

BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference

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

VOL. 76 / NO. 7

APRIL-MAY 2002

CAS 2002 PRINCIPALS OF THE YEAR

High School Principal of the Year



JOHN A. GOETZ

See page 5

Middle School Principal of the Year



PAUL G. CAVALIERE, JR.

See page 9

CIAC REVISES OUT-OF-SEASON COACHING REGULATION

The CIAC has spent nearly eighteen months re-examining the Out-of-Season Coaching Regulation, primarily at the urging of the Connecticut High School Coaches Association (CHSCA). CHSCA has been seeking to revise the Out-of-Season Rule so as to give coaches greater latitude to coach or instruct their athletes during the summer months. At its March 21st meeting, after a lengthy discussion, the CIAC adopted a revised regulation which, while less restrictive, still preserves the intent of the original regulation.

The following changes, which apply to team sports only, were adopted by the board.

1. Member schools may not organize or permit coaches to organize, supervise, or operate athletic practices or interscholastic athletic contests for their athletes.
2. Member schools may permit their coaches of individual sports to coach any of their athletes who have qualified for a national level competition that is sanctioned by the CIAC and National Federation. This would be limited to one competition. Schools may provide equipment and facilities. Schools may also provide financial assistance and insurance coverage for the competition. *continued on page 16*

2002 GOVERNOR'S SCHOLARS

by Mike Buckley, Ph.D.
Assistant Executive Director

Under the direction of Education Commissioner Dr. Theodore Sergi, the Connecticut Association of Schools has worked to build and strengthen the Governor's Scholars Program (GSP). Now in its sixth year, the GSP honors twenty high school students from throughout the state for their extraordinary academic achievements. This annual recognition program is made possible through generous corporate funding from Big Y World Class Markets.

All principals of CAS member high schools were given the opportunity to nominate one junior who ranked in the top two percent of his/her class. An essay on an assigned topic had to be completed by all nominees. Members of the Governor's Scholars Committee, professional educators from throughout Connecticut, judged the completed applications and assigned a composite score to each based on grade point average, PSAT or SAT scores, rank in class, and the student essay. Laura Ferrante Fernandes, chair of the Governor's Scholars Committee, is pleased to announce the twenty finalists in this year's competition and extends congratulations to:

- g Andrew Beck, Joel Barlow H.S., Redding
- g Hannah Burzynski, Pomperaug, Southbury
- g Tiffany Chen, Maloney H.S., Meriden
- g Christina Dalonzo, Danbury High School
- g David Derusha, Griswold High School
- g Shawn Draczynski, Torrington High School
- g Alex Dulude, Enfield High School
- g Gregory Fay, Enrico Fermi H.S., Enfield
- g Samantha Henderson, Holy Cross, Waterbury
- g Victoria Holowink, Lauralton Hall, Milford
- g Nicholas Ivanoff, Emmett O'Brien, Ansonia
- g Kevin Foster Fitch Senior H.S., Groton
- g Catherine Kupiec Daniel Hand, Madison
- g Robert Lively, Jonathon Law, Milford
- g Danielle Lussier, Windham H.S., Willimantic
- g Eleanor Millman, E.O. Smith, Storrs
- g Janell Mullen, Housatonic Valley, Falls Village
- g Giancarlo Nucci, Greenwich High School
- g Brian Reed, Shelton High School
- g Richard Truex, Wethersfield High School

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CINGULAR WIRELESS OFFICIAL SPONSOR OF CAS-CIAC

Please join us in welcoming Cingular Wireless as the official wireless sponsor of CAS-CIAC. Cingular kicked off its sponsorship activities last month by having Connecticut Vice President/General Manager Bob Puglielli provide opening remarks at the Student Leadership Conference. Puglielli spoke to an eager crowd of student leaders and conveyed his own brand of leadership through a highly interactive session. "After meeting these students, I am more enthused than ever about our sponsorship and look forward to a long and lasting relationship with CAS-CIAC," he said.

As part of the year round sponsorship, Cingular recently supported the boys' and girls' basketball state championships and will sponsor the 2002 football state championships. As a major sponsor, Cingular will also be involved in other various events throughout the year.

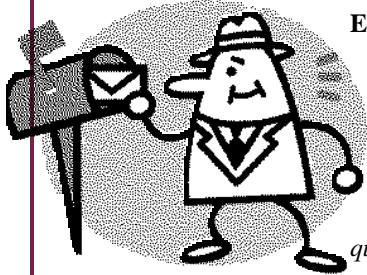
Cingular Wireless Sales and Marketing Manager Chris Renstrom orchestrated the sponsorship with CIAC because it offers a mutually beneficial relationship for both the schools and the company. "At Cingular, we are committed to being a community partner. Sponsoring CAS-CIAC is a perfect sponsorship opportunity for Cingular because the dollars help support key programming for Connecticut students and we get exposure to one of our key audiences, teenagers."

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LEGAL MAILBAG

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



Editor's Note: *Legal Mailbag* is a regular feature in the monthly *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: After a long expulsion hearing before the board of education, complete with lawyers and everything, I thought that I was rid of a major-league troublemaker, at least for the rest of the year. Last night at the school play, however, he strolled into the auditorium easy as pie, waving to all his little friends. I ran right over to remind him that he was expelled and started to escort him out of the building. He pulled free, however, and threatened litigation if I touched him again. He said that, expulsion notwithstanding, he had not lost his rights as an American. Since the play was open to the public, he argued, he had the same right as any other member of the public to be there. He then sat there quietly and watched the play without incident. Did I have to back off?

-Second Guessing Myself

A. Dear Second: You did not have to permit the student to attend the play. When he was expelled, presumably the board of Education ruled that he was expelled from all "school property and school activities." If so, you had the right to direct him to leave the auditorium. Even when the school district has an activity that is generally open to the public, it does not lose its right to control the activity, and this student, who had been expressly prohibited from entering school property, would be subject to removal. If necessary, call the police to have such students removed. Don't try, however, to do it yourself. You're not as young as you think.

Q. Dear Mailbag: We understand that things come up that require parents to take their kids out of school early, and we try to be cooperative. One mother, however, is really pushing the envelope. She has shown up at noon every day this month to take her kid out to lunch at McDonalds, a cuisine he apparently prefers to our cafeteria grub. The problem is that she disrupts the class every day when she arrives. To make matters worse, she is often late in returning the student to school after lunch, and the student has already missed two quizzes in his first afternoon class. I have tried to reason with this parent, but she persists in her "demand" (her word, not mine) that she be permitted to take her son out of school whenever she wishes. I know that I am a public servant, but this is ridiculous. Isn't there anything that I can do?

-Ready for a Fight

A. Dear Ready: If a student is enrolled in your school, he may be required to attend all scheduled activities, including the exquisite lunches that your cheerful cafeteria staff serve up. Here, the concern is especially serious because the student is missing instructional time as well. You should inform the parent that, absent exigent circumstances that would require an early departure (e.g. doctor's appointment), she will not be allowed to remove the child from school during the school day. If she pushes the point, you can tell her that her son faces disciplinary action if he leaves without your permission, even at her insistence. That should be an interesting conversation.

Q. Dear Mailbag: I never knew I had so many friends. Lately, it seems like I am getting a letter every other day from some military guy or another. They all want a list of the students in my school. So far, I have been untouched by the recent resurgence of patriotism, and as a child of the 60's, I am more than a little suspicious of the military. I understand the need to comply with legal requirements, but I do not know if I should believe their claims that I must provide this information by May 31. Do I have to give these recruiters this information?

- An Aging Hippie

A. Dear Aging: Times have changed, and so have the laws. The federal No Child Left Behind Act of 2001, recently signed with much fanfare by President Bush, requires that military recruiters be provided with high school student names and addresses unless parents object to the release of the information. If your district has already characterized student names and addresses as directory information and notified parents of their right to object to disclosure, you may simply release the information. If not, you must notify parents of this new law and of your plan to release the information unless they object. Absent objection, however, you should release the information to the military. Also, the law requires that military recruiters be given the same access to students as commercial and other recruiters. That has been required by Connecticut law, however, since 1984.

○ According to a recent study by the Annie E. Casey Foundation, the number of Connecticut children living in poverty jumped from 78,000 to 95,000 during the 90s. "Children at Risk: State Trends 1990-2000" presents a state-by-state compilation of data on the welfare of children. In 2000, 27%, or 227,000 Connecticut children, were living in single-parent homes, a 23% increase over 10 years; twenty-five percent, or 205,000, were in homes where no parent has full-time, year-round employment; fourteen percent, or 114,000, were living with a head of household who was a high school dropout. Furthermore, 6%, or 54,000 children, lived in homes without a vehicle; and 9%, or 13,000 teenagers, were not attending school or working.

○ The state of Connecticut has been approved for a \$2.6 million federal grant to help implement a 3-year statewide strategy to prepare for a weapons-of-mass-destruction incident. Although the grant, awarded by the Department of Justice (DOJ), is only a small fraction of the expected total cost of preparedness in Connecticut, it is the full amount available to Connecticut under existing congressional appropriations. The comprehensive plan is designed to be the first stage of ensuring that local, state and federal response teams are available to protect every location in Connecticut for the most-probable worst-case scenario. The inter-agency working group of the state Office of Emergency Management (OEM) identified nine municipalities and locations as "first priorities" to receive equipment and training as part of the grant program. The decision was based on the vulnerability of each location, and the role each might play in providing regional coverage. The nine "first priority" municipalities are: Bridgeport, Hartford, New Haven, Stamford, Waterbury, Groton and New London, Bradley International Airport, and the Mashantucket Pequot and Mohegan tribal nations. Each entity receiving funds will be required to commit to "respond at the level of its ability" to a weapons-of-mass-destruction incident, including cooperating as part of a regional response effort.

○ School officials from Ellington and Windsor have teamed up to create the Ellington-Windsor CMT Academy. The three-week program is intended to help 6th and 8th grade students to improve their performance on the Connecticut Mastery Test

connecticut news & notes

Activities of CT Graduates

	# of Graduates 2000	% of Graduates 2000	% of Graduates 1999	% of Graduates 1992
Education				
4-year college	17,619	59.5	60.6	52.1
2-year college	4,687	15.8	15.3	16.9
other education	922	3.1	2.7	5.1
Work Force				
military	842	2.8	2.4	3.4
civilian employment	4,369	14.8	14.8	16.0
unemployed	197	0.7	0.9	2.3
Other	974	3.3	3.3	4.2
Total	29,610	100	100	100

Source: Connecticut State Dept of Education

CMT), while promoting racial diversity and multiculturalism. Funded with a \$55,000 state grant, the CMT Academy brings together some 30 minority students from Windsor and 20 students from the predominantly white Ellington school system. School officials in Ellington, which has a 4% minority student population compared to Windsor's 55%, say their students get the chance to learn in a more diverse setting.

Concerned about an increasing number of student absences in the lower grades, Ansonia now goes looking for youngsters who aren't in the classroom when they should be. Of approx. 1,255 students in grades K through 5 enrolled in school last year, 38%, or 478 students, were absent 10 or more days. A new social worker, specifically hired by Ansonia to help solve the attendance problem, rounded up 6 truants

on her first sweep of the neighborhood. Her efforts may be paying off. Attendance in the elementary schools has been good so far this year, and more and more students are aware that the school system is serious about eliminating truancy.

All of Madison's middle-school students attended a free 6-week community training service program, sponsored by the town's youth services department. The course focused on the meaning and importance of community service. It helped the students develop the practical skills needed to feel more competent when volunteering in nursing homes and child-care centers, and working with disabled individuals. Three of the six afternoon sessions consisted of hands-on experience at local community agencies. For more information about the program, contact Donna Montelle at (203)245-5645.



D. Harold Goldberg, Former CAS President and former principal of Clark Lane M.S. in Waterford, was honored with an "Unsung Hero Award" at the 2002 Special Olympics Connecticut Awards Banquet on March 19th. Harold was a member of the original team which secured the grant from Special Olympics International allowing the association to establish a Unified Sports® program exclusively for Connecticut students. Without Harold, there would be no CAS-CIAC Unified Sports® Program, which now serves over 1,000 athletes and involves more than 80 elementary, middle and high schools throughout the state. Semi-retired, Harold is still very active with the association, serving on the CAS Citation Committee and on the Middle Level Unified Sports® Committee.

State of Higher Education

The CT Department of Higher Education's 2000-2001 annual report shows that, despite near record numbers of degrees issued by state colleges and universities, graduates in the fields most critical to the state's workforce are still lacking. The report, released last month, finds that the number of students earning degrees in biology and the physical sciences continues to dwindle, down to 12% and 2%, respectively. The number of students receiving nursing and related degrees is down to 737, a 26% decline from 1996-97 and significantly below the projected annual need of approx. 950.

Other findings:

- Connecticut colleges and universities awarded a total of 29,687 degrees and certificates last year, only slightly below the total of 29,757 in 1999-2000.
 - The top five degree-producing disciplines continue to be business, education, health professions, social sciences and liberal arts and sciences.
 - Women continued to earn more degrees than men, with 58.4% of all degrees, up from the previous year's rate of 57.9%. Women, however, received fewer doctoral degrees and first professional degrees than men, 746 compared with 830.
 - Students who are members of minority groups earned more degrees last year than in any previous year, up 4% to 4,621.
 - A total of 3,300 students received certification awards in teacher preparation programs. Of those, 30% (991) were in elementary education; 21% (704) in secondary academic subject areas; 12% (385) in K-12 special subject areas; 12%(383) in special education and 10% (339) in pre-K-12 administration.
 - In shortage areas identified by the State Department of Education, only 150 students received credentials in mathematics, 56 in music, 30 in remedial reading/language arts, 24 in library media, 21 in Spanish, and 10 in technology education.
- Copies of the report, "2000-2001 Degrees Conferred by Connecticut Institutions of Higher Learning" are available at www.ctdhe.org/info/pdfs/DegConf2000-2001.pdf.

Connecticut Vital Signs

- " State share of local education budgets: 43.3%
- " Federal special education share of the state budget: 7%
- " In 2000-2001, Connecticut ranked 5th in the nation in pupil/teacher ratios at 13.2, down from 14.4 in 1995-96.
- " Connecticut ranked 13th in the nation in 2000 in high school completion rates for those under 25 years old.
- " Connecticut ranked 1st in the nation in 2000 in per capita income.

(Source: ASBJ: 2001 Education Vital Signs)

national news & notes

○ High school students who take the SAT II subject tests required for admission to many colleges soon will no longer be able to choose which scores the colleges see. Officials of the College Board have announced that they will be dropping the score-choice option that thousands of college-bound students use each year, because it wastes the time of high school counselors and college-admissions officers and gives affluent students an unfair advantage. Under the 9-year-old policy, the officials say, students who can afford the cost and have received better academic guidance—whether at home or in school—are able to take the SAT II multiple times in an effort to get better scores. Students who are less well-off don't enjoy that advantage. The new policy will likely take effect next school year. Students taking SAT II subject exams this year will still have the option of withholding scores. (*Education Week, March 6, 2002*)

○ Many states now offer signing bonuses, relocation expenses, housing subsidies, and other perks to entice teachers to work in difficult schools, but a new study has found little research on the impact of such incentive programs—and some evidence suggesting the programs are not meeting their goals. Released by the Southeast Center for Teaching Quality, based at the University of North Carolina at Chapel Hill, the policy brief suggests that more than money will be needed to attract and retain teachers in hard-to-staff schools. It recommends that states provide scholarships to prepare out-of-field teachers and paraprofessionals who already work in such schools to serve as fully licensed teachers; recruit accomplished teachers to lead reform efforts in certain schools; and improve working conditions and school building leadership in those schools. (*Education Week, March 6, 2002*)

○ You can now receive free e-mail announcements on new elementary and secondary education publications from agencies of the U.S. government. New titles by Topic E-mail Alert Service, a new program from the U.S. Government Printing Office, offers timely notifications on the latest education titles as soon as they are available for purchase. Education publications include:

- ▶ Educational research
- ▶ Technology in education
- ▶ Statistical reports
- ▶ Directories of public schools and education agencies

▶ Equality and achievement
 ▶ Community in education
 ▶ Teaching materials and training guides.
 To find out about this valuable new service, visit <http://bookstore.gpo.gov/alertservice.html>.

○ Experts at a recent national forum on school violence recommended class-size reduction as an important strategy for reducing violence. They warned schools against using excessive security measures, such as metal detectors, saying that they only create challenges for violent students. Administrators should instead use funding to reduce class size, so teachers can get to know each of their students and help prevent them from feeling alienated.

○ The FBI has released a report to help schools assess the seriousness of violent threats. The report presents a "four-pronged" assessment model for evaluating whether a threat is likely to be carried out. This innovative model is based on the "totality of the circumstances" known about the student in four major areas: (1) personality of the students; (2) family dynamics; (3) school dynamics and student's role in them; and (4) social dynamics. The report provides details on how to assess the threat itself as well as the individual who has made the threat. While the report maintains that "there is no profile of a school shooter," it lists characteristics that might be exhibited by violence-prone students. The report can be downloaded at www.fbi.gov/publications/school/school2.pdf.

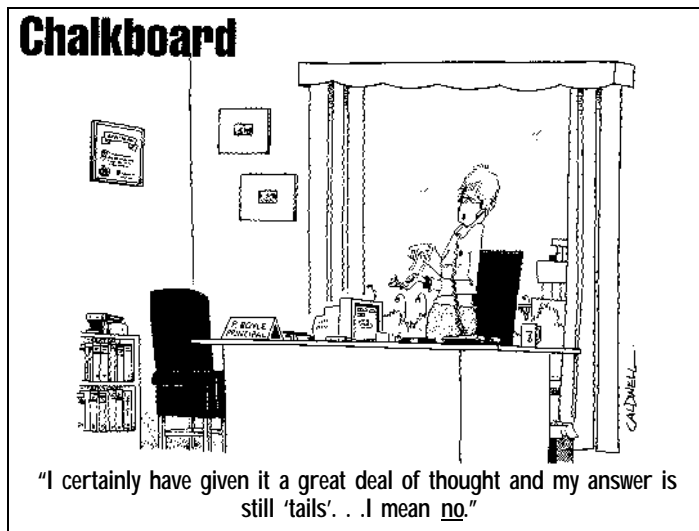
○ After murder and accidents, suicide is cited as the third leading cause of death for people between the ages of 15 and 24. It is estimated that 10% to 15% of all adolescents attempt suicide. In the United States there have been many legal cases concerning a stu-

dent's suicide that have involved educators, including school counselors, teachers, administrators, and school boards. "Suicide Prevention in Schools: Court Cases and Implications for Principals," which appeared in the March issue of NASSP's *Bulletin*, presents an overview of cases which should help to clarify some of the legal issues of which educators should be aware in relation to suicide. The article can be accessed at http://www.principals.org/news/bltn_suicide0302.html.

○ Scholastic Inc., the New York City-based educational publisher, has launched a technology-oriented quarterly magazine aimed at school administrators, technology directors, principals, and business managers. The first issue of *Scholastic Administrator*—for winter 2002—features stories on school technology planning, professional-development strategies, and wireless computing, among other topics. *Scholastic Administrator* gives practical, hands-on information on a subject that's becoming more important for school leaders, said Lars Kongshem, the senior editor of the publication. "Technology has become essential to both the instructional and administrative side [of education], so school administrators need ... a high-level view of technology." Information about obtaining copies of the new magazine is available online at www.scholastic.com/administrator/.

○ Pregnant women who drink alcohol and smoke may more than double their child's risk of developing attention-deficit/hyperactivity disorder (ADHD), according to a new report. A team of researchers from Harvard Medical School evaluated the medical records of 280 children diagnosed with ADHD whose mothers were interviewed about lifestyle habits, including smoking and drinking alcohol during their pregnancy.

These children were compared with another group of 242 children without ADHD. The investigators found that, compared with non-ADHD subjects, children diagnosed with ADHD were 2.1 times more likely to have been exposed to cigarettes and 2.5 times more likely to have been exposed to alcohol in utero. Previous studies have found similar associations. "If further studies of this association uncover mechanisms that lead to ADHD in children, it may be possible to develop more efficient clinical interventions," the report concludes. (*Reuters Health, Mar 27*)



The 50th Annual Meeting

of the Connecticut Association
of Schools

May 9, 2002
at the Central Office

Please join us for this
important meeting and take a
tour of the newly-expanded
office facility!

For registration information, contact
Karen Packtor, kpacttor@casciac.org

legal news & notes

○ The U.S. Supreme Court declined last week to step into the debate over the legality of high-stakes testing. Without comment, the justices refused to hear the appeal of a Louisiana parents' group that alleged the state's testing program for 4th and 8th graders violated the students' 14th Amendment right to due process of law. The Louisiana State Board of Elementary and Secondary Education in 2000 adopted a policy of mandatory nonpromotion of students who fail either the mathematics or English portion of the test. During the 2000-01 school year, some 18,000 Louisiana students were denied promotion based on their performance on the test, according to court documents. The parent group's 2000 lawsuit challenging the testing program alleged that the state had denied the property rights of failing students without due process of law. A federal district judge in New Orleans ruled that year, however, that while courts have recognized a property interest in receiving a diploma, "no court has ever recognized a property interest in promotion." The appeal in *Parents Against Testing Before Teaching v. Orleans Parish School Board* was the first over high-stakes testing to reach the Supreme Court since the recent blooming of the school accountability movement.

○ Connecticut: In January, 2002, a superior court judge ruled that the State Commission on Human Rights and Opportunities (CHRO) has the authority to hear discrimination complaints from students in public schools. The judge relied on a previous case, *CHRO v Sullivan Associates*, SC 16042, October 12, 1999, in which the Court ruled that the Connecticut General Statutes did not give boards of education exclusive jurisdiction over public school discrimination complaints.

JOHN GOETZ NAMED TOP HIGH SCHOOL PRINCIPAL

Congratulations to John Goetz, principal of Danbury High School, who was named the 2002 CAS High School Principal of the Year! Principal of the largest high school in Connecticut, Mr. Goetz has achieved the difficult task of building a comprehensive school which is responsive to the changing needs of an increasingly diverse student body. He has accomplished this through strong organizational skills, exemplary leadership and an unyielding professional focus.

"You have to look at the fact that Danbury High School is the largest high school in the state to really appreciate John's abilities," says Danbury Superintendent Timothy Connors. "There is such tremendous diversity at Danbury. His organizational abilities make the school run smoothly."

During his eight years as principal of Danbury High School, Mr. Goetz has demonstrated 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.

"Under his leadership, students, faculty and staff have developed a sense of pride in . . . the positive reputation the school currently enjoys," says Stan Watkins, a parent in the Danbury community. "He has vastly improved the perception of the school within the myriad of community groups and organizations, once quite hostile toward Danbury High School," continues Watkins.

A "hands-on" administrator, Mr. Goetz is actively involved in all aspects of curriculum development at Danbury High School. According to Danbury's assistant superintendent, William Glass, Mr. Goetz "closely monitors the instructional program, reviews and analyzes test data, supervises the daily instructional program, and makes the numerous changes necessary to operate an effective educational program."

Always forward looking, Mr. Goetz continually challenges himself and his staff to identify issues, rethink current practices and explore alternative paths.

Mr. Goetz is a low-key but effective administrator, as ever ready to learn and listen as to guide and instruct. He empowers his staff to be partners in the decision-making process and works side-by-side with them to develop and implement a vision for improved educational opportunities. "His management style is such that he



John Goetz, Danbury High School Principal

allows others to provide leadership while he diplomatically provides guidance and support," says Glass.

Mr. Goetz has worked aggressively to make use of emerging technologies that not only improve curriculum and student learning, but also streamline building management. He has equipped the school building with 600 networked computers, making sure that there is at least one computer in every classroom. A full-time technology leader, a data specialist and a network administrator provide on-site technological expertise and much-needed professional development and training for faculty and staff.

CAS Executive Director Mike Savage praised Mr. Goetz's leadership abilities. "John was selected as 2002 Principal of the Year because he is a man of vision, skill and persistence who is committed to and actively engaged in the promotion of quality educational experiences for his students," says Savage. "He has worked aggressively to promote cooperation and respect for the educational process and to create an atmosphere conducive to learning, enrichment, improvement and progress."

Mr. Goetz earned both a bachelor's and master's degree in Economics from Fordham University in New York; and he completed his sixth year certificate in educational administration at Fairfield University. He began his professional career in 1968 as a social studies teacher at Sacred Heart High School in Yonkers, NY. In 1973, he relocated to Connecticut where he worked for eight years at Joel Barlow High School, Redding, first as a teacher and later as an athletic director and assistant principal. In 1985, after returning briefly to New York state, Mr. Goetz was appointed principal of Platt High School in Meriden. In 1994, after nine years at Platt, he assumed the role of principal of Danbury High School, the position he now holds.

CT STUDENTS MAKING A DIFFERENCE - 2002

1st Annual Student Leadership Conference

By Mike Buckley, Ph.D., Assistant Executive Director

On March 15 & 16, 2002, 110 students and advisers from twenty-six Connecticut High Schools gathered at the Holiday Inn in Cromwell, CT, for a 2-day student leadership conference. Sponsored by the Connecticut Interscholastic Athletic Conference (CIAC) and the Connecticut Association of Athletic Directors (CAAD), with support from Cingular Wireless, this first-time event is part of an initiative to tap the potential that exists in students who participate in athletics and other activities in order to enhance the climate for teaching and learning in CT schools. Highlights of the conference included:

P a welcoming address from Cingular General Manager Bob Puglielli highlighting the variables he saw contributing to success not just in business but in life. These included respect ("Respect is basic. Everything else builds upon this."), cooperation, finding joy in your work, and pursuing excellence. Bob also demonstrated with his audience the power of visualization to help one exceed personal limits;

P a keynote address from Ray Reid, UCONN Soccer Head Coach, chronicling the 2000 NCAA championship and the hard work that led up to it. According to Ray, this success stemmed from discipline, cooperation, and the pursuit of excellence, and featured a team with individuals who consistently exceeded personal limits and collectively "refused to lose;"

P at registration, participants contributed

over 300 separate food items which were donated to St. Vincent DePaul Place in Middletown;

P break-out sessions facilitated by student leaders from Cromwell, Plainville, and Staples (Westport) High Schools focusing on the themes of positive values and perspectives, respect and sportsmanship, and citizenship and teamwork. These students epitomized the conference motto (CT Students Making A Difference) not only by their quality work here but also by serving as the planning committee that helped CIAC/CAAD organize the conference;

P a leadership practicum facilitated by Jennifer Buckley of Wesleyan University's Upward Bound Program and staff from the Great Hollow Wilderness School in New Fairfield, CT. Here students and advisers participated in a number of challenge and experiential activities designed to extend limits and demonstrate the power of cooperative action within a group;

P an address at the closing assembly by Tom Farley of the Chris Farley Foundation of New York focusing on the theme of Think-Laugh-Live. Tom delivered a power-



ful wellness message in an upbeat and moving way.

Each of the twenty-six school teams rated the conference activities as either excellent or outstanding; as important, they left with formal plans to make a difference upon their return to their home schools. Each team has been asked to share its plan with its principal and to file the plan with CIAC/CAAD. Next year participating schools will be surveyed to determine what positive changes occurred as a result of this conference.

The conference organizing committee (Marty Lisevick, Staples H.S. in Westport, John Zadnik, Plainville H.S., and Beth Sarnacki, Cromwell H.S.) will meet soon to begin planning for next year's conference. Our goal for the Second Annual CIAC/CAAD Student Leadership Conference is fifty schools and 250 students.

Top 10 Traits of School Leaders

Educational World recently asked principals which traits they felt were important in school leaders.

10. Offers meaningful kindnesses and kudos to staff and students.
9. Is a role model for students and staff.
8. Has a sense of humor.
7. Shows that he or she is not in charge alone and involves others in decision making.
6. Develops strong teachers; cultivates good teaching practice.
5. Helps develop leadership skills in others.
4. Is trustworthy and straightforward with students and staff.
3. Is visible -- gets out of the office and is seen all over the school.
2. Clearly states goals and expectations for students, staff, and parents.
1. Has a stated vision for the school and a plan to achieve that vision.

(Dateline NAESP)

Governor's Scholars, *continued from page 1*

All of the distinguished nominees will be recognized at their schools for their outstanding work and participation in this program. The twenty students listed above will attend the Governor's Reception at The Hartford Club on May 30, 2002. At the reception, Governor's Scholars will receive recognition as well as information on participation in courses and research projects at selected Connecticut colleges and universities. Included in the latter is a four-year, half-tuition scholarship to the University of Connecticut for any of the twenty Governor's Scholars who choose to matriculate there.

CAS OFFICERS: 2001-2002

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Vice President.....Allen Fossbender, Joel Barlow HS
Secretary.....Donald Gates, Portland HS
Treasurer.....Elaine Bessette, Greenwich HS

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Earle Bidwell.....Asst. Executive Director
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Ann Malafronte.....Director of Unified Sports®
Karen Packtor.....Editor, Asst. Exec Director

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CANHS CORNER . . .

The Connecticut Association of National Honor Societies was established in 1998 under the auspices of the Connecticut Association of Schools (CAS) in accordance with its goal to provide more opportunities for student leadership. The purpose of CANHS, an affiliate of the National Honor Society, is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in the NHS members of Connecticut. For further information about CANHS, contact Don Gates, principal of Portland High School, at (860)342-1720.

Upcoming Conference Features National Speaker

By Brendan Neagle, Southington H.S.
NHS State Newsletter Editor

The Connecticut Association of National Honor Societies' executive board has been busy planning the **Third Annual State Conference**. Members were excited about having scheduled the nationally renowned speaker Ed Gerety to deliver the keynote address. In addition, there are several important items for those planning to attend the conference on May 23.

First and foremost is the election of officers to the executive board. Contrary to tradition, nominations for officers will not be entertained from the floor on the day of the conference. Instead, member schools will receive forms for their students. These are self-nomination forms and must be filled out completely and returned by May 10th.

There are five student officer positions: president, vice president, secretary, state newsletter editor, and middle school representative. The president is responsible for setting the agenda for each meeting, presiding at all meetings, and representing the association at state and national conferences. The vice president (elected by receiving the second-highest amount of votes in the presidential race) performs all duties in the absence of the president and coordinates state projects. The secretary is charged with communication among the members of the board, including keeping minutes at meetings and conducting all correspondence. The state newsletter editor conducts all activities dealing with communication among the schools, including writing this column. Finally, the middle school representative acts as a liaison between state middle schools and the CANHS.

Secondly, the board has announced that it will have a new award at the State Conference this spring. The Outstanding Chapter Award will honor the chapter whose performance has

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25th ANNUAL ASST PRINCIPALS' CONFERENCE A SUCCESS

by Mike Buckley, Ph.D., Assistant Executive Director

Let me tell you, you've never had a bad day!

So stated keynote speaker Bill Bond to the more than 180 assistant principals and administrative aspirants gathered in the ballroom of the Holiday Inn in Cromwell at the start of the 25th Annual Assistant Principals' Conference on March 19th. Bond, the former principal of Paducah (KY) High School and current NASSP Practitioner in Residence for Safe and Orderly Schools and School Improvement, drew upon his experiences with one of the first school shootings to provide guidance not only in responding to a crises but in developing and maintaining a climate supportive of all students. Stressing the importance of relationships among the people in school, he asked rhetorically, "Where does your discipline come from? Why is it that your referrals come from the same teachers while others (who get the relationship piece right) never send you kids?" He urged administrators "to be in the halls" anytime kids are and predicted that a 10:00 a.m. disciplinary meeting with a student in the office would go better if you'd already connected before school in one of the common areas of the building. He also stressed the importance of a collaborative approach to improving climate citing the positive roles played by his Site Council (three teachers, two parents, and the principal - mandated by Kentucky law) and School Climate Committee in helping the Paducah school community cope, heal, and carry on.

Participants had an opportunity to follow-up with Bill in two breakout sessions in which he focused specifically on the mechanics of developing and keeping current a crises plan. Other sessions that ran concurrently and connected to the conference theme of *A Day in the Life of an Assistant Principal* included:

P Dr. Margo Maine, a researcher and clinician, discussed strategies for helping adolescent girls cope with the pervasive pressure for perfection.

P Attorney Thomas Mooney of Shipman & Goodwin, LLP, presented some situations that an assistant principal might encounter during the course of a "typical" day, and then discussed possible responses and their ramifications.

P Dr. Kenneth Roy, K-12 Director of Science and Safety for the Glastonbury Public Schools, addressed a variety of environmental issues that impact safety in schools.

P Ms. Susan MacLaughlin, Director of the Dept. of Mental Health and Addictive Services' Gambling Treatment Program, and Ms. Jan Laster, Prevention Partnership Director for RYASAP, discussed the warning signs for teen problem gamblers as well as action planning to prevent problem gambling in schools.

P Elsie Diax, School Resource Officer; Denis Sheridan, Director of Youth and Family Services; Kathy Danais, School Outreach Spe-



Amity Principal Ed Goldstone and Paula Biondino

cialist; and Cindi Yakoubian, Community Resource Coordinator, shared the benefits and successes of a city-wide collaboration between the schools, the police, and the youth and family service agency in South Windsor.

Following the luncheon, Dr. Edward Goldstone, Principal of Amity Regional High School in Woodbridge, spoke movingly about his colleague and friend, Boyd Biondino, long-time assistant principal at Bristol Eastern High School, who died last fall after a courageous struggle with cancer. He then presented Mrs. Paula Biondino with a plaque dedicating the 25th Annual Assistant Principals' Conference to the memory of Boyd and with a check for the Boyd Biondino Memorial Scholarship at Bristol Eastern High School donated by conference registrants.

The 2002 CAS Assistant Principals of the Year were also acknowledged as follows:

- Walter Zalaski, Simsbury High School;
- Laura Russo, Hill Central School, New Haven;
- Rochelle Schwartz, Litchfield High School (also recognized as NASSP Assistant Principal of the Year).

Following the dedication and awards, Dr. Gerald Tirozzi, Executive Director of the National Association of Secondary School Principals, challenged his audience to assume a role that transcends discipline. "It's about being bored and not able to read," he stated, "and that situation cries out for reformers, not disciplinarians." He then reiterated that reform is possible since we know its components including curriculum (rigorous and relevant), pre-school education (more and earlier), reading support at middle and high (here's where the gap widens for poor readers), instructional leadership (amber waves of grain, not victory gardens meaning we can't wait to do this one school at a time), and teacher quality (kids don't respect incompetence).

Conference co-chairs Anne Jarvis, Assistant Principal at Glastonbury High School, Kathy Barmak, Assistant Principal at East Windsor Jr.-Sr. High School, and Sally Biggs, Assistant Principal at South Windsor High School, were pleased both with the level of participation and the quality of the presenters. Initial feedback was extremely positive.

Record Numbers Addressed by Amy Barzach at Middle Level Leadership Conference

By Earle G. Bidwell, Assistant Executive Director

Almost six hundred students, teachers, and advisors turned out at Quinnipiac University on March 12, 2002 for "Making Acceptance Acceptable," the annual student leadership training conference. The keynote address was delivered by Amy Barzach, founder of Boundless Playgrounds, a nonprofit organization that designs and facilitates the development of playgrounds that are universally accessible to all children.



Amy Barzach from Boundless Playgrounds addresses the assembly.

Ms. Barzach's inspiring story told of how one person with a dream, perseverance and dedication could bring about great things. Having experienced tragedy in her personal life, she decided to leave the corporate world and dedicate her life to helping others. Her goal is to have accessible playgrounds within one hour of every child in the United States. To date, over 44 Boundless Playgrounds have been built with more than 100 underway in the United States. Additionally, playgrounds are in progress in Mexico, Norway, India and Canada. Mrs. Barzach has been honored by Parenting magazine, which salutes outstanding Americans who have made a difference in Children's lives.

Those assembled also heard from Back Beat Company, a musical ensemble from Smith Middle School in Glastonbury under the direction of Greg Colossale. The group sang Peter Yarrow's "Don't Laugh at Me" and led the entire group in an inspiring rendition of "God Bless America."

Following the general session, student participants went to a series of breakout sessions entitled Building a Climate of Acceptance and Heroes Among Us that were led by Connecticut guidance counselors, teachers, youth officers and State Police. A session called Making A difference in Your School was facilitated by students from Glastonbury High School, Canton High School, Brookfield High School, Avon High School and Old Saybrook High School. Seventh grader Matt Cavedon from McGee Middle School in Berlin led a special breakout session. Matt already makes a difference as a leader in his school and community and as the creator of Friendship Place, a Boundless Playground in his hometown. Matt has convinced others to help in his quest through his considerable speaking skills and his ability to give people information that they can relate to. In Matt's own words, "...I had a local Brownie Troop think of their favorite piece of (playground) equipment, and then imagine that they couldn't play on it. That is what it is like to not be able to play on a playground. I had the Town Council imagine that they could help Berlin become a more accessible town. Finally for seniors, I had them imagine taking their grandkids to a playground where they too could enjoy themselves."

Finally, all participants were challenged to return to their schools, make a difference and "make acceptance acceptable." Through the generosity of CAS's corporate partner, Connecticut Lighting Centers, participants have a chance to apply for the Arthur Director Award (named in honor of the founder of Connecticut Lighting Centers) for projects or programs that best exemplify the lessons learned at the conference. Last year's winning team from Old Saybrook Middle School was on hand to share their experiences and relate their successes through a workshop. These students are the latest in a long line of students from middle schools in Connecticut who make significant, "real world" contributions to their schools, communities and state. We salute them and all those who came to the conference and who will return home to make their schools better places for all students.

The conference was a huge success in large part due to the efforts of the Student Leadership Committee headed by Jody Goeler, Principal of Avon M.S. and the Connecticut Lighting Centers for their encouragement and support.

Newsletter Notes

O Advice for Backpack Use

These days part of a student's routine in preparing for school is packing their backpacks. Recent studies have shown an increasing concern regarding potential health risks to children due to excessive weight held in the packs as well as being improperly packed. Back pain and strain are real problems, which can be linked to a heavy backpack. Some guidelines* to help prevent back pain are:

- A filled backpack should weigh no more than 20% of your child's total body weight. Encourage children to carry only what they really need.
- The pack should be worn as close to your child's body as possible, especially if your child walks to school. It is recommended that your child use both shoulder straps and the pelvic strap that attaches across the waist to help distribute the weight most evenly.
- If wearing a strap isn't possible (or preferred), the child should alternate shoulders.
- Distribute the weight as evenly as possible in the pack to ensure that the load is balanced.
- When buying a pack, choose one with padded shoulder straps for cushioning.

Some parents wonder if backpacks might contribute to poor posture or scoliosis (curvature of the spine). An excessively heavy backpack won't cause bad posture. Current research suggests no connection between backpacks and scoliosis.

* Guidelines from Dr. Paul Sponseller, Johns Hopkins Health Center, 9/16/98.

"In the Middle,"

John F. Kennedy Middle School, Enfield

O Plain Talk to Parents About Threats

Students at Griswold Middle School are generally well behaved and rarely find themselves in trouble for serious issues. However, occasionally, a student will make a comment that can get him in a great deal of trouble. Above all else, making threatening comments to another individual can earn a student several days of external suspension, or even arrest. This is especially true if the student mentions using a weapon of any sort. We understand that children make "off the cuff" statements and have no intention of following through on their threats. However, we live in a day where schools are obligated to respond to threats regardless of how serious we believe the threat may be. Students have been reminded of the seriousness of this behavior on many occasions. They have been told that making a threat, even as a joke, must be taken seriously. There is nobody in the school who does not understand that making a threat will get them in serious trouble. We ask the help of all parents to reinforce this issue at home. Our goal is to prevent our students from being suspended, or worse, for making threatening statements. As always, we invite your suggestions and comments.

"Griswold Middle School Newsletter," Albert D. Griswold M.S. Rocky Hill

... more middle school news



Paul Cavaliere, Jr., Principal
Sage Park M.S., Windsor

Paul Cavaliere, Jr., principal of Sage Park Middle School in Windsor, was named the 2002 CAS Middle School Principal of the Year. A 27-year veteran educator, Mr. Cavaliere has been a tireless worker and leader in middle level education in Connecticut.

In his thirteen years as a principal, Mr. Cavaliere has distinguished himself as a passionate advocate of the middle school philosophy. He has successfully transformed two junior high schools into effective middle schools which now serve as small, caring communities of learning where team leadership is prized and parents are fully engaged in the lives of their students. In 1987, his appointment as principal of Plainville Junior

PAUL CAVALIERE NAMED MIDDLE LEVEL PRINCIPAL OF THE YEAR

High School brought with it the responsibility to transform a grade 7 and 8 junior high into a grade 6-8 middle school. He faced a similar challenge when he was appointed principal of Sage Park Middle School in 1999.

"Paul has done a wonderful job moving Sage Park forward toward the middle school model and away from the junior high school model," says Windsor Superintendent Thomas Martin. "It is impossible to make dramatic changes without ruffling feathers, but Paul has done an outstanding job, with the best interest of kids always first in his mind. He works as hard as anyone in that building; he rolls up his sleeves alongside all the faculty and staff," continues Martin.

Since his arrival at Sage Park two years ago, Mr. Cavaliere has worked vigorously to create an effective house structure, revise the school schedule, and develop and implement an Alternative Learning Center program. He has also been the driving force behind two new programs designed to assist students not meeting goal on state tests and he has re-introduced interscholastic sports at Sage Park

after a 15-year hiatus.

Mr. Cavaliere has been a leader in strengthening relationships with parents. Maryann Doyle, president of the Sage Park Middle School Parent-Teacher-Student Association, praises Mr. Cavaliere for his efforts to involve families in all aspects of the school operation. "Mr. Cavaliere is sincerely interested in every child's academic development and success. To that end, he works collaboratively with our school's parent group to develop a partnership which benefits both parents and their students," says Ms. Doyle.

Mr. Cavaliere's success as a building administrator is best described by Chris Rau and John Barresi, two team leaders at Sage Park, who state, "We have worked with Mr. Cavaliere for the last three years and it is clear that Paul has one overriding goal for Sage Park Middle School – constant improvement."

CAS Executive Director Mike Savage describes Mr. Cavaliere as a man who "demonstrates strong academic leadership skills, an acute intellectual curiosity, and a clear sense of personal purpose which focuses on a wholistic approach to meeting the needs of his students."

"He has a unique ability to challenge himself, his staff, and his students to meet higher standards," says Savage.

A 1974 graduate of Washington and Lee University in Virginia, Cavaliere earned a master's degree from Central Connecticut State University in 1979 and returned to Central to complete his sixth year certificate in administration in 1983. He began his professional career in 1975 as a social studies teacher at Saint James School in Manchester. In 1977, he transferred to the Middletown school system where he worked for eight years, first as a teacher and later as an instructional leader and assistant principal. In 1985 he became assistant principal of Plainville High School and, two short years later, he was appointed principal of the Middle School of Plainville. In 1999 he assumed the role of principal of Sage Park Middle School, the position he now holds.

An active member of CAS-CIAC since 1990, Mr. Cavaliere currently serves as chair of the Mentor-Mentee Committee of the Connecticut Principals' Center and as a member of the Connecticut Assn. of Middle School Principals' Board of Directors.

Editorial note from Earle Bidwell: My observation upon reading dozens of newsletters from all over Connecticut and several from other states is that educators are so intent on imparting information to parents and the community that they often overlook opportunities to share their wisdom. Following is a personal glimpse that makes a principal more real to her readers and offers sound advice for living a healthy life.

O From the Office of the Principal

As the saying goes, laughter is the best medicine. Having spent four days over the February break with two brothers and a sister visiting Dad in Florida, I laughed so much I had to ask them to stop talking so I could catch my breath! Without spouses or children along, we felt like kids again. We played in the sun, helped our father with his chores and told stories of the fun we had together growing up. The stories may have changed somewhat over the years, with some of the details and characters faded or enhanced by memory, but the essence was that looking back at our childhood, among the good times and the bad, we have stuck together and are now good friends. I feel truly grateful for this connection, knowing that others are not so fortunate. I encourage students and families to appreciate and develop friendships and connections now, which many just last a lifetime! *Kathy C. White, Principal Jared Eliot Middle School Newsletter, Clinton*

CEAE Workshops

The Center for Early Adolescent Educators recently hosted a highly successful workshop series entitled "Terrific Teams" at the CAS Conference Center.

Cori-Ann Marino, Dolores Callegher and Steve Donnelly, from Albert D. Griswold Middle School in Rocky Hill, led a two-part series entitled "Helping Each Student Succeed". Participants focused on balanced instruction, team-based grouping and effective strategic learning practices.

NELMS Executive Director Bob Spear led a series entitled "Team Leaders and Leadership Teams." Bob focused on facilitation skills, asking the right questions, agenda management and building productive relationships among team members.

The Center Advisory Board is now soliciting topics or ideas for future workshops designed specifically for teachers or team leaders. If there are workshops that you would like to see offered, please contact Earle Bidwell at the CAS office and share your views (203.250.1111 or ebidwell@casciac.org).



elementary news

MEET THE NAESP CANDIDATES . . .

The NAESP elections are right around the corner. Here is a glimpse of the candidates who are running in this year's elections!

PRESIDENT ELECT

"I believe the K-8 principalship is the best job in the field of education. We share in the dreams and trials of the children we serve. We see the sparkle in their eyes as they first learn to read, and we dry their tears when life just doesn't seem fair. We work with parents and teachers to ensure each and every child has opportunities to be successful. We are united in our efforts to shepherd all children into a brighter tomorrow.

My name is Tony Harduar and I'm proud to be the principal of Central Elementary School in Ferndale, Washington. I am proud to be a member of NAESP, and to serve on its board of directors. I'm seeking the position of President-elect because I have the skills and **leadership abilities** to make a difference in the lives of children. Together we can create opportunities to bring the needs of children and schools to the forefront of policy discussions. Together we can address the needs at the state and national levels and influence decisions that affect education and the children of our nation.

I am a **dedicated, experienced leader** and have worked hard at local, state, and national levels to ensure children receive the best education this nation can deliver. I have the skills, experience, and leadership ability to address the challenges facing education. **I have and will continue to champion the cause of children.** Let us stand together **united for children.**"



ANTHONY (TONY) HARDUAR

*"Today's Children,
Tomorrow's Future"*

"America's future rests in the hands of today's children. Those children depend on the leadership of principals who understand their distinct differences and who have a vision for the future. NAESP is a leader in helping to develop that vision. A Hispanic principal of a K-8 school in an urban area in Texas, I am uniquely qualified to spread the message that the key to our children's difference in the classroom lies with the principals' absolute understanding of how diversity affects the education of a child.

Serving on behalf of principals at the local, state, regional and national levels, I am familiar with the unique challenges faced throughout different areas of the nation. From the rural to the suburban, I know the power that diversity brings to our organization. We must recruit both minority and non-minority leaders who understand the importance of a cultural identity and who can serve as role models.

Principals, coming together as champions for all children, do make a difference in the lives of the children in their care. Together, we can prepare "Today's Children for Tomorrow's Future." I request your support and vote for NAESP President-Elect."



RAMON E. RIVERA

ZONE 1 DIRECTOR

"I would like to take this opportunity to say "hello" to my Zone 1 colleagues. I am a candidate for NAESP Zone 1 Director and I would like your support and vote in the May election.

I have been in public education for 28 years; the last 12 years as an elementary principal. I have been an NAESP State Representative from Maine as well as served on the National Nominating Committee. I have served on many committees in my state association. I have really enjoyed working with your state leaders, over the past several years, on issues that affect students, the principalship and our association. If elected, I would continue to collaborate with NAESP members and state leaders in hopes of making a difference at the local, state and national levels.

One of the most pressing issues is special education funding. The escalation of costs falling upon the local districts is staggering. I am committed to dialoguing with legislators and fighting for this issue on behalf of students and their families, and local and state agencies.

My leadership philosophy is based on clear and consistent communication. I subscribe to consensus building and a sharing in the decision making process. I do believe in sharing leadership and involving teachers in leadership roles. I have the experience, desire and commitment to be your Zone 1 Director. It would be an honor and a privilege to serve you, your state and our association. Please vote when you receive your ballot this spring. Thank you."



DANA FOLSOM

NAESP * ZONE 1

**Vote for Zone 1 Director
Richard (Dick) Taylor**

Experienced leadership

Dick Taylor will:

- Speak in one voice.
- Listen to members.
- Respond to the issues.
- Share and communicate information.
- Continue strong relationships with State associations.
- Address leadership shortage from Zone and National perspective.



RICHARD (DICK) TAYLOR



**Richard Taylor -- advocating for
Leaders and Learners**

n **President, Vermont Principals' Association** n

n **NAESP Credentials Committee** n

n **20+ years in Education** n

... more elementary news

News from the National Association of Elementary School Principals

NAESP CORNER
2002 President's Education Awards Program
 The President's Education Awards Program (PEAP), sponsored by the U. S. Department of Education in partnership with NAESP and the National Association of Elementary School Principals, was developed to help recognize and honor those students who have high academic goals by their hard work and commitment to learning. Participation in the program has increased each year with 57,000 schools and nearly three and a half million students receiving these esteemed awards in 2000. Students are eligible for one of two honors: the President's Award for Educational Excellence or the President's Award for Educational Achievement. For each award, students receive certificates signed by the President, the U.S. Secretary of Education, and principals. A congratulatory letter from the President is included with the awards. There are also optional lapel pins, inscribed with the Presidential Seal, to accompany the certificates. There's no limit on the number of awards that your school can order, as long as the students meet the criteria presented. Recognition of their outstanding effort and achievement is vital for motivating students to be successful. For more information about the program, visit <http://www.naesp.org/misc/peap.htm>.

Talking the Talk

What are the qualities that make you an outstanding leader? When was the last time you took a moment to think deeply about your own practice? Who do you connect with for support and advice? Now we have a forum for you! A new listserv called LEADERS REFLECT will kick off this month funded with a "Ventures in Leadership" Grant from the Wallace-Reader's Digest Funds. Through the listserv, NAESP will develop an online learning community to explore its new standards for what principals should know and be able to do. The first question: how do you balance leadership and management responsibilities on a daily basis? To sign up for the discussion, send an e-mail message to majordomo@sft-tech.com. In the body of the e-mail type: "subscribe principalstandards" followed by your e-mail address.

NAHSP, continued from page 7

best reflected the ideals of the National Honor Society and who have promoted Character, Scholarship, Leadership, Service, and Citizenship not only within its organization and school, but also in its communities and throughout the state. This is a way of recognizing the efforts of the honor societies statewide. Advisors will receive applications for this honor, which will include background information and description of service projects. All applications should be included with registrations forms and submitted by April 30th at the latest.

If there are any questions about the conference, election of officers, or the Outstanding Chapter Award, feel free to contact Mr. Gates at Portland High School. The executive board looks forward to seeing everyone in May.

ciac news

GOOD NEWS!

New Online Eligibility System Feature Allows Importing of Schedule Information

We are pleased to announce that, due to a number of requests from athletic directors and secretaries, we have added a batch importing of schedules feature to the CIAC Online Eligibility System.

The batch import option is now available for the seven spring sports which require the filing of schedules. To perform a batch import of a schedule:

- 1) Export your schedule as a tab-delimited text file from your database (i.e. Access, Excel, Filemaker Pro, etc.). Each game or match should be on one line. Each line should contain two fields, separated by a tab, in either of the following formats:

MM/DD/YY[tab]Opponent(s)

or

MM-DD-YY[tab]Opponent(s)

Be sure that your dates all having leading zeros for single-digit days and months.

- 2) Copy your data to your clipboard.
- 3) Go to the eligibility center, select the "Submit Schedule" option for your sport, then click on the "batch import" link near the top of the schedule entry page.
- 4) Paste your schedule data into the text box on the import page, fill in any miscellaneous info required for the sport in the fields at the bottom of the form, then click the "batch import" button. Your data will be checked and you will be informed of any errors, or that your schedule has been successfully imported.

As with the import features on the student eligibility forms, the batch import can only be used to import your initial schedule. Once you have any schedule information on file for a sport, changes must be made using the regular pages for entering schedules and/or results.

We hope you find this new feature helpful. Please feel free to contact Karen Packtor at the central office with any questions or comments regarding the CIAC Online Eligibility System.

CIAC WEBSITE UPDATE: Members Schools

Take Advantage of Electronic Filing Option

Beginning in the fall of 2001, member schools were invited -- though NOT required -- to submit all of their tournament forms through the CIAC Online Eligibility System. We are proud to report that, for the current sports season (spring 2002), 118 schools have submitted at least one schedule online! A total of 952 schedules have been submitted electronically since last fall, with 384 submitted this season!

Here is a breakdown of the 384 spring sports schedules submitted to date:

- 88 were in the sport of baseball (out of 173)
- 43 were in the sport of golf (out of 159)
- 14 were in the sport of lacrosse (out of 56)
- 70 were in the sport of boys' tennis (out of 149)
- 15 were in the sport of boys' volleyball (out of 27)
- 86 were in the sport of softball (out of 175)
- 68 were in the sport of girls' tennis (out of 142)

ciac news

○ At its March 21st meeting, the CIAC board voted to continue the 40% qualifying standard for the 2002 baseball tournament. The 40% standard was put in place, on a trial basis, during 2001 tournament season. Because the change allowed for a better balance in the number of teams in each of the four divisions, the board voted to continue the new standard in the current year.

○ Also at its March 21st meeting, the CIAC board voted to allow spring practice to continue in the sport of football. Board members based their decision, in part, on the results of a survey of coaches concerning this issue. Ninety-five percent of the 127 coaches who completed the survey expressed a desire to continue spring practice. The board granted the continuance of spring football practice with the stipulation that students participating in a spring sport must complete their season before participating in spring practice.

○ The Annual Survey of Football Injury research reported eight fatalities directly related to football during the 2001 season. That figure represents an increase from three fatalities in the 200 season. Of the eight, seven of those deaths happened at the high school level while participating in game competition. Five resulted from an injury to the brain, one from a fractured neck and one from a ruptured spleen.

○ At least four schools in the New England Small College Athletic Conference are adjusting their admissions policies away from athletics and back toward academics. Williams, Amherst and Wesleyan colleges have all agreed to cut the number of "tips" -- or athletes admitted despite sub-par academic records -- in a single year to 66. Bowdoin College also plans to reduce athlete admissions, but has not provided a maximum number. While these schools offer high-level academic programs, their athletic teams are also competitive. The adjustment is at least in part a

response to a recent book by James L. Shulman and William G. Bowen, "The Game of Life: College Sports and Educational Values," which argues that elite colleges and larger universities make similar compromises for their athletic programs. Meanwhile, in the Ivy League, university presidents have asked their athletic directors to consider reducing the size of squads in several sports. [The Chronicle of Higher Education, 3/8/02]

○ CHARACTER COUNTS!

Sports of the Josephson Institute for Ethics has just published a document called "Pursuing Victory With Honor: A Game Plan for Amateur Basketball." It resulted from a summit of many of the nation's most influential leaders in collegiate and high school basketball, and sets forth principles and standards for sportsmanship and character building. You can download a FREE copy from the Character Counts! web site at www.charactercounts.org/sports/gameplan-basketball.pdf. Or you can receive a Word version of the document by e-mailing CharacterCountsSports@jietethics.org and just inserting the words "Game Plan" in the subject line.

Bats with BESR Standard Legal Immediately in High School Baseball

INDIANAPOLIS, IN (April 9, 2002) - Effective immediately, any bat that meets the Ball Exit Speed Ratio (BESR) performance standard (BESR certification mark on the bat) is legal for high school baseball competition governed by National Federation of State High School Associations rules.

In June 2001, the NFHS Baseball Rules Committee voted that all non-wood bats must have the BESR certification mark to be legal for high school baseball, effective January 1, 2003. Since many bats with the BESR standard are already on the market, this interpretation by the NFHS allows those bats to be used in the 2002 high school season. "When purchasing bats, individuals can now be assured that no matter what materials are used in the bat composition, if it has the BESR certification mark, it is legal," said Elliot Hopkins, NFHS assistant director and liaison to the Baseball Rules Committee. "Whether the bat composition is titanium, ceramic or whatever, if it has the BESR mark, it can be used immediately."

Hopkins said that bats with the BESR mark still are not required until January 1, 2003. Bats that are legal by current rules still can be used for the 2002 season; however, all bats must have the BESR mark for the 2003 season.

The BESR mark ensures a maximum exit speed of 97 miles per hour and that the bat has met the moment-of-inertia requirement. In addition, bat rules that were changed for the 2001 season, which are also a part of the BESR standard, have the following requirements: maximum of 2 5/8 inches for the diameter of the bat barrel and a minus-3 differential between the length and weight of the bat (a 33-inch-long bat, for example, cannot weigh less than 30 ounces).

All recent changes in bat requirements have been to minimize the risk of injury to high school student-athletes, and maintain the balance between offense and defense and keep within the sound traditions of the game.

NF Publishes brochure on foreign student eligibility

The National Federation has published a brochure that is designed to educate foreign students wishing to gain athletic eligibility at a high school in the United States. Recognizing that the international student provides a very valuable asset to high school athletics, the brochure offers suggestions for successfully obtaining and keeping athletic eligibility. It advises students to ask questions before taking part in any activity that may jeopardize eligibility. It also warns students to be cautious of who they allow to help them in their attempt to play athletics, as some individuals are just trying to recruit players to a certain school.

The brochure was developed by the NF International Student Task Force which was created in 2001 to address the growing concerns over the proliferation of international students coming into the U.S. to compete in high school athletics. The task force also amended an NFHS bylaw that prohibited any member of a school's staff from serving as a host family for an international student. A change was made to prohibit any member of the school's coaching staff, paid or voluntary, from acting as a host to a student.

The NF will work together with the Council for Standards on International Educational Travel (CSIET) to promote the available information and resources to prospective athletes to help eliminate eligibility conflicts. The brochure is available for download through the NF website at <http://www.nfhs.org/PDF/IntstudentbrochureR3.pdf>. The brochures can also be purchased in packs of 50 for \$7.50.

. . . more 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.



Long-time coach Joan Sullivan accepts Merit Award.



Ivan Wood presents Merit Award to Donald Panciera, who accepts on behalf of his late father, Tony Panciera.

GIRLS' BASKETBALL
2002 Merit Award Recipients

- e Ms. Cyndie Adamski e
- e Mr. Peter Shuler e
- e Ms. Joan Sullivan e

200 Dedication Award

IVAN L. WOOD

Consultant, CIAC Girls' and Boys' Basketball Committees

BOYS' BASKETBALL
2002 Merit Award Recipients

- e Mr. and Mrs. Frank Beneski e
- e Mr. Nick Koules e
- e Mr. John McDonnell e
- e Mr. Charles Sharos e
- e Mr. Donald Usher e

2002 Dedication Award

ANTHONY S. PANCIERA

CAS-CIAC Assistant Executive Director Emeritus

Editor's Note: The following remarks were given by Ralph White, assistant principal of Parish Hill H.S. in Chaplin and chair of the CIAC Girls' Basketball Committee, at the conclusion of 2002 Dedication Ceremony on March 9th.

“ In the past this is that time in the reception when Joe Guay would address you. As I told the members of the girls' basketball committee at our first meeting this year, succeeding to the chair in his footsteps is a daunting task. I felt that I should rise to that challenge in what I said in this, my first address. So here goes.

Four score and thirty days ago, 170 coaches brought forth on their own courts a new team, conceived in hope and dedicated to the proposition that all

things are possible.

We have been engaged in a great season ... testing whether those teams, or any teams so conceived and so dedicated ... can endure. We are met near the scene of the final games of that season.

We have come to celebrate a portion of those teams as the survivors of those who gave their time, talent, and effort that their team might win. It is altogether fitting and proper that we should do this.

But in a larger sense we cannot limit our celebration to these games today. The 3,868 athletes who have worked hard all season have celebrated each accomplishment, major or minor, far above our power to add to their satisfaction. The world will little note what I say here, but

the memories they made will last them for the rest of their lives.

It is for us, the spectators, to enjoy these final games played by those teams who, through a combination of skill, athletic talent, hard work, improvement, coaching, and probably a little luck, have passed through the crucible of the season to these games. Let us be highly resolved to enjoy our final chance to watch girls' basketball games this season and take continued devotion to the support of athletics in the lives of girls growing up in Connecticut.

As was said four weeks ago in Salt Lake City, let the games begin. ”

-- Ralph White, Chair
Girls' Basketball Committee

WINTER 2002 CIAC SPORTS CHAMPIONS

BOYS BASKETBALL

Champion	Runner-up
Class LL: Weaver	New Britain
Class L: Bloomfield	Berlin
Class M: N.W. Catholic	Trinity Catholic
Class S: Rocky Hill	Ellington



Weaver H.S. takes the title from defending Class LL champs, New Britain H.S.

GIRLS BASKETBALL

Champion	Runner-up
Class LL: NFA	Trumbull
Class L: Guilford	Holy Cross
Class M: East Catholic	N.W. Catholic
Class S: Trinity Catholic	Wamogo



The triumphant NFA Wildcats revel in their Girls' Basketball Class LL title.

BOYS INDOOR TRACK

Champion	Runner-up
Class L: Danbury	Trumbull
Class M: Staples	Wilbur Cross
Class S: Sheehan	Old Saybrook



Two wrestlers go head-to-head at the State Open in Glastonbury.

ICE HOCKEY

Champion	Runner-up
Div. I: Notre Dame, W.H.	New Canaan
Div. II: Ridgefield	Milford



Notre Dame-West Haven goalie Andrew Longueuil receives gold medal from CIAC Ice Hockey Chair Tom Neagle.

WRESTLING

Champion	Runner-up
Open: Danbury	RHAM
Class LL: Danbury	Fairfield
Class L: Fitch	Berlin
Class M: RHAM	Killingly
Class S: Derby	New London

GIRLS INDOOR TRACK

Champion	Runner-up
Class L: Danbury	Fitch
Class M: Hillhouse	New Canaan
Class S: RHAM	Suffield

BOYS SWIMMING

Champion	Runner-up
Open: Notre Dame, W.H.	Greenwich
Class LL: Greenwich	Xavier
Class L: Cheshire	Notre Dame, W.H.
Class M: New Canaan	Wilton
Class S: Brookfield	Darien

GIRLS GYMNASTICS

Champion	Runner-up
N.E.: Pomperaug	New Milford
Class L: NFA	Southington
Class M: Pomperaug	New Milford
Class S: Darien	Daniel Hand

CHEERLEADING

Champion	Runner-up
Coed: Wolcott	East Windsor
Class L: Danbury	Bunnell
Class M: Holy Cross	Lauralton Hall
Class S: Ansonia	Sacred Heart, Wtby

caad news

18TH ANNUAL CONVENTION A ROUSING SUCCESS!

By Raymond DeAngelis, Emmett O'Brien RVTS, Ansonia

The 18th Annual Connecticut Association of Athletic Directors Conference was held at the Holiday Inn in Cromwell on March 21 and 22. Athletic directors had the opportunity to attend workshops, visit vendors and hear the newly proposed changes to CIAC regulations.

The conference began on Thursday with John Fontana, president of the CHSCA, urging the ADs to have their coaches attend the National High School Coaches Convention in Cromwell - June 23-29, 2002. Next Mike Savage, executive director of CAS-CIAC, provided updates on current CIAC issues, gave the results of the out-of-season coaching survey and then enlightened some AD's with his annual quiz on student eligibility rules.

Robert Lehr, outgoing president of CAAD from Southington High School, led a spirited discussion during the annual membership meeting on the proposed changes to the out-of-season coaching rule. Gary Makowicki gave the group the position of the coaches association and Joe Tonelli spoke on behalf of the CAAD Executive Board. The AD's voted in favor of no change, but will support some movement on several items. Stay tuned!

In the afternoon general session, Cromwell resident, Bobby Valvano of ESPN radio, and brother of the late Jimmy V., delivered a strong message on "Finding Your Inspiration." Valvano, a former basketball coach himself, challenged ADs to have a deep passion in doing your job and to listen actively to those people who come into your office. His humor was appreciated by all.

Later in the afternoon, the AD's had an

opportunity to attend one of three workshops. John Blomstrann spoke about recruiting and orientating coaches, Joe Velardi discussed coping with parents and the third talked about dealing with the media.

The annual awards banquet concluded the first day's activities. Robert "Jiggs" Cecchini received the award from outside the field of athletic administration, Paula Fitzgerald for inside the field of athletic administration, Ken Marcuccio received the state NIAAA award and Vin Iovino was the NCSSA award winner.

On Friday, the CAAD breakfast meeting speakers were Karen Packtor, CAS-CIAC Assistant Executive Director, and Matt Fischer, the CIAC webmaster. Karen spoke enthusiastically about the on-line system of submitting CIAC forms and downloading all sport packets effective Fall 2002. Matt navigated the ADs through the CIAC website. Training for AD secretaries will be offered by the CIAC.

The next session was the statewide faculty workshop to certify CAAD members to teach Module 3 of the CAAD coaching certification course. John Novakowski, Pam Goodpaster and Fred Balsamo educated the group through the informative training session. Fred also spoke on the difference between a coaching permit vs teaching certification and which certification is needed by an AD if evaluating.

At the closing session and luncheon, service awards were presented to those AD's with 15, 20, 25 and 30 years of service. The next CAAD general membership meeting will be on Wednesday, May 8, 2002 at Vazzy's Restaurant in Bridgeport at 8:00 a.m.

ADs Get Voting Privileges on CIAC Sports Committees

At its March meeting, the CIAC Board of Control voted unanimously to grant full voting privileges to athletic directors serving on all CIAC sports committees. This move was a decisive vote of confidence for the state's ADs and was a clear reflection of the importance of the role they play in the governance of interscholastic athletics in Connecticut.

Retired ADs' 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 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 73 gold life members. Contact Ed Tyburski at (860) 824-5754 for information.

○ SPRING BREAKFAST MEETING

All retired ADs will be invited to the CAAD annual breakfast meeting at no cost, to be held on Wednesday, May 8, at 8:00 a.m., at Vazzy's in Bridgeport. At that time eight retired ADs from the class of 2001 will be presented with their gold cards.

NCAA Update

At its meeting on April 8-9, the NCAA Division I Management Council will consider a series of legislative proposals that would redefine amateurism rules for collegiate prospects. The group will also review, for the first time, a group of academic eligibility proposals that could change initial eligibility and progress toward degree standards.

Proposed changes to amateurism rules have been widely discussed for more than two years. One core group of proposals would permit pre-enrolled student-athletes to participate in certain activities associated with professional athletics before full-time collegiate enrollment without affecting eligibility. If approved, the recommendations would be forwarded to the Division I Board of Directors, which meets April 25. Specific proposals being considered would:

- allow prospective student-athletes to enter a professional draft and be drafted (99-107);
- allow prospective student-athletes to sign a contract with a professional team (99-108);
- allow prospective student-athletes to compete on a professional team with professionals (99-109);
- allow prospective student-athletes to accept prize money based on place finish (99-110). An amendment to this proposal (99-110-2), would allow acceptance of prize money based on place finish in an open event that does not exceed the individual's actual and necessary expenses;

continued on following page

NCAA, continued from previous page

- allow prospective student-athletes to accept pay in any form for participation on an athletics team (99-111). Two amendments also have been introduced. One would prohibit acceptance of a salary if a prospect's high school sponsors the sport (99-111-2); the other would prohibit acceptance of money beyond actual and necessary expenses (99-111-3).

Each of those proposals also has an amendment that would exclude men's and women's basketball for two years to study the impact of the changes in other sports. For example, if these amendments were approved, men's and women's basketball prospective student-athletes would not be permitted to sign a professional contract before enrollment.

In addition to proposals regarding amateurism, proposals that would change initial-eligibility standards and progress toward degree requirements will be before the Management Council for initial consideration. The Division I Board of Directors requested in 1999 that Division I members consider alternate eligibility standards that would maximize graduation rates and minimize adverse impact on minority groups. For additional information on proposed changes regarding initial-eligibility standards, visit the NCAA website, click on "News and Publications" and look in "Recent Releases" for "Amateurism, Initial Eligibility and Academic Progress Legislation, on Management Council Agenda, 4/5/2002"

Cingular, continued from page 1

Renstrom said that 31 percent of teenagers today already have wireless phones and the number is only expected to rise. With increasing amounts of disposable income, teenagers are also among their top buyers of data products, downloadable games and customized ringtones. Cingular is aware, however, that although this increased customer base is favorable, the nature of these particular customers also bears an important corporate responsibility.

As a part of its safety and courtesy public service campaign called *Be Sensible*, Cingular has created *Be Sensible: Don't drive yourself to distraction*, a program specifically aimed at teenage drivers. The goal of the campaign is to educate teens about safe and responsible driving and encourages new drivers to stay off their phones while behind the wheel. In cooperation with the National Highway Traffic Safety Administration as well as other reputable organizations, Cingular has developed a free curriculum kit for teachers called, *Be Sensible: Don't drive yourself to distraction*. The kit includes a 9-minute video, an educator's guide, an in-classroom poster and suggested classroom activities. The materials can be delivered, free of charge, by Cingular Wireless through the Video Placement Worldwide website, www.vpw.com.

Cingular Wireless is the second largest carrier in the U.S. and is dedicated to self-expression and customer-friendly service. Cingular's Connecticut regional office is in Rocky Hill.

Out-of-Season, continued from page 1

3. Member schools may allow the use of equipment that is deemed necessary for safety reasons. However, the equipment may not identify the name or logo of the school.
4. Out-of-season physical fitness programs may be conducted for a select group of athletes. Member schools must assure that students are not coerced to participate and that these programs do not hinder or interrupt any of the students' other educational, athletic, or family commitments. These programs must be school-sponsored and under the direct supervision of the school.
5. A member school coach may coach a non-school team provided there are no more than the following number of his/her member school athletes participating on the team: (a) for a team composition of five or six players, three of his/her athletes are allowed; (b) for a team composition of nine players, five are allowed; and (c) for a team composition of 11 players, six are allowed. (NOTE: Previously, a member school coach was not permitted to coach a non-school team comprised of more than three of his/her member school athletes.)

The above changes were supported by the superintendents (CAPSS) as well as the athletic directors (CAAD).

The Out-of-Season Regulation is a CIAC By-Law (Article XII) and, as such, necessitates a vote of the CIAC membership at the annual meeting. The new regulation, if approved by the membership, will go into effect beginning in the summer of 2002.

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