspended by the school's principal for three days and was found delinquent by a Benton County Circuit Court judge last year. In reversing that decision, the supreme court held that the overly broad language of the law violated the student's right to free speech. "While we do not disagree that the term 'bitch' is derogatory and insulting to a teacher and should be the subject of school discipline and control by the school administration," Associate Justice Robert L. Brown wrote in the court's opinion, "we conclude that the General Assembly went too far when it criminalized undefined insulting or abusive comments by any person to a teacher irrespective of the time, place, or manner of the speech."

■ A Florida prosecutor dropped wiretapping charges against a high school student who taped a chemistry lecture without the teacher's consent. The student, a varsity weightlifter at Navarre High School, recorded a lecture because she was having difficulty in the class and wanted to maintain her 3.89 G.P.A. Following a complaint by the teacher, the state brought charges which were later dropped. The prosecutor said the wiretapping law only applies when the person being tape-recorded has a reasonable expectation of privacy — and that was not the case in a classroom of 30 students.

◆ SAVE THE DATE ◆

WHAT?

**Information Technology:
Legal Issues for Educators**

WHERE?

Heritage Village, Southbury, CT

WHEN?

May 15, 2001 / 8:30 a.m. - 3:00 p.m.

A day-long conference to help educators manage the legal issues educators confront in working with information technology, with topics to include:

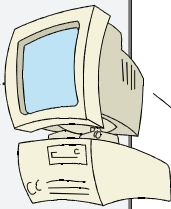
- ◆ "Fair Use" and Copyright Issues
- ◆ Student Internet Use -- In and Out of School
- ◆ "Work for Hire" and Employee Copyright Issues
- ◆ FOI Issues and Information Technology
- ◆ Electronic Monitoring of Employees and Students

For more information:

Tom Mooney, Shipman & Goodwin, LLP, at (860) 251-5710

Co-sponsored by:

- University of Connecticut Neag School of Education, Department of Educational Leadership
- The Connecticut Association of Schools/The Principals' Center



NORTHWESTERN REGIONAL PRINCIPAL NAMED HIGH SCHOOL PRINCIPAL OF THE YEAR

Congratulations to E. Patricia Llodra, principal of Northwestern Regional High School in Winsted, who was named the 2001 Connecticut High School Principal of the Year by the Connecticut Association of Schools (CAS). In her twelve years as principal, she has made measurable contributions toward the improvement of public education at the local, state, and regional levels. In the words of Region 7 Superintendent of Schools Dr. Richard Carmelich, "Pat Llodra is a fiercely bright woman who has a strong sense of the characteristics of an exceptional school. . . She is constantly seeking new ways to improve upon the performance of the school. As she understands a weakness, she moves purposefully to correct it."

Pat earned a Bachelor of Science in Psychology from the University of Bridgeport and a Master of Science in Education from Western Connecticut State University. A 23-year veteran educator, Pat began her career in 1978 as a mathematics teacher at John Read Middle School in Redding. Dr. Carmelich attributes Pat's exceptional organizational skills to her early experience as a mathematics teacher. "Her background as a teacher of mathematics has enhanced her understanding of systems and the value of organization. The schools that she runs are VERY well organized," he said.

After four years at John Read, Pat became a math teacher and computer coordinator at Nonnewaug High School in Woodbury where she also served as an assistant principal for three years before assuming the position she now holds.

Her extraordinary successes as a building principal are best described by William Speiser, English Supervisor at the high school. "In the thirty-four years I have devoted to education in New Jersey and Connecticut, I have never been as fortunate as I have for the past several years. Pat Llodra, my principal, has been and continues to be the key to my favorable fortunes," said Mr. Speiser. "Pat doesn't run the school; she makes sure that it is well run. Her door is always open; she devotes each day — pre-dawn to pre-dusk — to her students' and staff's needs. With Pat, collaboration - not dictation - is the order of the day. . . Unlike other principals I have encountered, I work with Pat Llodra rather than for her."

Staff members agree that Pat has succeeded in building a climate that is conducive to learning, enrichment, improvement, and progress. She is hailed by her staff as a "true instructional leader." James Paniati, Northwestern's math department chair, said this of Pat: "Her most important qualit[ies] are her ability to understand how students learn and her uncompromising support for the learning that happens in the classroom. I have worked with other principals who lacked this understanding and they acted more like managers than leaders."

A faithful and passionate advocate for her staff and students, Pat has worked vigorously to garner the support of parents and the community at large. Northwestern's athletic director, Candy Perez, praises Pat's ability to work cooperatively with the community. "I have watched her interact with parents at difficult meetings. She is a calming force while at the same time representing the school's interest. Her support for students is evident everywhere in the building. She involves students in decisions, supports programs for them, and treats them as individuals," said Perez.

Pat is respected among her colleagues as a woman of extraordinary character and integrity. Janet Garagliano, principal of Wamogo Regional High School in Litchfield, praises Pat as "a woman of both per-



E. Patricia Llodra, Principal
Northwestern Regional H.S., Winsted

sonal and professional integrity." "I have had many occasions to hear Pat share her philosophy of leadership and education. Her message is consistently based on the belief that we, as principals, are 'shaping the future of our nation,'" says Garagliano.

An active member of CAS-CIAC since 1989, Pat has been a dedicated and energetic leader. She is currently vice chair of the CIAC Board of Control, chair of the Eligibility Review Board and the Girls Tennis Committee, and a member of the CIAC Girls Basketball Committee and the High School Professional Studies Committee. Pat represents CAS on a number of prestigious state committees, including the Committee on the Future of School Leadership in Connecticut and the Committee to Review the New Connecticut High School Proposal.

Executive Director Mike Savage describes Pat as a woman of spirit and substance. "Pat has the courage and confidence of a risk-taker, with a can-do attitude that embraces challenge and opportunity. She has the unique ability to understand, energize and empower others, to motivate and communicate persuasively and effectively, and to win and keep the trust and respect of all those with whom she works. She has been, and continues to be, first and foremost, an advocate for young people. Her work has reflected great credit on the association and our profession," says Savage.

In recognition of her tremendous service to CAS-CIAC, Pat was awarded a Letter of Commendation in 1998 and a Citation, the association's highest honor, in 2000.

CAS OFFICERS: 2000-1001

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School Violence: A hodgepodge of thoughts, opinions, and statistics . . .

In the wake of another series of school shootings, there is a flood of speculation as to how? why? and where

Are Guns to Blame?

yes: (Excerpted from "Violence Within A Species," by Sandy Becker, *The Hartford Courant*, 3/12/01)

More than 60 years ago, the Austrian naturalist Konrad Lorenz noticed that animals naturally endowed with lethal weaponry have inhibitions against using their teeth and claws on their own kind. Animals whose natural weaponry is limited have no such inhibitions.

Lorenz also noticed that people are in the latter category: We are puny creatures with no claws, fragile teeth and weak jaws. We also seem to lack inhibitions against killing our own kind.

In the wake of yet another adolescent killing spree, perhaps it is time to revisit Lorenz's ideas. People simply may not have the innate behavioral wiring to handle the lethal weapons that technology has put within reach of practically anyone.

Violence among teenagers is nothing new. What is new are semiautomatic rifles so user-friendly a child can operate them.

My daughter, a 1989 graduate of the local public high school, came home from a school dance one evening with her face scratched and a few tufts of hair missing, the victim of a fellow student very irate over the usual things high school girls quarrel about. Fortunately, the young lady didn't have a weapon handy.

How much easier is it now, only a dozen years later, for teenagers to procure weapons - not only knives but also semiautomatics and pipe bombs. Now a jilted girlfriend can take out a dozen classmates before regaining her composure.

I do not mean to compare the transient anger of romantic squabbles with the serious pathology that seems to have been behind many of these youthful shooting sprees. I simply point out that far fewer people would have been killed or injured if the perpetrators had been doing it with homemade bows and arrows.

Surely a take-home message here is that it needs to be much harder to get access to weapons. We can do one another plenty of damage without them.

Sandy Becker is a free-lance science writer who does research in developmental biology at Wesleyan Univ. in Middletown.

no: According to U.S. Secretary of Education Rod Paige, students' "alienation and rage" is the biggest factor in school shootings, and addressing this problem, rather than changing gun laws, should be the nation's priority. "We think just focusing on guns is much too narrow; it's beyond guns. The guns may be the instrument of the violence, but they are not the cause of the violence," said Secretary Paige.

A new Florida law

shows just how serious the issue of school violence is. The new law allows the descendants of any teacher or school administrator killed on the job to receive the same benefits granted the descendants of Florida police officers who are killed while on duty. Benefits include a lump sum payment of \$75,000, \$1,000 toward funeral expenses, payment of health insurance premiums, and a tuition waiver.

A 2-year study conducted by the Secret Service following the Columbine tragedy showed that in almost 3/4 of the 37 school shootings since 1974, the assailants told someone about their plan, usually another student.

One Man's Opinion . . .

"This week's shootings at Santana High School in California led quickly to now-familiar attempts to explain the seemingly unexplainable in terms of culture and circumstance: violent entertainment, a lack of accountability for deviant behavior, broken homes. While each of these issues may play some role in the tragedies of school shootings, to understand what goes wrong in the teenagers who fire the guns, you have to understand something about the biology of the teenage brain.

Andy Williams, the boy held in the Santana shootings, is 15. Many other school shooters have been about the same age or even younger. And the brain of a 15-year-old is not mature -- particularly in an area called the prefrontal cortex, which is critical to good judgment and the suppression of impulse.

The human brain has required many millennia and many evolutionary stages to reach its current complex status. As part of its capacity for achievement, it must also be able to exercise control that stops maladaptive behavior. Everyone gets angry; everybody has felt a desire for vengeance. The capacity to control impulses that arise from these feelings is a function of the prefrontal cortex.

This is the part that distinguishes our brain most decisively from those of all other animals, even our closest relatives. It allows us to act on the basis of reason. Without a prefrontal cortex, it would be impossible to have societies based on moral and legal codes.

Many factors can impair the capacity of the prefrontal cortex to control function: for example . . . biological immaturity.

The inhibitory functions are not present at birth; it takes many biological processes to hone a prefrontal cortex into an effective, efficient organ. It takes at least two decades to form a fully functional prefrontal cortex.

Scientists have shown that the pace of the biological refinement is slow, but it is not until late adolescence, as the brain makes a final maturational push to take on independent adult life. But the evidence is unequivocal that the prefrontal cortex of a 15-year-old is biologically immature. The connections are not final, they are still being strengthened and the full capacity for inhibitory control is still years away.

The 15 year-old-brain does not have the biological machinery to serve the needs of long-range planning. This is why it is important for adults to set plans and set rules, and why institutions are created to impose limits on teenagers who are incapable of limiting themselves.

I doubt that most school shooters intend to kill, in the adult sense, but they do intend to take a life and paying the price for the rest of their own lives. Such intentions require a fully developed prefrontal cortex, which could anticipate the future consequences of a cause and effect. The young school shooter probably does not think about the consequences of shooting at all. The often reported lack of apparent remorse illustrates the immaturity of these teenagers.

This brief lesson in brain development is not meant to absolve school shooters of the horrors any less unconscionable. But the shooter at Santana High School, a teenager, needed people or institutions to prevent him from being in a situation where his immature brain was left to its own devices. No matter how young a school, if a gun is put in the control of the prefrontal cortex of a hurriedly maturing child, and it is pointed at a human target, it will very likely go off."

(From "A Brain Too Young for Good Judgment," by Daniel G. Brown, *New York Times*, 3/10/01)

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No Safe Bets, But Safe Schools Possible

By Dr. Timothy Breslin, Principal, Farmington High School

Timothy Breslin, principal of Farmington High School, delivered this address to students March 9, four days after a student shot and killed two students, and wounded several others, at a high school in Santee, Calif.

"Good morning. As you all know, this past Monday, a student in Santana High School in Santee, Calif., killed two other students and wounded several more with a gun.

I know your thoughts are with the students and teachers in that high school as they work through this tragedy.

I know, also, that the question, "Could it happen here at our school?" has probably crossed your mind. While I do not want to minimize the possibility that such a thing could happen, I do want you to keep in mind that the simple fact is that you are far safer in school than in most other places in your life. In fact, in the past 10 years, schools have gotten safer, not less safe.

Frankly, I believe that the reason that events like the one at Columbine High School two years ago and Santana High School on Monday cause such a stir is precisely because schools are generally safe. People are so unused to the idea of violence in a school that they react with disbelief and shock when it does happen.

As the juniors and seniors know, we have taken steps in the past two years to make the building more secure. We lock most doors to the school by a certain time in the morning. Hall monitors and administrators constantly move throughout the building. Officer Gigliotti is present a good part of each day . . .

But safety is not just a matter of locking doors and reducing access to the school by outsiders. If someone really wants to cause harm, that person can usually get past the most elaborate security. And, as you know from recent events, in the rare instances when there is violence in schools, the danger usually comes from students

already in the school.

Safer schools are not just a matter of higher fences and stronger locks. The safest schools are the schools where everyone feels cared about and respected. I never excuse people who do evil things, but I do try to understand their motives. And when you look at the motives behind acts of school violence in recent years, they usually are the result of students having been insulted or teased or generally made to feel unimportant.

To me, a safe school is a school where students, teachers, custodians, bus drivers and kitchen staff all feel they matter. A safe school is a school where everyone is respectful of people's religion and ethnicity and sexual orientation. A safe school is a school where everyone, particularly students, feels encouraged to express their opinions in class, on the bus, in the hallways or the cafeteria without fear of encountering ridicule or sarcasm. A safe school is a school where no one uses crude, abusive language to anyone else. A safe school is a school where teachers always encourage kids to get better, but in the meantime love them for who they are.

Beyond these things, I believe safe schools are schools where everyone takes responsibility for everyone else. A few weeks ago a student came to me to say that he had overheard students make insulting remarks about people of a certain religion. The insults weren't directed at him, but he thought they might be hurtful to others, and he thought it was his responsibility to tell someone about it.

A safe school is a school where everyone, especially students, takes responsibility for everyone else. So many times one of you has approached a teacher or a monitor or an administrator or counselor to express a concern that a friend was behaving oddly or even threatening to harm himself. Or you've come to us to tell us that someone was in the school who did not belong here. Or you've intervened to help someone who was being picked on - even if

you didn't know that person - and you intervened at risk to yourself.

By doing those things, you helped make the school safer. I encourage you to continue doing them, even if you feel they might not be important. What you have to say is always important. I promise we will take you seriously, and to the extent possible, we will keep what you say confidential.

There are so many ingredients that comprise safe schools. A safe school is a place where students gather in the auditorium - as you did several weeks ago - and stand respectfully to listen to the black national anthem. A safe school is a school where students listen quietly as their friends perform on stage and cheer them when they finish.

A safe school is a school where white kids and Asian kids and Latino kids join their black friends on stage in celebration of black history because they know in God's eyes there are really no white kids. There are no Asian kids. There are no Latino kids. There are no black kids. There are just kids.

There are always people who are going to try to sensationalize tragedy to the point at which it almost seems they are trying to make you afraid. Don't let them make you afraid. Don't let them make you believe that the only way to keep yourself safe is by building higher fences that are secured by stronger locks. It's not hard to figure out a way to get past locked gates, but it is almost impossible to overcome open, generous, caring hearts.

You understand that no one - including myself or your parents or the police - can guarantee your safety. There are no entirely safe bets in this world.

Still, I want you to know, if I were a betting man, and if I had to bet on the human beings who would most likely make a school safe, I would bet on you and your teachers and those great, generous hearts of yours."

(Reprinted from the Hartford Courant, March 18, 2001)

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The CT Assoc. of National Honor Societies
3rd Annual State Conference
May 21, 2001 / Marriott Rocky Hill
**CAS LEGISLATION COMMITTEE
RELEASES SURVEY RESULTS**

The CAS Legislation Committee conducted its annual legislative survey to assess the legislative needs and interests of CAS member schools. A total of 255 surveys -- 88 from member high schools, 29 from member middle schools, 68 from member elementary schools and 70 from member non-public schools -- were returned this year. The results printed below show member schools' main legislative concerns broken down by category.

Main Concerns
High School:

1. State funding for alternative programs for regular education students
2. Modify teacher certification laws to address teacher shortages
3. Increase state funding for technology
4. Modify the "dual discipline" between special education and mainstream students
5. State funding for before and after school and summer programs
6. Address the shortage of qualified administrative applicants

Middle Level:

1. Modify teacher certification laws to address teacher shortages
2. State funding for alternative programs for regular education students
3. State funding for before and after school and summer programs
4. Increase state funding for technology
5. Address the shortage of qualified administrative applicants
6. Modify the "dual discipline" between special education and mainstream students

Elementary:

1. State funding for before and after school and summer programs
2. Increase state funding for technology
3. Expand school choice
4. Additional funding for special education services for children in non-public schools
5. Address shortages of qualified administrative applicants
6. Modify teacher certification laws to address teacher shortages

Non-Public (K-12):

1. Expand school choice
2. Additional funding for special education services for children in non-public schools
3. Increase state funding for technology
4. Assure safe and drug free schools with increased state initiatives
5. State funding for before and after school and summer programs

a touch of humor . . . *Reprinted from SCLC Review, February 2000*

The heaviest element known to science was recently discovered by investigators at a major U.S. research university. The element, tentatively named *administratium*, has no protons or electrons and thus has an atomic number of 0. However, it does have a single neutron, 75 executive vice neutrons, and 111 vice neutrons, thus giving it an atomic mass of 312.

It is also surrounded by vast quantities of lepton-like particles called peons. Since it has no electrons, *administratium* is inert. However, it can be detected chemically, as it impedes every reaction it comes in contact with. According to its discoverers, a minute amount of *administratium* has caused one reaction to take over four days to complete when it would have normally occurred in less than a second.

Administratium has a normal half-life of approximately three years, at which time it does not decay, but instead undergoes a

reorganization in which assistant neutrons and assistant vice neutrons exchange places. Some studies have shown that the atomic mass actually increases after each reorganization.

Research at other laboratories indicates that while *administratium* occurs naturally in the atmosphere, it tends to concentrate at certain points, such as government agencies, large corporations, and universities. It can usually be found in the newest, best appointed, and best maintained buildings.

Scientists point out that *administratium* is known to be toxic at any level of concentration, and can easily destroy any otherwise productive reaction when it is allowed to accumulate. Attempts are being made to determine how *administratium* can be controlled to prevent irreversible damage, but results to date have not been promising. So, watch out!

**Labas Writes of Concerns to Latinos in National Trend
for Public School Reform**

By Tom Galvin, Assistant Executive Director

Dr. Gladys Labas, principal of Maloney High School in Meriden, has written a provocative article challenging many of the assumptions in current trends in public school reform, calling for the inclusion of those students, in particular Latinos, whose cultural assets are under appreciated.

Some excerpts:

. . . I remember the easy disposal that took place of student learners who resisted authority and powerlessness in the schools. These youth paraded in the schools with their fierce bravado, yet they were forced to drown in their stance in the far margin. Theirs was an immediate response to the violent images and rhetoric that dominated the schools we attended. These student learners were easily disposed by the state and its implementing force that consisted of abiding teachers and administrators. In a recent critical study, Tejeda, Martínez, and Leonardo (2000) argue:

Education is one of the many arenas where the operation of difference and privilege is clearly manifest. The path to educational success for the rapidly growing number of Chican(a)o/Latina(o) students is (as in the past) at best a perilous one. In many areas of education, of the major ethnic groups in the United States, Chicanas(os)/Latinas(os) are the most underprepared, the lowest achieving and attaining, and the most underrepresented. (p. ix)

The conflicting circumstances of Latinas and Latinos in the United States' schooling process confirms the growing divide and disenfranchisement. Accountability measures too often ignore the diverse needs of Latina and Latino student learners, among other U.S. minority ethnic groups. Hence, this population resists schooling practices that view and regulate their gifts, talents, cultural memory, and cultural knowledge as deficits (Valenzuela, 1999; Walker & Noda, 2000).

*Copies of the article are available at CAS for anyone interested in having one. Call, fax, or e-mail Tom Galvin at CAS and you will receive a copy.
(Telephone 1.203.250.1111, Fax 1.203.250.1345, E-mail tgalvin@casciac.org)*

middle school news

PRESTON SHAW IS CAS MIDDLE SCHOOL PRINCIPAL OF THE YEAR

The praise for Griswold Middle School Principal Preston Shaw is effusive! The Jewett City administrator, known more commonly as Pep, is hailed as a leader of distinction by students, staff, parents, and colleagues alike. The CAS Citation Committee agreed and, last month, selected him as the 2001 Connecticut Middle School Principal of the Year. In the words of Claudia Brown, Griswold M.S. school psychologist, "Every once in a while, a special person comes into the field of education, makes a distinctive mark thereupon, and the lives of all concerned are forever changed: those of teachers, students, parents, and administrators. Preston Shaw is such an individual."

A 32-year veteran educator, Mr. Shaw spent most of his professional life in Massachusetts, first as a fifth grade teacher at Salisbury Memorial School and later as assistant principal at R.A. Nock Middle School in Newburyport. In 1983, Pep became principal of Shrewsbury Middle School where he served for thirteen years before relocating to Connecticut to assume the position he now holds.

Pep's extraordinary accomplishments as a principal are best described by his superintendent, Elizabeth Osga, who states, "In the simplest of terms, people like Preston Shaw, people respect Preston Shaw, people want to be positive contributors to his school community. And what a community it is! Without hesitation, I can say that Griswold Middle School is the single most congenial and collegial school community I have ever experienced."

According to Superintendent Osga,

Pep has an exceptional ability to find and build upon the strengths of his staff members, to generate community support for and involvement in school programs, and to foster a positive school climate with high staff and student morale.

A low-key but assertive and forthright leader, Pep is lauded for his ability to delicately balance a warm personality with a strong professional focus. Griswold Middle School Team Leaders Kathy Brunelle, Lynda Casey, Diane Corazelli, Leslie McRae, and Rose Otten agree that Pep is "a visionary whose vitality and optimism have fostered positive innovations." "Pep has created a climate of caring in which all who work and learn at Griswold Middle School feel nurtured and valued, a task he has accomplished with integrity, humor and grace," they add.

Since his arrival at Griswold five years ago, Pep has worked tirelessly to implement new programs, review existing curriculums, advance technology, and strengthen the bond between the school and its community. He has streamlined the middle school schedule and has re-aligned the school curriculum to improve student scores on the Connecticut Mastery Test.

Pep is credited with Griswold Middle School's successful transition from a junior high school to a middle school. He has a rare ability to implement change with minimal conflict or opposition. His diplomatic and democratic approach to educational reform elicits strong support from his staff, students and community. "In a relatively short period of time, with fortitude and patience, Pep has blended our veteran



Preston Shaw, Principal
Griswold Middle School, Rocky Hill

junior high staff with new faculty members and turned us into a middle school with a steadfast and admirable reputation," say his team leaders.

An active member of CAS-CIAC since 1996, Pep currently serves on the CAS Board of Directors and on the board of the Connecticut Association of Middle School Principals.

Reacting to Pep's selection as principal of the year, CAS Assistant Executive Director Earle Bidwell remarked, "In the years I have been associated with CAS, this has probably been the strongest pool of principal candidates we've had at the middle level. And it is particularly gratifying when you consider that he was chosen by a group of colleagues who are among the best and brightest administrators in the state."

Middle Level Leadership Conference Huge Success

By Earle G. Bidwell, Assistant Executive Director

The Tenth Annual Middle Level Leadership Conference attracted over 550 participants to the Quinnipiac University Campus on March 13, 2001. Sponsored by Connecticut Lighting Centers, the annual conference addressed: serving school and community, heroes among us, handling bullying and teasing and making a difference in one's school. One of the highlights of the conference for the students was a session by "Looking In Theater," a high school age drama group that role played issues around relationships in schools and interacted in character with the audience.

Working with middle school students from over 51 schools, students also met with recognized student leaders from Berlin High School, Brookfield High School, Woodstock Academy, Old Saybrook High School and Glastonbury High School. These young

leaders who have already made a difference in their communities, shared their experiences and challenged the younger students to be significant leaders in their schools.

Three hundred ninety-eight registrants, the largest number ever, also met with counselors and youth officers from West Hartford, East Granby, Glastonbury, Hamden, Woodstock, Deep River and Old Saybrook to develop strategies for dealing with bullies and supporting each other in schools.

The over 100 chaperones and parents were enlightened, stimulated and entertained by nationally known consultants and authors Charlene Giannetti and Margaret Sagarese. Authors of *The Roller Coaster Years*, *Parenting 101* and *Cliques*, the presenters spoke of

continued on following page

... more middle school news

CAS Will Miss Dick Lappert

By Earle G. Bidwell

After twenty-five year of service to the young people of Connecticut, Dr. Richard Lappert has retired from the State Department of Education. Although he has worn many hats and been of service in a variety of positions, he is best known for his unfailing support for and knowledge of the middle level. Dick was instrumental in writing Carnegie Corporation grants that supported middle level schools with innovative programs, timely publications and opportunities to network. Along with Connecticut Association of Schools' central office leadership and the Middle Level Board, Dick was instrumental in forming what is now the Center for Early Adolescent Educators at CAS. The Center now boasts membership of over 100 Connecticut Schools and many more individual educators.

For many years, Dick has been the State Department of Education consultant to the CAS Board of Directors. In this role, he kept board members informed of the latest developments in Hartford and was an invaluable resource in Cas's interaction with the state department.

More than just a valuable resource and committed educator, Dick Lappert was the consummate professional. He approached each relationship and each task with dignity, enthusiasm and style. Those of us fortunate enough to work closely with him on projects were privileged to be with a role model for educators, a true gentleman and a friend. In educational circles in this state, Dick Lappert will surely be missed.

Newsletter Notes

■ Irving Robbins Fights Substance Abuse

The Irving Robbins Middle School in Farmington is taking a proactive step in curbing teenage substance abuse by enlisting parents in a "Farmington Parent Pledge for Safe Homes" program. Key elements of the program include an informative brochure offering a wealth of information about warning signs, suggested rules statistics on underage use and abuse and community resources. Furthermore, there is a parents' pledge for safe homes which parents are invited to sign. Names are then published in the newsletter. *Parent Newsletter, Irving A. Robbins M.S., Farmington, CT*

■ Plainville Parents Invited to E-mail School

One of the pillars of a successful school is effective home-school communication. We know parents expect school employees to provide an abundance of communication concerning events and activities both in the school and in the classroom.... At Middle School of Plainville, we want to provide parents with effective means of communication so that we can interact as partners. Currently, MSP issues newsletters, report cards, progress reports and guidance reports. As the result of a recent survey that found 495 out of 650 students had access to e-mail in their homes, the school has published a list of e-mail addresses of teachers and teaching teams. Parents are invited to use this convenient form of communication.

MSP Newsletter, Middle School of Plainville

■ AM Academic Help

Is your child an early riser? Did he or she have trouble with the assigned homework and dread facing a teacher the next day? Did the home computer not work just before the assigned typed paper was due? If any of these events ever happened at your house, then we may have the answer: forty minutes of academic help in the morning. In keeping with our commitment to provide students with as many learning opportunities as possible... MSP is offering a morning homework center from 7:30 to 8:10 a.m.

MSP Newsletter, Middle School of Plainville

College Board to launch "College Ed" course

Thanks to a nearly \$1 million grant from the Bill & Melinda Gates Foundation, within a few years, all U.S. eighth graders could be enrolled in "College Ed," a College Board program that encourages early preparation for college.

The grant will provide support to develop a 12-week course that would be offered nationally to eighth-grade students in all 20,000 public middle and junior high schools. Designers of the course expect to model it after "Drivers Ed" or "Health Ed," which are integrated into the regular school curriculum.

"College Ed will help students evaluate their own educational and career goals, inspire them to begin to articulate their aspirations, and teach them how to access the resources that could best serve them," said College Board President Gaston Caperton. "Students will...receive critical information about the college search process... Ultimately, it can help to put college within the reach of all children," he added.

Guided by a national advisory panel that is currently being established, the program is designed to be implemented on a statewide basis to ensure that all students -- regardless of district size or financial resources -- have access to this course.

According to tentative plans, in year one College Ed will operate in up to five pilot states, with the aim of implementing the course in a majority of states within three years.

Focus Assessments from NELMS

At the request of members, NELMS now offers Focus Assessments. A trained, knowledgeable, experienced middle level educator will spend one day at your school to observe, interview, and review available data. A three to five page report highlighting specific commendations and recommendations will be issued within thirty days.

⇒ **Phase 1** includes assessment of language arts/reading, math, science, social studies, world language, inclusion and teaming effectiveness.

⇒ **Phase 2** includes assessment of building facility, gifted and talented, extra-curricular programs, unified arts and advisor/advisee programs.

For further information, contact the Director of Professional Services at (978) 887-6263.

continued from previous page

how destructive elements of cliques can be recognized and how schools can develop programs to counteract these elements.

Finally, Ms. Giannetti and Ms. Sagarese addressed the entire assembly in a wrap up session where all were challenged to "turn around the culture of cruelty that torments all students." NBC, Channel 30 covered the event and aired parts of the conference on their evening news programming.

Participating schools were challenged by Connecticut Lighting Centers to put the lessons learned into practice in their communities. The school that best applies the goals of the conference will be awarded the Arthur Director Leadership Award, a plaque and cash award named for the founder and Chairman of the Board of the Connecticut Lighting Centers.

elementary school news

INSPIRATIONAL MOMENT

"Every year I have the good fortune of attending the prestigious Milken Awards luncheon. This year I was asked by Andrienne Longobucco, this year's sole principal recipient to sit at her table. During lunch, as Andrienne was explaining to me that one of the two teacher recipients was a woman whose mother received the same award several years ago, Andrienne's daughter who is a senior at Torrington High School leaned over to me and said: "And I am going to be the second one to do the same thing." Kim, a very petite and charming young lady who is also a talented high school gymnast, will be attending Springfield College this fall and plans to become a teacher. If she is anything like her mother, her goal will be realized."

-- CAS Executive Director Mike Savage

Editor's note: Many thanks to Center School Principal Adam Burrows, who sent Executive Director Mike Savage a letter praising the many programs and services that CAS offers. Letters like these help to "recharge our batteries" and remind us that what we do makes a difference.

"... The Connecticut Association of Schools has so many excellent programs that reach out to have a direct and positive impact on children. Our students have participated in a wide variety of educational opportunities made available through CAS. These include the Student Leadership Conference, Student Environmental Conference and, The Student Art Recognition Banquet. I have a yearly award that I present to students that is called the CAS Leadership Award. Your program also extends to parents and Center School is participating in the upcoming Parent Recognition Banquet. And our faculty members have certainly appreciated the CAS Exemplary Program Banquet that is held each year in May. I have been truly impressed with the many opportunities that are extended to schools throughout the state. I have also been very impressed with working with Dr. Robert Carroll, the CAS Assistant Executive Director in charge of elementary schools."

Adam S. Burrows, Principal
Center School, Old Lyme

Everyone needs recognition for his accomplishments, but few people make the need known quite as clearly as the little boy who said to his father:

"Let's play darts. I'll throw and you say 'WONDERFUL!'"

From Condensed Chicken Soup for the Soul

Editor's Note: Caroline O'Connor, a fourth grader at Jennings School in Fairfield, has won celebrity after her "Letter to the Incoming President" was selected for publication in the January 20th issue of *TIME for kids!* Caroline's letter, which is reprinted below, was one of 7,000 entries in the magazine's "Kids Agenda for the Nation" contest. Only twenty-three entries were selected for publication.

Dear Mr. President,

I think that the first thing you should do when you become president is to make our military strong in order to keep our country free. People in the U.S. are free but other countries that are not free could take over our country if we didn't have a strong military. A strong military not only keeps our country free but also helps to keep world peace. I know because my uncle is a helicopter pilot in the Navy. He goes all over the world. Once he went to Somalia to stop war. Unfortunately the military is a dangerous job. Many people get hurt fighting for peace. They must be very brave and I think you should give them a lot of credit for that. I also think you should give them the very best equipment to do their job.

It is also hard for military families. Military Dads and Moms are away a lot so their families miss them. I think they should be rewarded for that by being put on shorter shifts and by being paid well.

I think all of the reasons for having a strong military are important to our country and even the world. So when you get elected, help our military to be the strongest!

Sincerely,
Caroline O'Connor

BRAIN RESEARCH: Classroom Connection Still Weak

While research on how the brain works has been advancing rapidly, specific applications to teaching remain unclear. "There is really no research that links learning strategies or classroom methods to changes in brain structure," said John T. Bruer, president of the McDonnell Foundation in St. Louis and author of *The Myth of the First Three Years*. "Educators are making a very big mistake by wasting their time on 'brain-based' curricula."

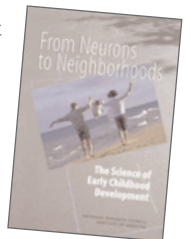
A new report from the National Research Council, *From Neurons to Neighborhoods*, examined numerous studies from various fields in early childhood development and concluded that the key to "healthy early development and learning is maintaining nurturing and stable relationships - not Mozart for infants or flashcards for three-year-olds."

The study debunked many popular myths about the early childhood period. For starters, although there is considerable evidence that early experiences influence brain development, the neurological window of opportuni-

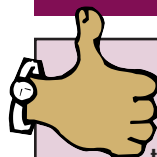
ty does not slam shut at age 3 or 5. Such development begins before birth, continues throughout life, and is influenced by both genetics and the surrounding environment, the report says.

Plus, there are no special programs that are guaranteed to accelerate early learning during infancy, the report says. Most children thrive naturally when adults routinely talk, read, and play with them in a safe and encouraging environment. Despite the proliferation of materials that claim to raise babies' IQs, there is a lack of hard scientific data on how enrichment activities affect early brain development.

But well-designed intervention programs to help disadvantaged youngsters or children with serious health conditions can indeed make a difference, the report says. To read the entire report online, visit <http://www.nap.edu/books/0309069882/html/>.



ciac news



Congratulations . . .

to Norwich Free Academy for capturing **FOUR** (4) winter CIAC championships!!! The NFA Girls Basketball team won the LL championship game at CCSU, beating Masuk High School 63-39. With a total of 49 points, the NFA Indoor Track team took first place in the Class L meet held at Yale. The Co-Ed Cheerleading team took first place at East Haven High School scoring 150 points; and the NFA women gymnasts were victorious in the L Division with 139.450 points.

■ The CIAC thanks Bristol Athletic Director John Novakowski and Westbrook Superintendent Dr. John Sullivan who generously returned their mileage reimbursement checks. John included a note saying, "It is a pleasure to serve the organization. Please accept this as a small thank-you for all that you do for all of us."

■ A referee who suffered a heart attack and died during a basketball game at an athletic center has been found to be covered by workers compensation benefits. The Diocese of Bridgeport (CT), which ran the center and employed the deceased official, argued that his job involved supervision and instruction, and that he was supposed to hire others as referees, not cover games himself. The Workers Compensation commission rejected those claims because the employee was always on duty when games were scheduled and he frequently took referee assignments himself.

■ The Maine Principals' Association is currently battling a bill that was introduced by a senator on behalf of a student-athlete at a member high school. The proposed legislation would require all public secondary schools to allow their student-athletes to:

- participate in any sport, year round;
- be coached year round by that student's high school coach, other school coaches and volunteer coaches;
- use public school sports facilities and equipment, year round, as scheduling permits, with priority given to sports teams currently in their regular season; and
- participate in clinics, training and competitions outside the school system, with or without the assistance of school coaches.

■ The Consumer Product Safety Commission has issued "Guidelines for Retrofitting Bleachers." The retrofitting guidelines, which help school officials and parks and recreation personnel to identify and eliminate features that could present a fall hazard, are available from the commission's website at www.cpsc.gov/cpsc/pub/pubs/330.pdf.

sports committee notices

Girls Volleyball

- Divisions: L -- 416 and above
M -- 281 to 415
S -- up to 280
- Important Dates:
 - First practice date -- August 25, 2001
 - First game date -- September 12, 2001
 - Schedule form due -- October 1, 2001
 - Tournament entry due -- October 26, 2001
 - Last date to count -- November 1, 2001
- Playing dates

Qualifying	Monday, November 5, 2001
First round	Wednesday, November 7 -- M & S Thursday, November 8 - L
Quarter-finals	Friday, November 9 -- M & S Saturday, November 10 -- L
Semi-finals	Wednesday, November 14 -- M & S Thursday, November 15 -- L
Finals	Saturday, November 17 - East Haven H.S. - L, M,S

Boys Soccer

- Divisions: LL -- 461 and over L -- 326 to 460
M -- 214 to 325 S -- up to 213
- Scheduled Playing Dates:
 - First Round -- all divisions -- November 6, 2001
 - Second Round -- all divisions -- November 8, 2001
 - Quarter-finals -- all divisions -- November 10, 2001
 - Semi-finals -- all divisions -- November 13 & 14, 2001
 - Finals -- all divisions -- November 16 & 17, 2001
- Officials assigned to quarter-final games by the host school will be from a neutral board, unless both teams are served by the same board.
- Schedule form due -- October 1, 2001
 - Change of division request form due -- January 1, 2002 (For 2002 tournament)
 - Officials' form due -- October 19, 2001
 - Tournament entry form due -- Friday, October 26, 2001
 - Final date to count for tournament -- Nov. 1, 2001 by 7:00 p.m.
- Clarification of overtime procedures: In all tournament games prior to the finals, the following shall be the procedure to resolve a tie score. After a 5-minute time out:
 1. a ten (10) minute "sudden victory" overtime period shall be played;
 2. teams will change direction without a time out. A second ten (10) minute "sudden victory" overtime period shall be played;
 3. first-round Penalty Kicks -- Five (5) players from each team each kick once alternately or until the lead is insurmountable;
 4. second Penalty Kicks -- Five (5) different players from each team kick once alternately or until the lead is insurmountable; there is no "sudden victory;"
 5. if a tie remains, repeat step #3, and if necessary, step #4.

NOTE: After each set of ten (10) kickers from each team, players may be

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repeated. If a tie exists in the finals after the two (2) overtime periods, co-champions will be declared. Penalty cards shall carry over into overtime periods.

ciac news

GIRLS' AND BOYS' BASKETBALL COMMITTEES HOST AWARD CEREMONIES

Each year the Girls' and Boys' Basketball Committees host an awards ceremony to honor individuals who have made extraordinary contributions to their sport. This year the histories of ten exceptional individuals were celebrated during two separate awards ceremonies held at Memorial Hall at Central Connecticut State University.

GIRLS' BASKETBALL

Merit Award Recipients

- ❖ Ms. Dale Ives
- ❖ Mr. Dave Strong
- ❖ Ms. Chris Webster

Dedication Award

DAVID MALONEY

Asst. Principal, Branford H.S.
and Girls' Basketball
Tournament Director

BOYS' BASKETBALL

Merit Award Recipients

- ❖ Mr. Joseph Reilly
- ❖ Mr. Tom McQueeney
- ❖ Mr. David Boland
- ❖ Mr. Ed Batogowski
- ❖ Mr. "Bo" Kolinsky

Dedication Award

JOHN DALY

CAS-CIAC Executive
Director Emeritus



Dr. Thomas Neagle, assistant principal of Glastonbury H.S. and chair of the CIAC Ice Hockey Committee, presents a dedication plaque to local sports legend Whitey Piurek. The 42nd Annual Ice Hockey Tournament, held on March 10th at Yale, was dedicated to Whitey, who was the tournament director for 27 years. Whitey's love of and dedication to high school ice hockey helped make it one of the CIAC's most celebrated and successful sports.

School Must Equalize Athletic Facilities

A Florida county school district was ordered to equalize boys and girls athletic facilities by the U.S. District Court for the Middle District of Florida. In *Landow v. Brevard County School Board* (97-CV-1463), girls from Titusville and Astronaut high schools charged the school board with unequal treatment of the girls and boys as evidenced by the disparate quality of baseball fields versus softball fields at their respective schools. The court found that boys have lighted on-campus fields and greater storage space than the girls, and that unlike the boys, girls play off campus, are required to pick up garbage off their less-desirable fields, and often are subject to the lewd comments of transients who live in the area of the field. The court dismissed the county's argument that the girls were overreacting to the situation and held that although schools are restrained by tight budgets and cannot be held responsible for the behavior of third parties as they interact, however lewdly, with the girls' teams, the school does have some choice as to where their girls' teams play sports and are required to equalize facilities under Title IX.



Left to right: David Maloney, Dale Ives, Dave Strong, Chris Webster

Academic Coaches Help Athletes with Studies

by Robin DeMerrell, Danbury News Times, March 5, 2001

DANBURY -- When it comes to playing basketball for Danbury High School, making the grade is as important as making baskets.

As study coaches for the school's three basketball teams, Ken Reed and Bill Morlock are committed to seeing that the players score as well on tests as they do on the court.

Danbury natives Reed, 57, and Morlock, 65, are both retirees who spend their free time helping students maintain the C average needed to stay on the team.

Every weekday from 2 to 3 p.m., the two men can be found in the school library working with anywhere from five to 15 students. Basketball season runs from December to March, but the men are available whenever

students need their assistance.

In addition to helping with homework, Reed and Morlock also guide the players in academic projects and prepare them for tests and mid-term examinations.

The assisted study program was started in 1995 at the behest of the school's new coach, Tom Pardalis.

"Now if students want to continue to play basketball (after high school), they are academically prepared to do it," said Reed.

At least two students previously not college-bound head off to college every year.

"I think we're providing the kind of support that shows academics are important. In the long run what is more important -- your

education or what you do with basketball?"

"You know that if the kids act properly, they're going to do something with their lives," Morlock said. "Without the program, there are kids who would never take that first step. Some of the kids have never learned how to do their homework. Now they're getting a B instead of a C minus."

"We see students that are now getting letters from college. They're seeing people are actually interested in them," Reed said. [College] is a real possibility."

Because of the program, varsity basketball player Kerzell Barnes is finally able to play his favorite game. Last school year,

continued on page 15

caad news

FOURTEEN LEGAL DUTIES OF A COACH

Reprinted from ASAA News, Winter 200-2001

1. **Duty to Plan** -- This is an ongoing process that continually focuses on analysis and to develop strategies that prevent or reduce injuries. Items to consider:

- * Coaching competence -- keep up to date
- * Medical screening
- * Responsive strategies that prevent or reduce injuries
- * Appropriate activities that consider age, maturity and environmental conditions
- * Facility and equipment evaluation and improvement
- * Injury response
- * Safe storage of equipment
- * Warnings to athletes and families
- * Insurance of athletes
- * Keep written plans of practices, policies, etc.

2. **Duty to Supervise** -- A coach must be physically present, provide competent instruction, structure practices that are appropriate for the age and maturity of players, prevent foreseeable injuries and respond to injury or trauma in an approved manner.

Things to keep in mind:

- * Locks all doors to unsupervised areas
- * Control reckless behavior -- set high standards
- * Evaluate the condition, safe usage, maintenance and upkeep of equipment and facilities
- * Set high standards of conduct in locker room area, etc.

3. **Duty to Assess Athletes Readiness for Practice and Competition** -- Athletic administrators and coaches are required to assess the health and physical or maturational readiness skills and physical condition of athletes.

Require athletes to have a physical exam on file in the athletic office before they can try out for a sport. Other areas of importance:

- * Athletic physical exam each year
- * Proper conditioning of athletes
- * Athletes who require the care of a physician should have a physical release before they return to practice
- * Mismatch of athletes of different skills

4. **Duty to Maintain Safe Playing Conditions** -- Remember that coaches are considered trained professionals who possess a

higher level of knowledge and skill that permits them to identify foreseeable causes of injury inherent in defective equipment or hazardous environments. Areas of concern:

- * Improve unsafe environments
- * Repair/remove unsafe equipment
- * Weather conditions: lightning, snow days, ice days, fog days, high humidity, frostbite, etc.

5. **Duty to Provide Equipment** -- Coaches and athletic administrators must ensure athletes are properly equipped with clean, durable and safe equipment. Assure that the equipment is properly fitted and properly worn. Selection of the equipment must also consider the age and maturity of the athletes. Remember to keep up with the NOCSAE approved equipment. Maintain equipment with a regular reconditioning schedule, according to the needs of your sport.

6. **Duty to Instruct Properly** -- Athletic practices must be characterized by instruction that accounts for a logical sequence of fundamentals that lead to an enhanced progression of player knowledge, skill and capability.

Instruction must move from simple to complex, and unknown to known. Instruction must demonstrate appropriate and safe technique and must include warnings about unsafe techniques and prohibited practices. It is vital that you are able to identify and avoid dangerous practices or conditions.

Other helpful suggestions:

- * Annual coaches in-service meetings
- * Encourage coaches to join professional organizations
- * Encourage coaches to attend coaching clinics

7. **Duty to Match Athletes** -- Athletes should be matched with consideration for maturity, skill, age, size and speed. Mismatches should be avoided in all categories.

8. **Duty to Condition Properly** -- Practices must account for a progression of cardiovascular and musculoskeletal conditioning, regimens that prepare athletes sequentially for more challenging practices and competitive activities.

9. **Duty to Warn** -- Coaches are required to warn parents and athletes of unsafe practices specific to a sport and the potential for injury

or death. Warn as often as necessary. Parents should be required to provide written clarification of comprehension.

10. **Duty to Ensure Athletes are Covered by Athletic Insurance** -- Athletic administrators and coaches must screen athletes to ensure that family and/or school insurance provides a basic level of medical coverage. At least offer parents the opportunity to purchase a school plan that includes athletics.

11. **Duty to Provide Emergency Care** -- Coaches are expected to be able to administer approved, prioritized, standard first aid. An on site trainer is also important.

12. **Duty to Develop an Emergency Response Plan** -- This plan should include site-specific plans for emergency care. The plan should include the following:

- * Stocked first aid kit
- * Spine board
- * Access to a telephone
- * Station coaches, athletes at driveways, parking lots, entry doors and remote hallways

13. **Duty to Provide Proper Transportation** -- In general, licensed school bus drivers, commercial carriers, or other transportation provided by the school should be used. Self or family transportation are at the discretion of the school system.

14. **Duty to Select, Train and Supervise Coaches** -- Athletic administrators and principals will be expected to ensure coaches are capable of providing safe conditions and activities as outlined in the preceding list of thirteen duties.

continued from page 13

Barnes, 16, was benched because of poor grades.

"I wouldn't be on the basketball team without the program," said the high school junior. "It's helped me out a lot. They're (Reed and Morlock) just good people. We have to do it for ourselves, just they make sure we get it done."

Fellow teammate James Brown agrees that the program is a success.

"I get a lot out of it. It keeps us out of trouble before practice," said Brown, also 16. "They make sure we keep up our grades. They're both really good because they help us. They know what they're talking about."

President's Message . . .

by Robert Lehr, AD, Southington High School

Although it seems reasonable to state that the majority of parents of student-athletes retain a good perspective of what interscholastic sport is all about, it is apparent that the number that is becoming increasingly vocal, out of line and sometimes even violent is growing. It is nearly always obvious that children of parents of the latter mind set do not enjoy the positive experiences in athletics that usually result from parents that keep their child's sport in perspective. Consider the contrast of these two cases, both of which are true.

Beth was an excellent basketball player. Although she lacked the height that basketball coaches desire, she played with the heart of a lion. The result was a very successful high school career. When I spoke with Beth about her high school career and that she seemed to find it a positive experience, she told me that she did indeed find it richly rewarding. She really felt that the rule her parents instituted early in her athletics' career was the reason she found her athletics' experience so enriching. That rule forbade any negative comments about the coaching staff or other players. In Beth's opinion, that singular family policy created a positive athletics' environment for her. Contrast that experience to Lisa.

Lisa came to me one day in tears. I knew that she was not playing to her potential in basketball, and it was also apparent that she was not relaxed on the floor. Lisa told me that she wanted to quit the team, not because of playing time or any of the other normal reasons student-athletes give for leaving a team. Rather she stated that she simply could not endure her father's constant haranguing about the coach, her inability to live up to her potential, etc. She did finish the season, but her basketball experience was not enjoyable.

The overly involved parent in interscholastic athletics needs to be addressed, and CAAD welcomes any ideas that will benefit our state's student-athletes.

Retired AD's Corner

By Ed Tyburski

■ **READY TO RETIRE** -- Athletic directors expecting to retire this school year are eligible to receive a permanent gold lifetime CAAD membership card at no cost. Retired teachers, principals, superintendents and other educational administrators who once served as athletic directors are also eligible if they meet certain requirements. Qualifications are:

- (1) Must be a member of CAAD upon retirement from education or have served as an AD before CAAD was organized in 1978.
- (2) Must have served as an AD in Connecticut for at least five years.
- (3) Must be planning to completely retire from education, including being a part-time AD.

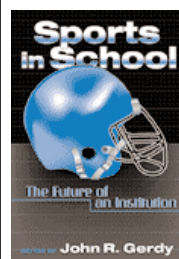
Currently there are 62 gold life members. Contact Ed Tyburski (860) 824-5754 for information.

■ **SPRING BREAKFAST MEETING** -- All retired AD's will be invited to the CAAD annual breakfast meeting at no cost, to be held on Wednesday, May 9 at 8:00 a.m. at the Holiday Inn in Cromwell. At that time 10 retired AD's from the class of 2000 will be presented with their gold cards.

10 COMMANDMENTS OF SPORTSMANSHIP

1. Do unto others as you would have others do unto you.
2. Enjoy yourself and promote enjoyment for others.
3. Be responsible for your actions.
4. Have an open mind to others' weakness and have a forgiving attitude.
5. Have pride in one's performance and one's school.
6. Be a friend, not an enemy, and create a positive environment.
7. Encourage others to do or be their best.
8. Sportsmanship should be contagious.
9. Remember, it is a privilege to participate.
10. Practice sportsmanship in all situations at all costs.

Sports in School: The Future of an Institution



Editor:	John R. Gerdy
Publisher:	Teachers College Press, 800/575-6566
Price:	\$19.95 (softcover)
Pages:	177
Audience:	Athletic administrators, coaches, educators, parents

This collection of essays by leading sports authorities, coaches, athletic directors, and varsity and professional athletes challenges the long-accepted notion that school sports promote character development, physical fitness and positive educational and social values. Examining such issues as the preparedness of coaches and administrators, race and gender in athletics, the influence of sports within the educational system, and what sports represent today in the age of pervasive television coverage and corporate skyboxes, this book asks readers to step back and evaluate the educational impact of today's high school and youth sports. It also provides suggestions for how to change and strengthen school sports now and in the future.

WINTER 2001 CIAC SPORTS CHAMPIONS

■ Boys Basketball

- LL - Harding
- L - St. Joseph
- M - Trinity Catholic
- S - Windsor Locks

■ Girls Basketball

- LL - NFA
- L - Guilford
- M - Plainville
- S - St. Paul

■ Ice Hockey

- Div. I - Fairfield Prep
- Div. II - Stamford

■ Wrestling

- LL - Danbury
- L - Berlin
- M - Bethel
- S - Derby

■ Indoor Track Boys

- LL - Danbury
- L - Danbury
- M - Staples
- S - Ellington

■ Indoor Track -Girls

- L - NFA
- M - Hillhouse
- S - Bloomfield
- Open - East Lyme

■ Gymnastics

- L - NFA
- M - Wethersfield
- S - Darien

■ Boys Swimming

- Open - Greenwich
- LL - Greenwich
- L - Cheshire
- M - Branford
- S - Darien

■ Cheerleading

- L - Shelton
- M - Holy Cross
- S - Sacred Heart
- Co Ed - NFA



A triumphant Fairfield Prep player takes pride in his team's Division I victory.



A pole vaulter clears the bar at Boys Indoor Track Championship at Yale



Runners line up at the Girls Indoor Track Championship at Yale.