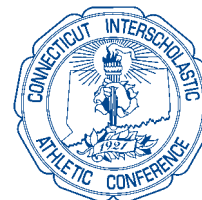




# BULLETIN

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. 77 / NO. 7

APRIL 2003

*"The Connecticut Association of Schools provides exemplary programs and services that promote excellence in the education of all children."*

Revised CAS Mission Statement

Adopted by the CAS Board of Directors, December 12, 2002

## CAS EXTRA CREDIT PARTNERSHIP UPDATE

The CAS web site now features a link to the CAS Extra Credit Partnership. Visitors to the site are now able to register themselves and their schools to raise funds through purchases at participating merchants. Families and friends of a school can identify the school they want to benefit and register their credit, debit, and store loyalty cards. Specified percentages of the purchases are rebated to the designated school.

New to the opportunities available is a travel feature. Trips and vacations that families take can now benefit school fundraising. CAS has provided schools with convenient information to forward to members of the school community about how to register. The process features an "email a friend" option that can communicate the program widely and effectively.

Register your school now and begin taking advantage of the potential to supplement school programs for students. New products and services are being added regularly. Visit the CAS web site for updates.

Please join us for . . .

The **51st** CAS  
Annual Meeting



May 8, 2003

CAS Conference Center

Look for materials in the  
mail!

## The Connecticut Association of National Honor Societies

presents

The **5th** Annual State  
Conference

for NHS members and advisers

May 22, 2003

Hartford Marriott, Rocky Hill

Featuring:

**n Steve Gerety n**

Nationally Acclaimed  
Motivational Speaker



Also Featuring:

**n David Cordts n**

NASSP Associate Director of Student Activities

**n Theodore Sergi n**

Connecticut Commissioner of Education

For further information, contact CANHS  
Executive Director Don Gates, 860.342.1720.

## 2003 GOVERNOR'S SCHOLARS

by Mike Buckley, Assistant Executive Director

Under the direction of Education Commissioner, Dr. Theodore Sergi, the Connecticut Association of Schools and Big Y World Class Markets have again collaborated to create the Governor's Scholars Program. Now in its seventh year, the purpose of the program is to recognize academically talented high school students in schools throughout the state and present thirty students for special recognition to the governor of Connecticut. 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. 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, CAPT scores, and the student essay. Laura Ferrante Fernandes, Chair of the Governor's Scholars Committee, is pleased to announce the thirty finalists in

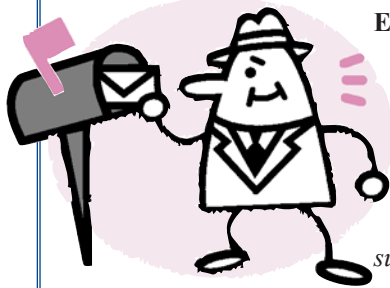
this year's competition and, on behalf of CAS and Big Y, extends congratulations to:

- Paul Berg, Greenwich High School
- Elizabeth Calle, Danbury H.S.
- Melissa Collins, Wilton High School
- David DeAngelis, North Haven H.S.
- Jesse Farnham, Woodstock Academy
- Matthew Flagge, St. Joseph H.S.
- Jeffrey Futterleib, Canton H.S.
- Lisa Glukhovsky, New Milford H.S.
- Adam Iben, Emmett O'Brien RVTS
- Erica Iverson, Daniel Hand H.S.
- Michelle Johnson, Stafford H.S.
- Christopher Kerantzas, Newington H.S.
- Nicole Kinsley, Fairfield High School
- Molly Kruger, Housatonic Valley H.S.
- Saachi Kumar, Westhill High School
- Meghann LaFountain, E. Hampton H.S.
- Bethany Larsen, Griswold High School
- Virginia Lathrop, N.W. Catholic H.S.
- James Marrone, Ridgefield H.S.
- Diana Mosca, Wamogo Regional H.S.
- Frank Newman, East Lyme H.S.
- Abimbola Orisamolu, S. Windsor H.S.

continued on page 6

# 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](mailto:legalmailbag@casciac.org).

**Q. Dear Mailbag:** In the last week, two different unreasonable parents have "demanded" that I not speak with their little darlings unless I call them first and invite them to attend the meeting. I like to pick fights only when I will win, and I am just not sure on this. Do parents have the right to prevent me from talking directly to a child in my school without their meddlesome presence? I find that it is much easier to get the truth out of a student in a one-on-one conversation. Besides, these parents are almost never home when I call, and I have a school to run.

- *Efficient and Effective*

**A. Dear Efficient:** You do have a school to run, and parents cannot unilaterally determine how you will do so. Since you stand in loco parentis to the students in your school, you have the right to talk to students as you wish. Whenever parents make unreasonable demands (as they are wont to do), however, you must ask whether the issue is worth the fight? Personally, I would never agree to such a request because such contact is sometimes necessary. One compromise, however, is to acknowledge the request, to say that you understand the parent's preference, and to promise to do your best to honor it. You must be clear, however, that you reserve the right to talk to the student as you see fit.

**Q. Dear Mailbag:** The members of the Bible Study Club are giving me a headache. The latest is that they are in school passing out candy canes that have Bible verses printed on the wrappers. The other students are not particularly religious, but they seem perfectly happy to accept the candy canes. Normally I wouldn't care, and surprisingly there has not been a litter problem. But some faculty members are uneasy with these religious activities going on in public schools, and they are pressing me to tell the club to knock it off. What in God's name do I do?

- *Seeking Guidance*

**A. Dear Seeking:** You can tell those faculty members to chill out. School personnel must avoid promoting religion in any way, but students have a right to free expression in school unless it causes a serious disruption or material interference with the educational process. Here, the attached Bible verses are the personal expression of these students, and the other students are taking the candy willingly. Presumably, you would be fine with "Save the Whales" messages distributed under the same circumstances, and you should not worry about students who want to save souls. When administrators in Westfield, Massachusetts recently tried to prohibit the distribution of such candy canes, they found themselves on the losing end in court.

**Q. Dear Mailbag:** This whole war thing has me sick. To make matters worse, the students in my school have put me squarely in the middle. Last week, over half of the students signed a Pledge of Silence. They all agreed to remain silent throughout the school day to protest the war. Initially, many teachers were delighted with this development. But it soon dawned on them that a day-long monolog was a grind, and they are demanding that I do something. The students, however, have claimed that they have the right to "express" their views in this way, and they have threatened to sue if I interfere. Can I discipline kids for not talking?

- *In a Quandary*

**A. Dear Quandry:** When you think about this issue from an educational perspective, the answer is clear. This pledge is interfering with the educational process, and you need not put up with it. As a practical and political matter, you may not wish to jump right to disciplinary action, and some dialog with the student leaders may help them understand that this particular protest cannot be tolerated on a regular basis. If push comes to shove, however, you can insist that students limit their silence to passing periods and study halls. You should be so lucky.

## ct news & notes

■ Given the uncertainty in the world this spring, many schools are re-examining their plans for class trips to Washington, New York and other out of state locations. Carole Janssen, principal of Catherine McGee Middle School in Berlin, has tallied the results of a survey that was sent to all middle school principals prior to the war. The results of that survey can be found on the CAS website at <http://www.casciac.org/pdfs/SurveyResults.pdf>.

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■ The state's two-year community colleges have postponed a plan that would have singled out some full-time students for tuition increases of 30% or more next fall. Instead, the colleges, whose tuition policy had been criticized by state higher education officials, will raise tuition across the board by 11.6%, spreading the increase evenly among all full-time and part-time students. Like other public colleges in Connecticut, the two-year colleges are raising tuition sharply to compensate for reductions in state support. With nearly 45,000 students at 12 campuses, the community colleges are the state's largest higher education system. Under the new policy, a full-time student next fall will pay annual tuition of \$2,028, or \$210 more than this year.

### Connecticut Vital Signs

- The state share of local education budgets was down from 43.3% in 2001 to 40.6% in 2002.
- In 2001-2002, Connecticut ranked 9th in the nation in pupil/teacher ratios at 13.8.
- Connecticut ranked 1st in the nation in 2001 in per capita income.
- There are currently 1,500 Connecticut students enrolled in Project Choice. Other public school choice options in CT include:
  - 13 charter schools (by Sept. 2003)
  - 31 inter-district magnet schools
  - 18 reg. vocational-technical high schools
  - 19 vocational-agriculture centers
- With 31,399 students (83.8%) taking the SAT in 2002, Connecticut ranked first in the nation in SAT participation. (*See breakdown of scores by race/ethnicity below.*)

### Average SAT Scores\* by Racial/Ethnic Group

Year	2002	2001
Black	824	836
Asian	1082	1069
Hispanic	877	890
White	1050	1054

(\*combined math and verbal scores)

(Source: *Successes in CT's Public Schools*, CAFE, 2003)

## national news &amp; notes

■ A recent survey of the largest US companies revealed a promising picture of the extent of the business community's commitment to children. Of the 333 Fortune 1000 companies that responded to the survey, 33% of the companies had mission statements, vision statements, or guiding principles that specifically included a commitment to children; 77% encouraged their employees to mentor children under the age of 18 years; approximately 60% supported affiliated, independent philanthropic foundations, and approximately 55% of companies indicated that they focused their philanthropy specifically (although not exclusively) on children; and approximately 80% of these companies indicated that they participated in at least one activity that helps disadvantaged children.

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■ According to a report released by the U.S. Census Bureau, the nation's schools are falling further and further into debt. The latest Census Bureau report, which covers the 2000-2001 school year, showed that education debt rose 13% to almost \$202 billion. Texas had the highest debt at \$25.5 billion. The debt has resulted primarily from school construction projects. School spending rose 7% to about \$7,284 per pupil. Among states, New York and New Jersey topped the list, each spending nearly \$11,000 per pupil. Connecticut spent \$9,200.

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■ Birth weight is an important factor in physical and mental development and even influences performance on school exams later in life, according to a report published in the April issue of the Archives of Disease in Childhood. Researchers at the University of Liverpool in England have shown that teenagers with very low birthweight (VLBW) do not score as high on national educational tests as do adolescents of normal birthweight. The researchers ruled out education and social factors because the children were in the same school and came from similar backgrounds. The researchers began to study the children at birth. They tested them at 8 years of age and found the children with a VLBW had lower IQs and did not perform as well in reading and motor skills as the other children. At 15 years old they were also smaller and had higher blood pressure. "There is something happening in these low-birth-weight children," possibly before birth or shortly afterwards, said Dr. Peter Pharoah. "More and more of these children are surviving with improved care, but we need to be thinking of what else we need to do to give them the best start in life," he added. (Source: Reuters)

■ The Individuals With Disabilities Education Act (IDEA) Coalition recently re-released, "IDEA Funding: Time for a New Approach--Mandatory Funding Proposal 2003." This document updates information previously released in 2002 and outlines the current debate over IDEA funding and the necessary steps that need to be taken to fully fund IDEA. Go to: [www.principals.org/publicaffairs/idea\\_info.htm](http://www.principals.org/publicaffairs/idea_info.htm).

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■ Yale University researchers are developing a college placement test that may one day surpass the rigorous SAT in predicting the performance of incoming freshmen. Called the Rainbow Project, the test measures a student's ability to think creatively and practically. According to lead researcher Robert Sternberg, early results from the Rainbow Project offered a better prediction of college success than the SAT or high school grade-point average. The test, which is probably five years away from practical use, combines multiple choice and performance-based questions. The study is funded by the College Board, the group that sponsors the SAT.

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■ The U.S. Department of Education has launched a new website to provide school leaders with information they need to plan for any emergency, including natural disasters, violent incidents and terrorist acts. The site, which can be accessed at <http://www.ed.gov/emergencyplan/>, will be updated regularly. Furthermore, the department has announced that it will award \$30 million in grants this summer to help districts improve and strengthen emergency-response and crisis-management plans. The department is still working out how the competitive-grant money will be distributed.

■ According to an annual survey conducted by the University of California, Los Angeles, the high school grade point averages of students entering four-year colleges and universities of all types continue to increase. Overall, of the freshman entering college in the fall of 2002, a record high of 45.7 percent reported earning A averages in high school. Students entering private universities reported the highest grades.

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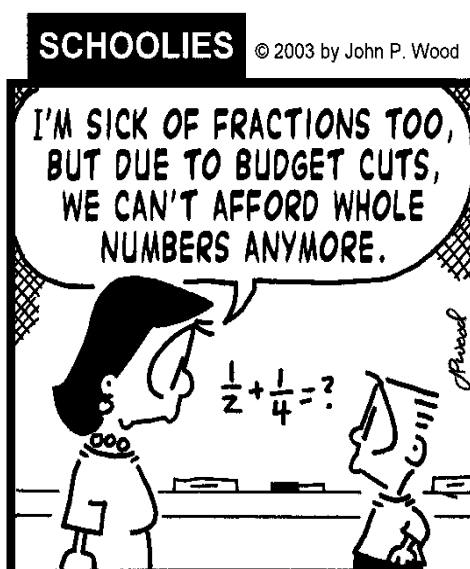
■ A survey released last month by the Partnership for a Drug-Free America found that the number of teens using Ecstasy is finally leveling off, though a majority of adolescents still don't see great risk in trying the drug. In its 2002 Partnership Attitude Tracking Survey (PATS), the Partnership found that trial use of Ecstasy by teens held steady in 2002 after increasing 71 percent between 1999 and 2001. According to the PATS, one out of every nine teens in America (11 percent, or 2.6 million teens) has tried Ecstasy at least once in their lives. In the 2001 PATS, 12 percent of teens had tried Ecstasy. According to the survey, five percent of adolescents have used Ecstasy in the past month, unchanged when compared to 2001. The Partnership also found that 35 percent of teens who have attended "raves" (1.6 million out of 4.5 million) have tried Ecstasy; just 5 percent of all other teens have tried the drug. According to PATS, teen use of most other illicit drugs - including cocaine/crack, heroin and methamphetamine - remained stable in 2002.

## Turning Points

Research suggests that during young adolescence (ages 10-14), students either commit to lifelong learning or lose interest in school altogether. The National Turning Points Network, a network of schools and centers that focuses on improving student learning through a comprehensive middle school reform model, has released *At the Turning Point: The Young Adolescent Learner*. The guide, which is aimed at middle school teachers, guidance counselors, and others, features strategies to assist middle school educators as they seek to improve instruction and increase achievement for all young adolescents. The guide offers concise discussion on each of the following topics:

- nurturing students' intellectual capacities
- differentiating instruction to meet the needs of diverse learners
- shaping curriculum based on the needs and interests of students
- developing students' leadership and voice
- creating a safe learning environment
- engaging students in the community

To download a copy of the guide, visit: <http://www.turningpts.org/pdf/YALGuide2.pdf>



## ... more national news & notes

■ The U.S. Department of Education just produced a 180-page desktop reference manual to the education reform law No Child Left Behind. The guide, *No Child Left Behind: A Desktop Reference*, offers a program-by-program look at the major reforms under the new law. It describes how the act's four guiding principles – accountability, flexibility and local control, parent options, and research-based practices – bear on many of these programs. The manual details the purpose of the program, what's new in the law, how the program works, key requirements, how to achieve quality, how performance is measured, and key activities and responsibilities for state education departments. An online version of the publication is available at [www.ed.gov/offices/OESE/reference.html](http://www.ed.gov/offices/OESE/reference.html).

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■ Researchers at the University of Oregon have been engaged in a two-year study to try to understand why students who finished high school with strong grade point averages and top-notch test scores struggle upon entering college. The university's Center for Educational Policy Research will soon unveil the results of its study and release an 80-page document aimed at helping students overcome the traditional divide between success at the K-12 level and the expectations of universities. "Understanding University Success," which outlines the knowledge and skills students need to prosper during their first year on campus, and an accompanying CD-ROM, will be sent to every public high school in the country. The guidelines grew out of interviews with more than 400 university faculty and staff members as part of a project called Standards for Success. The effort was sponsored by the Association of American Universities and the Pew Charitable Trusts.

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■ Negative people are tremendous energy drainers. Negative people consume large amounts of financial and human resources and usually stand in the way of new ideas and programs. School leaders are put in the difficult position of trying to buffer the negativism and often end up becoming negative themselves. Read Michael Weber's ideas about being a positive leader and dealing effectively with negative people at [www.aasa.org/publications/sa/2003\\_02/weber.htm](http://www.aasa.org/publications/sa/2003_02/weber.htm). His suggestions are based on two years of research, interviews, observations and field testing.

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■ High school principals are always interested in successful stories of high schools that are showing high achievement data, especially when these schools serve high poverty students and under-represented minorities. The National Association of Secondary School Principals (NASSP), with support from the Bill and Melinda Gates Foundation, has identified twelve such high schools. These schools have student bodies of at least 50% minority and/or 50% qualified for free or reduced lunch, have graduation rates of at least 90%, and have at least 90% of their graduates attending college. Visit to [www.principals.org/schoolimprove/hs\\_success/](http://www.principals.org/schoolimprove/hs_success/) to learn more.

## New Breed of Bullies Torment Their Peers on the Internet

*Excerpted from an article by Julie Blair, Education Week, February 5, 2003*

Bullies who once cornered their victims on the playground are now tormenting them in cyberspace.

For schoolyard menaces, e-mail messages and Web sites have increasingly become vehicles to threaten, tease, and humiliate other students. Experts worry that such situations—dubbed "cyberbullying"—are just as hurtful as other types of bullying, yet are less likely to be detected or prevented by grown-ups.

While little, if any, research is available on the incidence of cyberbullying, anecdotal evidence suggests it is a growing problem in middle- and upper-middle-class communities, especially in grades 6, 7, and 8.

Cyberbullying takes several forms: One student sends a threatening e-mail to another, then forwards it to additional people; several students log on to America Online's Instant Messenger (IM) simultaneously and "slam" another; bullies set up derogatory Web sites dedicated to one or more victims.

While such actions often take place in private homes in the evenings and on weekends, the fallout happens during the school day, leaving teachers and administrators to clean up the mess.

"Almost every day, there are a couple of kids who come to school upset, angry, or hurt because of some-

thing said to them or about them over e-mail," said Marilyn Long, a counselor at Urbandale Middle School in Des Moines, Iowa. "We can't intervene, and we can't supervise what's going on. All we can do is provide a place for them to talk it out."

Cyberbullying, like other forms of bullying, is extremely harmful—and likely to be on the rise, experts say.

"There's this anonymity that goes with just typing something into the computer, so I think it is leading to more kids saying unkind things to each other and gossiping," said Ms. Long.

"Anyplace where you have a school where kids are technologically savvy, you'll see these kinds of behaviors," said Sherryll Kraizer, the executive director of the Denver-based Coalition for Children, a nonprofit group that works to prevent bullying. The incidents "are vastly more skewed toward girls," she added, because girls are more likely than boys to communicate regularly by technology such as e-mail and "instant messaging."

Such problems are occurring overseas as well.

United Kingdom researchers have found that one in four children there have been bullied or threatened via computer or telephone, according to a study released last spring by the NCH, a London-based charity.

### Comic Relief

A kid walks into a classroom wearing a Velcro sweater and jumps up and sticks himself to the bulletin board.

"What are you doing?!" the teacher demands.

"You said," the kid tells her, "that you wanted me to apply myself."

A kid runs into a classroom and the teacher yells at her to stop running.

"If I can't run, can I skip?" the student asks.

"Yes," the teacher replies.  
So the kid goes home.

A duck walks into a classroom and tells the teacher, "I promise not to talk at all during class today. Just give me a piece of tape."

"A piece of tape? On my classroom budget?" the teacher says. "I'll have to charge you for it."

"Just put it on my bill," the duck replies.

(Reprinted from "Learning Laughs")

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## CT Principals' Center News

By Tom Galvin, Director

### ■ Principals' Center Visits Bridgeport

A group of Bridgeport Public School administration interns and aspirant administrators met with Attorney Thomas Mooney in March for a program on legal issues in school administration. The Bridgeport educators are included in a program conducted by Ms. Linda Hartzler who is a consultant to the Principals' Center.

Attorney Mooney guided the participants through a variety of legal scenarios, providing them the opportunity to react to issues such as school enrollment, student threats of violence, school safety concerns, to situations related to Gay/Straight Alliances.

Of particular interest to the audience was the practice relative to foreign nations. A foreign student who wishes to come to the U.S. must first have an F1 Visa and must pay tuition in order to be admitted to a public school in the US. However, an illegal foreign national who lives in a U.S. school district must be admitted despite the illegal

status.

The program was arranged by CAS's Principals' Center in its on-going efforts to encourage teachers to offer support to aspirant and beginning administrators.

### ■ Legal Hot Topics in Special Education Discussed

Attorney Susan C. Freedman, a partner with Shipman & Goodwin LLC and Alyce L. Alfano of Klebanoff & Phelan recently presented a program on special education and the law. The program was sponsored by the Principals' Center.

Of particular interest in this session was the opportunity to hear opinions from two points of view. Attorney Freedman discussed issues from the point of view of the school system - the board of education. On the other hand, Attorney Alfano's firm frequently represents parents and provided a view from the parent's side.

The audience was impressed by the commonality of viewpoints relative to the law and related regulations. However, the attorneys differed in how they would act and approach the situation due to the particular roles they are assigned.

## CAS LEGISLATIVE ALERTS

The Connecticut Association of Schools, through its Legislation Committee, supports the following bills being considered by the Committee on Education.

### ■ Bill 6664 "An Act Concerning Children's Nutrition in Schools"

The Association supports steps to improve nutritional content of foods and beverages sold to the students in our schools. Because of the various recreational activities in schools, the Association requests that any nutritional limitations be confined to actual daytime hours when school is in session and not apply to after school, evening and weekend hours when schools are often used for recreational purposes.

### ■ Bill 1155 "An Act Implementing Provisions of the Federal "No Child Left Behind Act"

The Association supports this bill with particular emphasis on the availability of scholarships to para-professionals who need to meet the academic standards of "No Child Left Behind."

### ■ Bill 1130 "An Act Concerning Truancy"

The Association supports giving courts additional enforcement options when a student is found to be truant. However, experience in other states shows that withholding a driver's license from a truant student results in only a temporary return of this student to school if the educational programs offered to this student remain essentially the same. Therefore, in lieu of withholding drivers' licenses, the Association recommends that funds be made available to school districts to increase their alternative educational opportunities to 16 and 17 year old students who are not enjoying success in regular programs.

In addition to the above, there are a number of important education-related bills that are currently before the state legislature. For additional information about the above bills as well as about other pending legislation, visit CAS' legislative resources page at <http://www.casciac.org/legalerts.shtml>.

## 36 Connecticut High Schools Have Full Block Schedules

By Tom Galvin, Director, CT Principals' Center

In response to many inquiries relative to the status of block scheduling in Connecticut high schools, CAS recently surveyed its high school membership to obtain a more accurate picture of the current status of this relatively new use of school time. Although definitions and rationale were not part of the survey, block scheduling can be defined as a recreation of the school day schedule to provide longer blocks of instructional time with the rationale that this longer time will allow more in-depth student involved learning activities. Some believe that the reduction in passing times improves general order in the school. Needless to say, there are many points of view about block scheduling—clearly confirmed by the results of the survey.

Of the 104 member high schools which responded, 86 either have or have had block scheduling or a modified version (some forms of extended time periods) or are studying the issue. Thirty-six schools have fully implemented a block schedule; 50 schools have some form of a modified block or extended period schedule; and 14 are studying or have studied alternative scheduling.

For a breakdown of which schools have which types of block schedules, visit the CAS website at:

<http://www.casciac.org/scripts/shownews.cgi?story=131>

## Smith Says Beliefs Are Not Enough

By Tom Galvin, Director, CT Principals' Center

Educators must challenge the collision when beliefs and practices in a school or school system collide, according to Dr. Eric Smith, superintendent of the Arundel County School in Maryland and former superintendent of the 110,000 student system in Charlotte-Mecklenburg, North Carolina.

Dr. Smith was the keynote speaker on the second day of the Connecticut State Department of Education Conference on "Closing the Achievement Gap: Connecticut Summit on Overidentification and Disproportion (of minority populations) in Special Education."

According to Smith, all too often, beliefs, such as all children can achieve at high levels, are not matched by the actual practices in a school system. As an example, Smith cited that, despite this belief, African-American students were scoring way behind white students and were vastly under-represented in advanced programs in Charlotte. In studying the actual causes, practices were discovered which controverted the achievement beliefs. For example, African-American students in grade 5 were more likely to be relegated to low grade 6 math and

## PRINCIPALS' CENTER HOSTS ACHIEVEMENT GAP DISCUSSION

On March 31, the Connecticut Principals' Center hosted a forum to discuss successful strategies for narrowing the "achievement gap." The discussion was led by administrators from schools and districts which had been recognized by the State Board of Education for their achievement in this area. The featured speakers and strategies were:

■ **Danbury Public Schools**  
William R. Glass, Acting Superintendent  
Edward Robbs, Principal, Broadville Middle School  
"The Learning Tree Model." (Leaves = subject matter; trunk = habits for life long learning; roots = attitude/attributes of learners)

■ **Amistad Academy Charter School, New Haven**

Doug McCurry, Associate Director  
"A clear, standards based curriculum and periodic assessment based on these standards."

■ **Simpson-Waverly School, Hartford**  
Dr. James Thompson, Principal  
"Socio-economic status does not always predict student achievement."

■ **Toquam Magnet School, Stamford**  
Eileen Swerdlick, Principal  
A "Bank Street College" curriculum model encouraging creativity, critical thinking, problem solving, teamwork and individual development with social studies as the core.

■ **Bulkeley High School, Hartford**  
Evelyn Irizarry, Principal  
Tim Sullivan, Assistant Principal



School leaders who have had success in narrowing the achievement gap share their experiences.

## Guest Editorial

### Woundedness: An Obligation of Leadership

By Gerald N. Tirozzi, Executive Director, NASSP

Principals suffer many different "wounds" – angry parents, student disruption, school violence, unrealistic state and federal mandates, misguided school board policies, disjointed administrative directives, inappropriate teacher and staff behavior, and so forth. Often such wounds represent circumstances and conditions that, depending upon how a leader responds, bring into question her or his personal and professional principles and often activate a personal moral compass. The critical point for school leaders to assess is their action or inaction in crisis situations -- this type of response often defines the "leadership soul" of the individual.

So explain Richard H. Ackerman and Pat Maslin-Ostrowski in their book on school leadership, *The Wounded Leader: How Real Leadership Emerges in Times of Crisis*. The authors provide a unique assessment of the virtues of leadership, which are often not discussed or appreciated. They speak to the "complex balance of conflicting forces and tensions ... which can take a person from an inspired moment to a crisis in an instant!"

Ackerman and Maslin-Ostrowski posit that if a leader never feels the "pains" of leadership, then they are victims of the status quo. In effect, making difficult decisions, doing the right thing, and being a risktaker often results in suffering wounds. The authors observe that as principals confront "trial by fire," they can be transformed in a positive way by the process, both personally and professionally.

Consider the reality that many policies, initiatives, programs, and political issues are beckoning for leaders to experience woundedness through direct confrontation and engagement. Also consider the following: When was the last time that secondary school leaders demanded greater autonomy in running their schools? Questioned the reliability and validity of state tests? Reacted to the simplification and political pressure for exit exams? Raised their voices regarding the unrealistic expectations of NCLB? Echoed their continuing frustration with the lack of federal commitment to fund IDEA? Demanded a voice in the continuing saga of school reform, and just

*continued on page 10*

### Governor's Scholars, *continued from page 1*

- Anthony Roza, New London High School
- Jason Seiler, Woodland Regional High School
- Christine Strawson, Torrington High School
- Leanne Stunkel, Bethel High School
- Jeannette Tenthoery, Coginchaug Regional High School
- Brandon Timmons, Hillhouse High School, New Haven
- Lieselot Whitbeck, Masuk High School in Monroe
- Aaron Wild, Waterford High School

All of the distinguished nominees will be recognized at their schools for their outstanding work and participation in this program. The thirty students listed above will attend the Governor's Scholars Luncheon at The Hartford Club on May 22, 2003. At the reception, Governor's Scholars will receive recognition as well as information on participation in courses 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 thirty Governor's Scholars who choose to matriculate there.

### Smith, *continued from page 5*

language groups than white students with similar scores in placement or standardized tests. These practices were changed, new texts and grouping arrangements were adopted, and predictors using the PSAT's were developed which provided a way to identify many more students who could be successful in A.P. courses. As a result, there were impressive increases in the number of African-Americans enrolling and succeeding in advanced placement courses at the high school. The resulting growth in Advanced Placement enrollments of African-Americans in the Charlotte-Mecklenburg schools stand out on their own. In 1991, there were 77 African-American students enrolled in A.P. courses. In 2001, there were 1,277. And they enjoyed a high success rate.

On a side note of interest to CAS and Principals' Center committees providing professional development, Smith noted that his attendance as an educator from Florida at a Connecticut program on effective schools twenty years ago resulted in a fundamental change in how he thought about children and education. An encouraging note for those working in professional development, even following traditional

*continued on page 6*

## My Classroom From Hell

By Joshua Kaplowitz

*Reprinted from the Wall Street Journal, Jan. 24, 2003*

It was May 2000 and, during my senior year at Yale. I turned down a job with an Al Gore pollster to teach in an inner-city school.

Five weeks later, I found myself visiting Emery Elementary in Washington, the school where I was going to teach. As the interim principal showed me around, he cautioned: "The one thing you need to do above all else is to have your children under control." Easier said than done, as I was to discover in a spectacular way.

I was supposed to pick up teaching skills over the summer from Teach for America (TFA), which places mostly recent college graduates with no ed-school background in disadvantaged school districts. In its training program, I learned lesson planning, and I internalized the TFA philosophy of high expectations for all students. But the program skimmed on classroom management. As a complete teaching novice, I was ill-equipped when I finally stepped into my own fifth-grade classroom at Emery.

My optimism vanished in hours. I tried to set limits, but I wore my inexperience on my sleeve, and several kids jumped at the chance to misbehave. Most wanted to learn -- but all it took to subvert the effort were a few cutups. Soon, the whole class dissolved into noise and fists.

To gain control I tried using the techniques that classroom-management handbooks recommend. None worked. My classroom was too small to give my students "time out." I tried to take away their recess, but this just increased their penchant to use my classroom as a playground. When I called parents, they were often mistrustful -- though I saw immediate improvement in the students whose parents did come to trust me.

I was a white teacher in a mostly black school, and certain students hurled racial slurs with impunity; several of their parents, I was told, said to my colleagues that they didn't think a white teacher should be teaching their children -- and some of my colleagues agreed. Still, other teachers let me send unruly students to their classrooms to cool off. When I turned to the administration for similar help, I was less fortunate.

I had read that good schools have principals who immerse themselves in everyday operations, set high standards for students, support teachers and foster constructive relations with parents. Emery's new principal, V. Lisa Savoy, didn't fit this model. From what I could see, she seemed mostly to stay in her office. She generally gave delinquents no more than a talking-to. The threat of sending a student to the office was toothless.

Worse, Ms. Savoy forbade me from sending students to other teachers -- the one tactic that had improved the conduct of my class. The school district, she said, required me to teach all my children, all the time, in the "least restrictive" environment. More than once, she called me to her office to lecture me on how bad a teacher I was -- well before her single visit to observe me in my classroom. She filled my file with memos of criticism.

By November, I had actually managed to build some rapport with my fifth graders. And I thought that my students would shape up once they saw their abysmal first report cards. Most had done poorly by any rational measure. True to the credo of high expectations, I would give them the grades they earned.

Ms. Savoy insisted that my grades were "too low" and informed me that the law obliged me to pass a certain percentage of my students. I paid no attention, and she cited me for insubordination.

After the new year, Ms. Savoy switched me from fifth to second grade. Unbelievably, my second graders were wilder than my fifth. Most students I sent to the office came back within minutes. Fights broke out daily, with fists flying and heads slammed against lockers.

When I asked other teachers to help me stop a fight, they reminded me that D.C. Public Schools banned teachers from laying hands on students, even to protect other children. You have to be made of iron to wait passively for the security guard while one enraged child tries to hurt another. Almost every time I broke up a fight, one of the combatants would fabricate a story about how I had hurt him. The parent would report this accusation to Ms. Savoy, who would call in an investigative firm employed by the school system to interview me and student witnesses. By February, four teachers, including me, were under investigation on corporal-punishment charges.

Why didn't I quit? Partly because of my own desire not to fail. Plus, Teach for America had instilled in me the idea that I had made a commitment to the children and must stick with them.

Fate made the decision for me.

On June 13, 2001, a boy I'll call Andre was repeating, "I got to go to the bathroom. I need some water." I told him we would have a bathroom break once everyone was quiet and in his seat. "I got to go to the bathroom. I need some water." Frustrated, I led him to the classroom door and nudged him into the hall.

A bit later, police officers swarmed into the building. Andre's mother had apparently been in school to place him in a class for emotionally disturbed children. Andre told her that I had violently shoved him in the chest, injuring his head and back. His mother dialed 911. The police hustled me into the principal's office, where I desperately -- and truthfully -- denied that I had hurt Andre in any way.

Two months later, Andre's mother filed a \$20 million lawsuit against the school district. Ms. Savoy and me -- and the D.C. police charged me with misdemeanor assault. Thus ended my first and last year as a public school teacher.

My criminal trial, in the Superior Court of the District of Columbia, spanned six days in March 2002. Several students testified against me (with wild inconsistency). My lawyer countered with character witnesses, my own testimony and teachers who reported on Emery's brutal atmosphere. Andre's June 13 medical records were entered into evidence, showing no sign of injury. The judge found me not guilty.

Still, Andre's mother pursued civil damages. I refused her offers to settle if I paid her \$200,000, a demand that ultimately came down to \$40,000. The school system settled her claim in October 2002 for \$75,000 (plus \$15,000 from the insurance company of the teachers' union).

Of course, Emery is hardly unique. Many new acquaintances of mine who have taught in D.C.'s schools report discipline problems that turned them into U.N. peacekeepers. Several told me of facing fabricated corporal-punishment allegations. A union official confided that the union is flooded with such charges each year. As a result, teachers are afraid to penalize students or give them the grades they deserve. The victims are the kids whose education is commandeered by out-of-control classmates and a broken school system.

Inner-city schools don't have to be hellholes. Some of my closest TFA friends went on to teach at D.C. charter schools. At Paul Junior High School, which serves students with the same backgrounds as those at Emery, the principal's tough approach creates a serious atmosphere, and parents are held accountable because the principal can kick their children back to the public schools if they refuse to cooperate.

Students are leaving Emery for charter schools. Enrollment, 411 when I was there, is now about 350. If things don't change, it may soon be -- and should be -- zero.

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*Mr. Kaplowitz works in Washington. This article is adapted from the Winter 2003 City Journal.*

## middle school news

### NELMS CONFERENCE REWARDING

By Earle G. Bidwell, Assistant Executive Director

For several thousand New England educators, the New England League of Middle Schools' Convention at the end of March was a time of rejuvenation, networking and revitalization. The keynote speakers were stimulating and sometimes provocative, and the breakout sessions well attended and productive.

Keynoting the kick-off banquet was Jack Berckemeyer, Assistant Executive Director of the National Middle School Association. Entitled "Middle Level Education - Living It, Loving It and Laughing About It," his address reminded all in attendance of why they chose to be educators. The audience was reminded that in order to work with young adolescents, educators must take their responsibilities seriously without taking themselves too seriously. Berckemeyer was both entertaining and uplifting. Connecticut educators will have another opportunity to hear him as the featured speaker at the CAS Scholar / Leader Banquet on June 2, 2003.

The largest single gathering at the convention was at the Monday morning General Session I. Paul George, a leading expert in middle level education, addressed the state of education in the United States today. According to George, educators have never been better prepared to deliver quality instruction to the nations children and youth nor under more pressure from outside sources. He cited an ever-widening gap between those who are successful in schools and those who are not and shared thoughts that the "No Child Left Behind" legislation will do little to close the gap. Its overemphasis on testing and reliance on programs that are of dubious worth will do little to close a gap that is more economic than educational. The greatest determiner of success in schools is soceo-economic status not intelligence or motivation. Students who come from economically deprived backgrounds cannot compete on a level playing field with their more fortunate contemporaries, and no largely unfunded legislation is likely to have much of a positive impact.

Several Connecticut educators were recipients of prestigious awards presented at the conference. Congratulations are in order to:

**P** Mary Barnett-Frawley from the Griswold Middle School, Rocky Hill, CT for winning the *Promising Practitioner Award*. This award honors teachers with one to three years experience who demonstrate an enjoyment for teaching, make a positive difference in the school, seek professional development, foster community connections and meet the needs of individual students using effective middle level practices.

**P** Lisa Cerniglia, Jean Robertson, Cori-Ann Marino, et al, Griswold Middle School, Rocky Hill, CT for winning the *Beane-Brodhagen Award* for exemplary middle level curricula.

**P** Tolland Middle School PTO from Tolland, CT for winning the *Parent & Community Award* given for valuing, understanding and supporting effective middle level education which promote powerful learning for young adolescents.

CAS is indeed fortunate to count these schools among its members and is proud of the contributions that they are making in their local communities and beyond.

For the first time in over ten years, CAS sponsored a booth in the exhibition hall. This project was well received and provided opportunities for the members of the Association to share programs, publication and initiatives with educators from member middle schools and

from other states and countries. "Thanks" go to the following people for giving of their time and talents as CAS representatives at the booth. Dick Huelsmann, chair of the Connecticut Association of Middle School Principals' Association and principal of East Hampton M.S.; Norma-Jean Posocco, chair or the CAS Center for Early Adolescent Educators and language arts teacher at Mansfield M.S.; Jody Goeler, principal of Avon M.S.; Joe Scheideler, assistant principal of Canton Jr./ Sr. H.S.; Ann Richardson, principal of F.W. Strong M.S. in Durham; Marie Castle-Good, principal of Capt. Nathan Hale M.S. in Coventry; Carole Alvaro, principal, Middle School of Plainville and David Russell, principal of Jonathan Winthrop Jr. High School in Deep River.



Norma-Jean Posocco, chair of the CAS Center for Early Adolescent Educators, mans the CAS booth at the NELMS conference.

### Attention middle level educators!

**Don't miss an opportunity to publish articles about your successes in "Impact," Connecticut's Journal for Middle Level Educators.**

*For deadlines and information, contact Earle Bidwell at [ebidwell@casciac.org](mailto:ebidwell@casciac.org) or (203)250-1111, ext. 3023*

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## ... more middle school news

### CAS Exec Candidate for NMSA Trustee

By: Norma-Jean Posocco, Chairp, Center for Early Adolescent Educators

Earle Bidwell, Assistant Executive Director for Connecticut Association of Schools and Director of the Center for Early Adolescent Educators, has been slated as a candidate for a position on the Board of Trustees of the National Middle School Association. A prolific writer, middle level activist, presenter and leader, Mr. Bidwell's list of qualifications for the position of NMSA trustee is extensive. He has long been a passionate advocate of middle level education, as evidenced by his thirty-five years as a middle school teacher and principal, and by his current position as the CAS Assistant Executive Director for Middle Level Education. Additionally, he edits *IMPACT*, Connecticut's Journal for Middle Level Educators, and oversees in-service, recognition, leadership, and fine arts programs for middle level students, teachers and administrators. Furthermore, he promotes middle level education through initiatives such as "CAS Seal of Approval" for exemplary practices, legislation on teacher certification, and recognition of middle level fine arts.



Earle G. Bidwell

Professional memberships and affiliations are always a testament to a person's commitment to an ideal, and Mr. Bidwell's associations speak volumes. He has been a member of both NMSA and the New England League of Middle Schools (NELMS) since 1982. He has been a presenter for the NMSA Affiliate Leader's Summit as well as for CAS, NELMS, Association for Supervision and Curriculum Development (ASCD), and many school districts. He is a past president of CAS and has served on both the Connecticut Commissioner's Task Force for Administrative Certification and the Carnegie Foundation National Curriculum Project. He was also the Connecticut Association of Schools's Middle School Principal of the Year in 1996.

I have witnessed Mr. Bidwell's professional enthusiasm in a variety of settings - from in-service programs at NELMS and in my local school district, to his work with the center board and teacher and school of the year committees, to his endeavors in his other area of passion, music. In the latter area, his position as choral director for a Manchester church has gained him much respect in that community, and a reputation as a kind and compassionate human being. Whether conducting a concert, leading a meeting or addressing a conference, his degree of commitment is instantly recognizable.

Why, then, should NMSA members vote for Earle Bidwell to become the next Region 1 trustee? As evidenced by his own words when asked what he feels is the greatest challenge facing middle level educators today:

*"'No Child Left Behind' is one of the greatest challenges facing America's middle level educators today. This legislation is both far-reaching in scope and daunting in complexity. NMSA must continue to be a leader in advocating for accompanying regulations that support sound, research-based practices that meet the developmental needs of young adolescents. Furthermore, the association should continue to be an invaluable resource to educators through timely publications, regional workshop opportunities and support services for affiliates and individual members."*

I invite all NMSA members to support Earle G. Bidwell as a candidate for the National Middle School Association's Region 1 Trustee position. I have known Mr. Bidwell for twelve years and feel that the association can benefit greatly from his vast wealth of knowledge and his understanding of middle level education. Mr. Bidwell is a leader, an advocate, and an invaluable resource, and is completely committed to middle level education. His qualifications clearly indicate that he has the background, the expertise, and the passion to be a vital asset to the National Middle School Association. For those of you who are members, I strongly urge you to consider casting your vote for him when you receive your proxies by mail. You won't find a better person to represent Connecticut, New England and the entire East Coast as an NMSA Region 1 Trustee.

## elementary news

### NEW PROGRAM AIMED AT IMPROVING EARLY ELEMENTARY READING

**McDonald's® and CAS Team Up with State Organizations to Provide Needed Resources Through *McDonald's Fantastic Scholastics***

Connecticut Education Commissioner Theodore S. Sergi recently has called for a renewed focus on early reading success in grades K-3 and more resources for reading instruction.

Answering the commissioner's call, longtime CAS partner, the Connecticut and Western Massachusetts McDonald's Owner/Operator Association - in partnership with the Connecticut State Department of Education, CAS, and Southern Connecticut Library Council - recently launched *McDonald's Fantastic Scholastics*. This local program is directed toward supporting reading achievement particularly at the K-3 level. It also provides additional, valuable resources to schools and teachers for all levels.

Elementary schools were recently sent the *McDonald's Fantastic Scholastics* education information packet. The packet includes K-3 grade specific material developed by the Connecticut State Department of Education. Highlights include what a child should know at each grade in word identification, comprehension, spelling and writing and are consistent with Connecticut's Blueprint for Reading Achievement.

A key goal of the grade specific material is to also get parents, who play an essential role in their children's reading success, involved. Activities parents can do with their children to help them practice these skills are included in the packet. Teachers are encouraged to reproduce the material and send it home to parents.

Through the program, schools are also offered an assembly focused on reading and literacy called "It's Book Time with Ronald McDonald!™". This program was developed with top reading experts and in partnership with the organization Get Caught Reading!. Performed at numerous schools to date, this fun program complements in-class efforts by encouraging children to read often and value books.

*McDonald's Fantastic Scholastics* provides resources at a critical time for Connecticut schools. Since the enactment of the sweeping "No Child Left Behind" federal legislation, schools are in need of additional resources to achieve goals. Helping students achieve competencies at the K-3 level is particularly vital to long term learning. Evidence is strong that young people who are not fluent readers and writers by the end of third grade or even younger may never catch up.

Additional resources, including those available to middle and high schools, are also available through *McDonald's Fantastic Scholastics*. These include unique fundraisers, in-school assembly programs, scholarship programs and grant opportunities.

For more information on *McDonald's Fantastic Scholastics* or to take advantage of one of the resources offered please call (860) 659-0514 Ext. 222.

## ... more elementary school news

### Kudos to the Tolland PTO!

The Tolland Elementary Parent Teacher Organization (TEPTO) is the Northeast Region winner of *PTA Today* magazine's "Parent Group of the Year" contest. *PTA Today* received over one hundred entries from forty-two states. In recognition of its efforts, Tolland's elementary schools' parent teacher organization will be featured in the magazine's April issue and will receive a \$500 donation. TEPTO consists of parents and teachers of the two elementary schools in Tolland: Birch Grove Primary and Parker Memorial Schools. This award recognizes the tremendous hard work and creativity of the officers, the nearly thirty subcommittees with chair people at both schools, parents, faculty and staff. Contact TEPTO president Lynne Bridge at (860) 875-9450 for more information and how to enter your school next year.

### Judy Thomas

#### Candidate for President-Elect of NAESP

*"Many people around the country are anxious to define our jobs for us. I believe it is the principal's responsibility to set that definition and it is critical that the National Association of Elementary School Principals take a leading role in supporting our work in doing that and in the discussion throughout circles of policy makers, constituents, staff members and families. As a candidate for President-Elect, I see myself as the one who can lead the NAESP to do just that. We must work as an association to prepare principals to work in a variety of arenas that will support the academic growth, personal achievement, and character building of our students. NAESP must be the organization to provide school principals the skills they need to lead teachers through the standards, assessment and accountability challenges prevalent today. It is easy to see from past history that NAESP has the capability, staff and depth to do this -- I want to be the leader that gets it done!"*

*I have dedicated myself to the advocacy work of the association at the local, state, and national levels. As President of NAESP, I will continue that work. My vision is to move our association forward effectively and efficiently to a new level. We must set our focus on meeting member needs by intensifying our professional development offerings. I pledge to lead NAESP in the direction that will provide our members with the tools, knowledge and professional development opportunities to support the expanding role of the K-8 principal.*

*I am a proud member of NAESP and principal of Wilcox Elementary School in Pocatello, Idaho. I have the energy, skills and commitment to lead the National Association of Elementary School Principals. My goal is to provide members with the tools and resources they need to be successful. Working together, we can continue to define the principalship in bold ways. A clear vision, with my leadership, will allow NAESP to build a support system for all principals. By strengthening the principal, we can make the difference for our children and our world.*

### 3rd ANNUAL VOLUNTEER RECOGNITION BANQUET

The Connecticut Association of Elementary School Principals (CAESP) held its 3rd Annual Parent Volunteer Recognition Banquet on March 26th at the Aqua Turf Club, Southington.

Representatives from seventy-six elementary schools were in attendance to give public recognition to parents or others who have made extraordinary contributions to their schools. Commissioner of Education Theodore Sergi was on hand to extend his appreciation to the honorees, praising them for their tireless and selfless efforts and reminding them that they have a profoundly positive impact on their local schools and communities.

Proclamations from Governor John Rowland and Senator John Larson were issued which recognized the important work of these volunteers, who devote their time and energy to the students and schools of Connecticut. Dr. Jacqueline Jacoby, superintendent of the Glastonbury Public Schools and guest speaker, offered words of eloquence and inspiration to all of the volunteer award winners. (See remarks below.)

All honorees received a framed certificate and each school was given a souvenir program booklet and an engraved plaque displaying the names of their honored volunteers.

**Editor's Note:** The following remarks were made by superintendent of the Glastonbury Public Schools Dr. Jacqueline Jacoby. Due to space constraints, the remarks have been edited. However, the full text of Dr. Jacoby's remarks can be read at <http://www.casciac.org/scripts/shownews.cgi?story=132>:

*"This evening as I look around the room and peruse this amazing program of accomplishments – from performing office duties to running book fairs and popcorn programs to building playscapes – I am reminded of a wonderful mythical law of nature, which states that the three things that are most meaningful in our lives – happiness, freedom and peace of mind – are always attained by caring, sharing and giving them to someone else.*

*That is precisely what parents, our honored guests here tonight, have done while holding children at the center of their efforts. The level of support that you provide our students and staff is unparalleled in any other arena. I am convinced that your continuing support is one of the qualities that make our public elementary schools such unique and special places for all of us.*

*Companies would stand in line to find contributors like you. They say there are no heroes any more. I disagree, for you are here and you are our heroes.*

*Walk into any of your schools and you will find them: the mothers that work, juggling many responsibilities while raising their families, and the fathers that strive to play a major role in the lives of their children. They aren't larger than life, but they are larger than their own lives. Their names aren't famous, but their virtues and contributions are – hard work, caring, giving and an unshakable belief in their public schools.*

*So if you're looking for a hero, look no further; speak to the person sitting next to you. Passionate people, people who believe in doing more than what is expected are being honored here tonight, for they are our heroes."*

#### Woundedness, continued from page 6

said "no" to policy gurus and legislators who are far removed from schools? These and many other pertinent issues require leadership, which expects to be pained and resonates to the reality that the ensuing wounds may be many and deep!

William Shedd wrote, "A ship in a harbor is safe, but that is not what ships are built for." Leadership, too, does not grow and develop in safe harbors. It beckons for leaders who are prepared to navigate their course through difficult waters. The resultant woundedness of such a journey should be viewed as a positive growth experience. This growth experience becomes the foundation upon which a leader may hone his or her leadership skills and stand tall as a principled and professional person.

One of Greg Anrig's "Ten Commandments of School Leadership" offers a succinct observation of the leaders who have not experienced the pain of leadership wounds. He states: "Persevere ... I have known too many people with authority who give up when the going gets tough. In doing so, they let others down and fail as leaders." Anrig's commandments also state: "Don't leave your values at home ... It may be possible to be a manager without values, but it is not possible to be a leader without them."

Being wounded is an obligation of leadership. An individual's ability to quickly recover from such wounds and use them as building blocks to face new challenges is the mark of a leader. The extent to which a secondary school principal has experienced woundedness, has recovered from such wounds, and views the "engagement" as a growth opportunity can only be answered by each individual principal and assistant principal through personal introspection.

## Ethical Athletic Programs?

*In an eight year study of over 10,000 athletes from 9th grade through college, the following findings were established:*

- Athletes score lower than their non-athlete peers on moral development indicators.
- Male athletes score lower than female athletes in moral development.
- Moral reasoning scores for athletic populations steadily decline from ninth grade through university age, whereas scores for non-athletes increase.
- The longer an individual participates in sports, the less he/she is able to reason morally.
- While sports does build character if character is defined as loyalty, dedication, sacrifice and teamwork, it does not build moral character in the sense of honesty, responsibility and justice.

*There is a pervasive belief that:*

- in order to be good in sports you have to be "bad."
- you must be willing to take an unfair advantage and be overly aggressive if you want to win.
- the winning-at-all-costs mentality is used to justify all behaviors, regardless of how negative they might be.

*"Sport can be used to teach ethical behavior, and it can be used to teach unethical behavior."*

Seidentop, 1998

*Conclusion:*

- **Good sportsmanship may be a product of sports, but so is bad sportsmanship.**

(Source: Lessons, Learning & Leadership Workshop, NASSP Convention, February 2003)

## Two Kinds of Coaching

By Michael Josephson, Josephson Institute of Ethics

What do you think? Does competitive sports build character? I think the fair answer is: it depends on the coach. Great coaches, coaches who care about their athletes as people and honor the traditional spirit of sport as the pursuit of team and individual excellence, are inevitably character builders. They are, first and foremost, teachers who measure their success not in victories or records but in their ability to help youngsters reach their highest potential.

Sure, they teach techniques and strategies, but by their words and actions they also teach vital life skills and virtues like integrity, fairness, perseverance, courage, self-discipline and all the graces associated with good sportsmanship. The people they coach not only become better performers but better human beings, people you'd feel comfortable dating your own children.

On the other hand, coaches who have a narrower view of their role and measure their success primarily in terms of the won/loss record or the number of all-star athletes they produce, often do more harm than good. Under these coaches, athletes often become more selfish, self-absorbed, arrogant and unscrupulous in the pursuit of personal glory and achievements. Even the coach wouldn't want to hang out with them.

It's no small danger to the future of our society and the welfare of our children that so many coaches fall into the second category. The recreational and educational goals of youth sports are too often undermined by volunteer as well as professional coaches who are living out their own fantasies or advancing their own careers at the cost of character. Our children deserve better and it's the job of parents and school principals to see that they get it.

## Highlights: CIAC Board of Control Meeting

March 20, 2003

- A member high school was assessed a fine of \$500 for violation of CIAC Rule II.B (three season rule).
- A member school was fined \$300 for permitting an ineligible ice hockey player to play in three games during the \$2002-03 season. All games in which the ineligible player participated were forfeited.
- A member school was fined a total of \$400 for two incidents (\$200 per incident) in which its basketball coach allowed a player below grade 9 to participate in a team practice. These actions were in direct violation of Eligibility Rule II.A.
- A member school was fined a total of \$250 for a violation of the Disqualification/Ejection policy.
- The board approved a proposal by the Girls' Soccer Committee to establish a 40% team qualifying percentage. The existing qualifying standard is 50%.
- The board heard a request from Connecticut Sports Medicine Committee concerning mandatory use of some form of helmet for all high school field hockey players. Field Hockey Committee Chair Bob Hale reported that the committee has discussed the proposal with members of the Sports Medicine Committee and had decided not to endorse the proposal at this time. The committee will look to the National Federation, which is presently studying this issue, for guidance. There is currently no approved headgear for the sport of field hockey. The committee has agreed to continue to study this issue.
- The board approved a request from the Eligibility Review Board that it not be required to act on appeals for Transfer Rule exceptions until such time as the actual transfer has taken place. This will require a change in the CIAC bylaws and, therefore, must be presented to the membership for adoption at the annual meeting.
- The board reviewed a letter from the Connecticut Football Officials Association asking that the CIAC impose stricter measures to monitor sideline conduct at CIAC tournament contests. The letter was referred to the Football Committee for a recommendation.
- The board took no action on a proposed revision to the CIAC policy on Open Houses. This matter was referred back to the subcommittee that worked on the original draft. A follow-up proposal will be expected at the May board meeting.
- As part of a new strategic plan being developed by the CAS Board of Directors, the CIAC board will study three critical areas – cheerleading, citizenship and corporate sponsorships. It was agreed that the chair and staff would establish priorities in regards to these issues and develop an action plan for board review.
- The board agreed that CIAC rules and regulations will be waived for any CIAC activities that are canceled or postponed due to the impending war. The CIAC will comply with any government security policies as well as any decisions issued by superintendents.

**The Connecticut Association of Athletic Directors**  
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- g Module 4:** Preventing Litigation
- g Module 5:** CIAC Rules and Regulations

*For more information, contact Fred Balsamo at (203)468-3353.*

## ... more ciac news

### Volleyball Committee Adopts Rally Scoring for 2003 Season

The CIAC Girls Volleyball Committee, at its March 26th meeting, voted unanimously to adopt the rally scoring format beginning with the 2003 girls volleyball season. The format will be used for all regular season and tournament games. The National Federation will require rally scoring commencing with the 2004 season.

The CIAC Girls Volleyball Committee believes that rally scoring will generate more spectator interest and create more excitement in the game. In rally scoring, points are awarded on each play, regardless which team serves, as opposed to the traditional side out system. Issues that will be addressed include the training of officials, the length of the game, team travel time, and considerations of "game pace."

In rally scoring:

- S** All matches shall be best three of five games.
- S** Games shall be played to 25 points (no cap), and the fifth and deciding game shall be played to 15 points (no cap).
- S** The let serve shall be allowed, and play shall continue provided net contact is entirely within the net antennas.
- S** Each team shall be allowed two time outs per game, with a total of ten time outs if five games are played.

In another National Federation rule modification, the committee recognized a change in Rule 9-4-8-b, which addresses multiple ball contacts by one player. The new rule states that multiple contacts are permitted only "on any first team hit, whether or not the ball is touched by the block," and it deletes the language that states, "provided there is no figure action." The new rule limits inconsistent interpretations by officials.

Girls volleyball remains a very popular sport across the country. The National Federation reports that 14,083 schools sponsor girls volleyball, with 395,124 participants.

### Field Hockey Injuries

The following are the results of a survey on field hockey-related face and head injuries. The survey was conducted by the CIAC during the 2002 season. The data was compiled from reports of 45 teams participating in 720 games and involving 1,880 players:

- There were a total of 41 injuries that resulted in the injured player missing at least one game.
- 21 players received professional medical attention for injuries.
- 35 injuries occurred to the face and/or jaw; 7 involved broken bones; 8 required surgery; and 2 resulted in hospitalization.
- 4 players received broken noses and missed a total of 28 games.
- 19 teams reported no injuries which required games missed.
- 13 teams reported one injury which caused the player to miss a game.

### Who's Counting?

**\$232,000,000**

Combined operating losses of the 30 major league baseball teams in 2001, according to Commissioner Bud Selig

**\$75,000,000**

Combined operating profit of the 30 major league baseball teams in 2001, according to Forbes magazine

**\$2,100,000**

Amount the Houston Astros paid Enron Corp. to let the team out of its 30-year naming-rights deal

**\$150,000**

Amount the Astros contributed to the Enron Employee Transition Fund, established to help people who lost their jobs when the energy company filed for bankruptcy.

**30**

Number of major league baseball players this spring who age was found to be higher than that listed on official team documents.

**10.1**

Percentage decrease, since 1995, in the number of spectators at major league baseball games whose household incomes range from \$30,000 to \$49,000.

**67.9**

Percentage increase, since 1995, in the number of spectators at major league baseball games whose household incomes range from \$100,000 to \$149,000

(Source: *Athletic Business*, June 2002)

### Football Injury Stats Released

Statistics are gathered annually on the number of fatal injuries that occur in the sport of football. The Annual Survey of Football Injury Research, sponsored by the American Football Coaches Association, the National Collegiate Athletic Association, and the National Federation of State High School Associations, provides data on the number and nature of reported football fatalities. The 2002 report concludes:

- There were five fatalities directly related to football during the 2002 football season, four less than last year. Three were associated with high school football, one with professional football and one with youth football.
- Most direct fatalities usually occur during regularly scheduled games. In 2002, three of the direct fatalities happened in games, one in practice, and one was unknown.
- One fatality occurred while being tackled, one while tackling, and the cause of the other three were unknown.
- Of the five fatalities, one took place in July and four in September.
- In 2002, there were 10 indirect fatalities in the sport of football, a decrease of five from the previous season. Five were associated with high school football, four with college football and one with youth football. Four of the high school indirect deaths were heart-related and one was asthma-related. The number of direct fatalities increased from 1996 to 1997 (5 vs. 6) while the number of indirect fatalities decreased (12 vs. 8).

## GIRLS' AND BOYS' BB 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 nine exceptional individuals were celebrated during two separate awards ceremonies held at Memorial Hall at Central Connecticut State University.



Long-time coach Ed Fraser accepts Merit Award.



Charles "CJ" Jones receives a 2003 Merit Award from the Girls' Basketball Committee

### GIRLS' BASKETBALL 2003 Merit Award Recipients

- e Ms. Edna Frasier e
- e Mr. Charles "CJ" Jones e
- e Ms. Lucille A. Vassallo e

### 2003 Dedication Award

**Dr. Norman DeMartino**  
Educational Consultant  
and Former Administrator

### BOYS' BASKETBALL 2003 Merit Award Recipients

- e Mr. Robert "Bobby" Balla e
- e Mr. Lou Bazzano e
- e Mr. John Fontana e
- e Mr. "Woody" Anderson e

### 2003 Dedication Award

**WALTER J. ZALASKI**  
Assistant Principal,  
Simsbury High School



2003 Ice Hockey Tournament Dedication Award Recipient John "Red" McDonough (r) is congratulated by officials as George Hall, CIAC Ice Hockey Tournament Director (l), and Tom Neagle, CIAC Ice Hockey Committee Chair, look on.

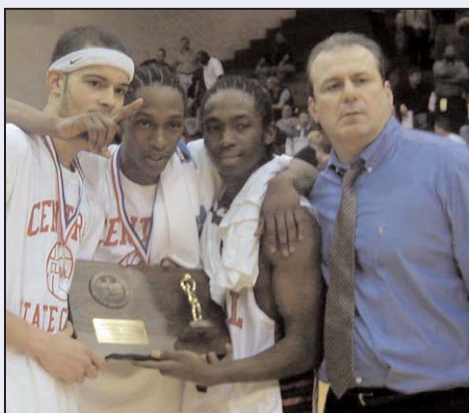


Former UConn all-star Rebecca Lobo signs autographs for young fans at the 2003 CIAC Girls' Basketball Tournament at CCSU.



Friends and colleagues of Bobby Bala (seated) gather around him to celebrate his 2003 CIAC Merit Award at the Boys' Basketball Reception at CSCU.

# WINTER 2003 CIAC SPORTS CHAMPIONS



Bridgeport Central - Class LL champs

## BOYS BASKETBALL

<b>Champion</b>	<b>Runner-up</b>
Class LL: Bridgeport Central	Bristol Central
Class L: Wilbur Cross	Harding
Class M: Kolbe Cathedral	Sacred Heart
Class S: Hyde	East Catholic

## BOYS SWIMMING

<b>Champion</b>	<b>Runner-up</b>
Open: Greenwich	Notre Dame, W.H.
Class LL: Greenwich	Xavier
Class L: Notre Dame, W.H.	Amity Regional
Class M: Wilton	Darien
Class S: Brookfield	Sacred Heart

## ICE HOCKEY

<b>Champion</b>	<b>Runner-up</b>
Div. I: Simsbury	Hamden
Div. II: Glastonbury	Shepaug Valley



Simsbury Trojans - Division I winners

## BOYS INDOOR TRACK

<b>Champion</b>	<b>Runner-up</b>
Class L: Danbury	Manchester
Class M: Staples	Wilton
Class S: Griswold	Sheehan

## WRESTLING

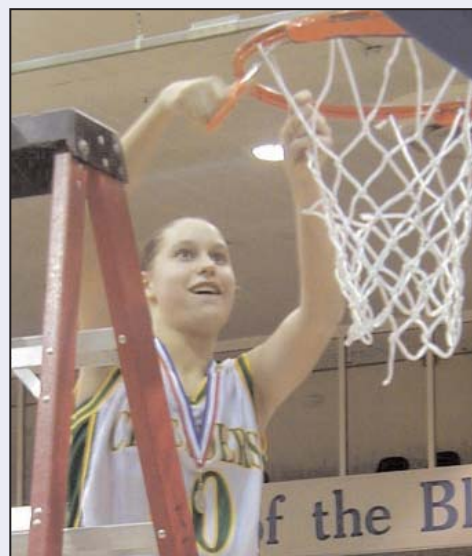
<b>Champion</b>	<b>Runner-up</b>
Open: Danbury	RHAM
Class LL: Danbury	Glastonbury
Class L: Berlin	Fitch
Class M: Killingly	Windham
Class S: Montville	Morgan

## GIRLS GYMNASTICS

<b>Champion</b>	<b>Runner-up</b>
Class L: Fairfield	Southington
Class M: Wethersfield	Pomperaug
Class S: Daniel Hand	Darien

## CHEERLEADING

<b>Champion</b>	<b>Runner-up</b>
Coed: Wolcott	Stamford
Class L: Danbury	Shelton
Class M: Holy Cross	Nonnewaug
Class S: Sacred Heart, Wtby	Ansonia



A Trinity Catholic Crusader enjoys the post-victory ritual!

## GIRLS BASKETBALL

<b>Champion</b>	<b>Runner-up</b>
Class LL: NFA	Mercy
Class L: Hillhouse	Wilbur Cross
Class M: N.W. Regional	Notre Dame, Fairfield
Class S: Trinity Cath.	St. Paul

## GIRLS INDOOR TRACK

<b>Champion</b>	<b>Runner-up</b>
Class L: Danbury	Bunnell
Class M: Hillhouse	New Canaan
Class S: RHAM	Career



An East Catholic long jumper makes her mark at the Indoor Track Championship at the New Haven Athletic Center

## Guest Editorials:

### Why we still coach

By Jeff Sunblade

Director of Student Activities, Avon H.S.

Public criticism of high school athletic programs and coaches is reaching epidemic proportions. Athletic directors and coaches are frequently abused and ridiculed for a myriad of athletic sins. Parents and the media openly question everything. Why did my son get cut? How come my daughter doesn't get more playing time? Why did you call that play in that situation? How come we don't have a winning record? How come we can't win the "big" game? How's my child going to get a college scholarship if he/she doesn't start varsity as a freshman? Do these complaints sound familiar? A sane person might ask, "Why do we still coach?"

Today, my girls' varsity basketball coach, Frank Waters, gave me an unexpected answer to that question. He shared with me a letter his 84-year-old father received in the mail this week. Frank's father, also named Frank, coached football, basketball, and baseball at Orange High School in Orange, Massachusetts for sixteen years. The letter was written by a former player, Dick MacKnight, now 67 years old, whom he had not heard from in over 25 years:

Dear Coach,

Now, isn't that silly -- here I am 65 years old and I still feel the need to address you as coach.

I decided to write you this letter to let you know what a tremendous influence you, Batch, and Brad had on my life.

The times I spent with you were probably the happiest and most character building time in my life. You instilled in me the desire to succeed not only on the field, but also off the field.

Believe it or not, I started this letter two years ago and I am now 67 years old.

I just wanted you to know what a positive influence you have been for me and many others. From the bottom of my heart I thank you for all the fond memories you gave me.

Sincerely,  
Dick MacKnight

After reading this letter, is it any wonder why we coach?

### Do athletics contribute to life success?

By Jim Olayos

Athletic Director, St. Joseph High School, Trumbull

Do athletics and extracurricular activities contribute to a student's success in school and in life? This question, although vastly debated, should be answered with a resounding "YES". With so much of the St. Joseph High School student body participating in activities outside of the classroom we, as administrators and parents, concern ourselves daily with the balance of academics and athletics.

In an era where high school basketball players are foregoing educational opportunities to enter the professional sports world, we find ourselves faced with the examination of the role of sports in our children's lives and what expectations we have of the benefits and outcomes of these activities. Statistics show that less than five percent of high school seniors playing interscholastic sports will go on to play at an NCAA member institution. Further, approximately one in 3,000 high school seniors will be drafted by a professional team. With statistics so staggering, and odds mounting against athletic scholarships and professional sports careers, it is our responsibility to recognize the importance of the student athlete and the benefits truly derived by their participation in athletics.

At St. Joseph High School we believe athletics support the academic mission of our school. These activities are not a diversion but rather an extension of our educational program. The emphasis on the importance of students' educational achievement and development of their character are first and foremost. Studies show that students who participate in activity programs tend to have higher grade-point averages, better attendance records and fewer disciplinary problems than students generally. Legendary UCLA coach John Wooden, who began as a high school English teacher, noted that children were not created equal as far as intelligence was concerned, any more than a person's size, appearance or athletic ability. In determining that not all his students could earn an A or all his athletes excel, he provided his own definition of success which is "peace of mind obtained only through self-satisfaction in knowing you made the effort to do the best of which you're capable." Our teachers and coaches strive to encourage student athletes to achieve their personal best both in and outside the classroom.

We further believe athletics are inherently educational. Our programs provide valuable lessons for practical situations-teamwork, sportsmanship, winning and losing and hard work. Through participation students learn self-discipline, build self-confidence and develop skills to handle competitive situations. We ask our student-athletes to face the tough situations and seek out tough competition as a true test to themselves. The pattern is presented to them as follows: the better the competition, the better you will perform; the tougher the competition, the greater incentive to practice and improve; the greater the competition, the more fun the contest and the more excited you'll be. The better the competition, the stronger mentally you'll become. The tougher the competition, the more satisfying the success. The courts and fields serve as our largest classrooms to teach our students this important pattern: competition ... mistakes ... corrections ... improvements ... success ... tougher competition ... more mistakes ... more corrections ... more improvement ... more success.

*continued on page 16*

**Olayos, continued from page 15**

Finally, these athletics foster success in life. Our student-athletes are faced with having to perform in an arena before their families, friends and peers. They are often lauded for their success but just as often criticized for their failures. They encounter great demands on their time and sacrifice social events to balance their priorities of schoolwork and commitment to their sport. We ask each of our student-athletes to be disciplined, selfless, respectful, courageous, responsible and passionate. These invaluable character traits will serve them well as they move on to their next endeavor. At St. Joseph High School we strive to create leaders of our student-athletes. Leaders who are tough enough to compete, considerate enough to help others and show compassion, human enough to make mistakes and humble enough to admit them, strong enough to absorb pain and humiliation but resilient enough to bounce back and keep trying.

Student athletes and all those who participate in extracurricular activities at St. Joseph High School respond to these challenges on a daily basis. Do these activities contribute to the success of our children? You provide the answer. We are fortunate to witness the benefits to our students first hand and with continued support wish that all of our student athletes can realize these noteworthy goals.

**CAAD Speaks Out at Legislative Hearing**

**The following testimony, opposing Raised Bill #1131, *An Act Concerning Competitive Equity in Interscholastic Athletics and the Auditing of Public and Municipal Funds*, was presented by John Novakowski at the March 28th public hearing of the Education Committee of the state legislature.**

The Connecticut Association of Athletic Directors believes that this proposed legislation is unnecessary and counterproductive to the good work done by the Connecticut Interscholastic Athletic Conference (CIAC) and leagues and conferences that serve the high schools in Connecticut. We offer the following reasons for our opposition:

- (1) The Central Connecticut Conference voted on Wednesday, March 26, 2003 on a new league alignment which we believe will satisfy the concerns of the schools in the district which this proposed legislation is intended to help.
- (2) It has always been the position of the CIAC not to involve itself in the development or adjudication of league or individual school schedules. It believes that each member school would prefer to have the independence to decide the schools with which it wishes to compete. The athletic directors, who are responsible for the development and management of game schedules, strongly support this historic practice.
- (3) According to our analysis of last year's football rosters, every high school football team's schedule will need to be changed for next year since the implementation date would be July 1, 2003. There isn't a single school that would be in compliance with this proposed legislation. Practically every high school football schedule has been developed for next year's football season. Contracts have been negotiated and agreed upon. This proposed legislation will have a negative impact on football in Connecticut for a number of reasons, most important of which is the safety of athletes.
- (4) The CIAC financial records are audited by an independent CPA on a yearly basis. The auditor's report is reviewed each year by the Connecticut Association of Schools Board of Directors and each of its boards of control, including the CIAC, and made available to the membership upon request. There is simply no need to have an additional audit when the state legislature or state department of education can avail themselves of the records of the association at any time they wish. In addition, such a state statute will, for the first time in the CIAC's 83-year existence, call into question the CIAC's 501(c)3, private, not-for-profit status.
- (5) A close reading of raised bill #1131 will require all leagues and conferences to be subjected to a state audit since all organize interscholastic sports.

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