The CAS Elementary Board of Control held a “think-tank” on January 12th to examine the types of changes that the association will need to make in response to the dramatic increase in elementary membership. The participants were predominantly elementary school administrators, representing both public and parochial schools in districts of varying sizes and socio-economic levels. Jacob Ludes, Superintendent of the Montville Public Schools, was an able and engaging facilitator, coalescing twenty-two (22) educators with vastly different experiences and needs.

Since introducing its district-wide membership dues option last fall, CAS has nearly doubled its elementary membership. The purpose of the think-tank was to determine how to provide services to an expanded and varied constituency. The agenda for the day was: (1) identify the impact that the additional elementary membership will have on existing programs; (2) develop an action plan to address this impact; and (3) determine what changes should be made to better meet the growing needs of the new membership.

Through substantive discussions, participants forged the following recommendations:

- regionalize CAS services to elementary schools;
- use more corporate sponsors to cut costs;
- carefully plan new programs identified through a comprehensive needs assessment;
- cultivate new leaders for the various boards and committees;
- create new committees to service the needs of an expanded constituency;
- provide elementary schools legislative services;
- become a clearinghouse of resource information for schools;
- develop new Early Childhood Center;
- serve the needs of parents;
- provide greater opportunities for schools to network with one another;
- provide more recognition opportunities.

Many thanks to the following individuals who contributed their time and energy to this important event:

**State Department of Education:**
- Betty Sternberg, Assoc. Commissioner
- Camille Jackson Alleyne, Bureau of Early Childhood Education

**Public Elementary School Principals:**
- Marjorie Bradley, Fawn Hollow Elem.
- Maureen Fitzpatrick, Killingworth Elementary
- Edie Franzu, Mary E. Griswold School
- Tony Molinaro, King St Intermediate
- Nena Nanfeldt, Nathan Hale School
- Gary Rosato, Great Plains School
- Miriam Taylor, Barnard-Brown Elem.

**Norwich Diocese:**
- Howard Bennett, Superintendent
- Richard Woodward, Principal
- Linda Carona, Principal
- Sister Maria Goretti, Principal

**Others:**
- Linda Chmielnicki, Glastonbury HS
- Anna Consoli, Hartford Public Schools
- Donald Gates, Portland HS
- Rosemary Kiddler, East Hampton MS
- Stephen Proffitt, Darcey School, Early Childhood Center
- Rev. Zigford Kriss, Superintendent, Hartford Archdiocese
- Robert Strouse, Retired middle school principal
- Mary White, Waterbury Board of Education
- Jake Ludes, Superintendent, Montville

**CAS Office Staff:**
- Robert Carroll, Asst Executive Director
- Michael Savage, Executive Director
- Karen Nastr, Asst Executive Director

Elementary Membership Continues to Grow...
CAS is pleased to announce that, with 35 new elementary schools enrolling last month, its elementary membership has reached a record level of 292 schools. Since introducing the new elementary dues structure last November, CAS has welcomed a total of 126 new elementary schools into membership.

**Newest elementary members:**
- East Hampton (2)*
- Enfield (9)
- New Canaan (3)
- New Hartford (3)
- N. Branford (4)
- Plainville (3)
- West Hartford (11)

*no. of elementary schools
TAPESTRY AWARDS...

David Maloney, assistant principal of Branford High School, was one of two recipients of the first annual Tapestry Awards. Sponsored by the Hartford Courant, the awards program was established to recognize individuals and programs which celebrate diversity and promote tolerance. East Hartford High School was also a recipient.

*****

Dr. Edmund Higgins, principal of Branford HS and vice chair of the High School Board of Control, has been elected to membership on the New England Association of Schools and Colleges’ Commission on Public Secondary Schools.

*****

Connecticut United for Research Excellence, Inc. (CURE) has produced a 23-minute video on careers in health and biosciences aimed at high school students. Copies of the video are being distributed free-of-charge to Connecticut secondary schools.

Excellence, Inc. (CURE) has produced a 23-minute video on careers in health and biosciences aimed at high school students. Copies of the video are being distributed free-of-charge to Connecticut secondary schools.

CT school profiles, 1999

Public school districts: 166
Public schools: 1,023
K-12 enrollment: 541,760
Minority students: 28.1%
Children in poverty: 23.9%
Students with disabilities: 13.4%
Annual K-12 expenditures: $5.48 billion

(Source: State Dept. of Education)

Old Saybrook's Board of Education has alleviated a chronic shortage of substitute teachers by guaranteeing 100 days of work per year to six substitutes. As an experiment, Superintendent Sal Passarella asked the principals of each of the district's three schools to choose two substitute teachers they were pleased with. Those six teachers were given a promise of 100 days of work — at $60 a day instead of the usual $50 — if they agreed to be available to the Old Saybrook schools every day. The substitutes must turn down any offers they get from other school systems before 6:30 a.m. If Old Saybrook does not call by that time, the teachers are free to accept other assignments.

The 22nd Annual Assistant Principals Conference

“Breaking Ranks”

March 11, 1999 / Rocky Hill Marriott

Featuring:

Dr. Zacharie Clements

&

A Panel Discussion:

“Breaking Ranks — How it works in one CT School District”

Breakout Topics:

- Restructuring Teaching Time
- Character Education
- Diversity in Schools
- Technology in Education
- Performance-based Assessment

Stephen B. DeMasco, founder of New Haven's Kids for Life Foundation, was one of ten recipients of the U.S. Department of Education's first-ever "John Stanford Education Heroes" awards. The winners, who were selected for their extraordinary commitment to improving schools and communities and increasing learning opportunities for students, were honored on Capitol Hill in December. Mr. DeMasco, president of the North Haven-based United Studios of Self-Defense, founded the Kids for Life Foundation to introduce the world of martial arts to children in need of more self-control and confidence. The Foundation trains instructors who volunteer their time to teach martial arts to students in the New Haven area. The students are chosen to attend the classes based on need and interest. Individuals involved in the program agree that the lessons help to improve behavior, control aggression and foster self-discipline among students. Though the Kids for Life Foundation currently serves only New Haven students, Mr. DeMasco envisions a network of public schools across the state and country where karate instructors serve as mentors to children.

The Fourth Annual Multicultural Conference will be held on October 26-27, 1999 at the Waterbury Sheraton Hotel. There will be a variety of workshops and speakers on multicultural and diversity issues. For more information, contact William Howe at the Connecticut State Dept. of Education at 860-566-8228 or william.howe@po.state.ct.us.
The Schools and Libraries Corp. has extended to 100 days the interval during which any application for the second year of e-rate discounts will be accepted on an equal basis with the others. The filing window was originally 80 days, starting Dec. 1. The window will now close on March 11. None of the applications that missed the 75-day filing window for the program’s first year were awarded discounts.

Next month, the National Academy of Sciences will release a report summarizing existing research on how people learn. The report is expected to shed some light on the debate between advocates of traditional methods of teaching and those who emphasize hands-on learning. The report suggests that educators should not focus on which method is best but on how to use each correctly. How People Learn: Brain, Mind, Experience, and School recommends that educators use the principals of learning to determine which method to engage. The report advises teachers to:

- tailor their lessons to what their students already know, trying to deepen and expand students’ understanding of the material;
- design curricula intended to help students “learn with understanding” rather than memorize “disconnected sets of facts and skills”;
- provide students with feedback that encourages them to “revise and improve the quality of their thinking”; and
- create a sense of community that promotes the value of learning & high standards.

To view a pre-publication copy of the report, visit: http://www.nap.edu/bookstore/isbn/0309065577pre.html.

The National Board for Professional Teaching Standards has announced plans to launch a national certification process for vocational education teachers at the end of this year. Vocational education certificates will be awarded in seven categories: arts and communication; business, marketing, information management, and entrepreneurship; family and consumer sciences; health services; human services; manufacturing and engineering technology; and technology education. Until now, national certification has been available only for teachers of core academic subjects or in particular developmental areas such as early childhood education.

Last month, U.S. News & World Report published a 36-page special report on outstanding American high schools. The magazine created a “value added” statistical model for measuring a school’s performance only after taking its students’ family circumstances into account. It identified 96 schools in 6 metropolitan areas — Atlanta, Boston, Chicago, Dallas-Fort Worth, Detroit, and New York City — which it determined to be doing a better job of educating their students than would be expected, given their students’ backgrounds. The report suggests that outstanding schools share several key traits, including:

- high academic standards that encourage all students to take courses that put them on track to succeed;
- a core curriculum that prepares graduates for the demands of college;
- highly qualified teachers who have a thorough knowledge of the subject they teach and a willingness to match their teaching styles to the needs of their students;
- strong mentoring for new teachers that give them a sense of support from school authorities;
- administrators and teachers who know each child, make each feel a part of the larger school community, and won’t let students fall through the cracks; and
- high attendance rates that reflect a school’s ability to excite students about learning.

The U.S. Dept. of Education data suggest that schools don’t need to force students to volunteer in their communities. Rather, the key to attracting students to community service projects is simply to make service opportunities readily available. Rates of volunteering in schools that arrange, but do not require, community-service activities for their students are almost as high as those in schools that require and arrange volunteer projects. Rates were lowest in schools that required community service but did not help place students in an activity.

### BETTER OR WORSE?

<table>
<thead>
<tr>
<th>Year</th>
<th>% of adults who say today’s children are getting a better/worse education than they did</th>
</tr>
</thead>
<tbody>
<tr>
<td>1979</td>
<td>41% BETTER 41% WORSE 9% NO DIFFERENCE 8% DON’T KNOW</td>
</tr>
<tr>
<td>1998</td>
<td>42% BETTER 48% WORSE 8% DON’T KNOW</td>
</tr>
</tbody>
</table>

(Source: Phi Delta Kappan)

### ZERO TOLERANCE

<table>
<thead>
<tr>
<th>Offense</th>
<th>% of schools that have adopted zero tolerance policies for various offenses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Violence</td>
<td>79%</td>
</tr>
<tr>
<td>Tobacco</td>
<td>79%</td>
</tr>
<tr>
<td>Alcohol</td>
<td>87%</td>
</tr>
<tr>
<td>Drugs</td>
<td>88%</td>
</tr>
<tr>
<td>Weapons</td>
<td>91%</td>
</tr>
<tr>
<td>Firearms</td>
<td>94% (not including firearms)</td>
</tr>
</tbody>
</table>

(Source: U.S. Dept. of Ed. 1996-97)

### SALARIES

<table>
<thead>
<tr>
<th>Average salaries paid school administrators, 1997-98</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
</tr>
<tr>
<td>Asst. Superintendents</td>
</tr>
<tr>
<td>Personnel directors</td>
</tr>
<tr>
<td>Finance/business directors</td>
</tr>
<tr>
<td>Subject-area supervisors</td>
</tr>
<tr>
<td>PRINCIPALS</td>
</tr>
<tr>
<td>Elementary</td>
</tr>
<tr>
<td>Jr high/middle</td>
</tr>
<tr>
<td>High</td>
</tr>
<tr>
<td>ASSISTANT PRINCIPALS</td>
</tr>
<tr>
<td>Elementary</td>
</tr>
<tr>
<td>Jr high/middle</td>
</tr>
<tr>
<td>High</td>
</tr>
<tr>
<td>Classroom teachers</td>
</tr>
</tbody>
</table>

(Source: Education Research Service)
Massachusetts’ highest court has ruled that, inter alia, in violation of his free speech rights, the ex-coach then brought suit in the U.S. District Court. In dismissing the case, the district court concluded that the coach’s pre-game motivational speech, including the use of a curse word, was without First Amendment protection because it did not touch upon a matter of public concern. The court held that a coach’s concern about the performance of his basketball team could not be cast as a “public issue.” The court noted that educators can limit the content of school-sponsored speech as long as the limit is reasonably related to legitimate pedagogical concerns. The court also noted that schools play an important role in developing the character and values of students; according-ly, it is not unreasonable for a public school to require teachers, instructors, coaches and other roles models to refrain from using profane or lewd speech. (Source: CABE Journal, July 1998)

Massachusetts’ highest court has ruled that school officials in Lynn, Mass., do not have the right to visit home schools to monitor how students are being taught. Two families have challenged the Lynn school board’s policy requiring parents of home-schooled children to allow visita- tions from school officials. If parents did not comply, the school system would not approve home education plans and parents could face prosecution for truancy. In the unanimous decision, the Massachusetts Supreme Court reversed a lower court’s ruling allowing mandated home visitas. In Lefevre v. McDowell, a boys high school basketball coach had admittedly used a curse word in a pre-game motivational speech. As a result, the coach’s employment was not protected for constitutional purposes. In addition, the court noted that educators can limit the content of school-sponsored speech as long as the limit is reasonably related to legitimate pedagogical concerns. The court also noted that schools play an important role in developing the character and values of students; accordingly, it is not unreasonable for a public school to require teachers, instructors, coaches and other model roles to refrain from using profane or lewd speech. (Source: CABE Journal, July 1998)
"Fewer Crises": A Simple Prescription for the Ailing Principalship

If the principal must be Superman/Wonder Woman, the least we can do is to provide adequate phone booths. An examination of state efforts now underway to address the shortage of qualified principal candidates and the comments of respected principals on the same subject read much like parallel conversations. The state is considering standards based assessment and internships for aspiring principals. Principals have mixed views on the former measure and large majorities seem to feel that the latter will produce some positive results. Both measures are aimed at attracting more and better candidates to the principalship, but nothing planned will ease the daily burdens of the practicing school administrator. A nice new costume for the fledgling Superhero principal, but not much help in righting the world’s wrongs.

The measure most frequently mentioned by principals to improve their situation is higher pay and benefits. Like the initiatives proposed by the state, this may attract more candidates, but it will do nothing to correct the structural problems of the job itself.

As previously noted, one principal said his lot in life could be improved if only there were “fewer crises.” What kinds of help might the state offer that would reduce daily crises in the schools if they were to sit down and truly listen to the needs of principals? Principals say the burdens of paperwork are overwhelming: might the state initiate a training program for school support personnel equivalent to paralegal training? Administrators report that they lack the tools to motivate reluctant teachers: is the current trend toward the collaborative approach really producing better teachers? Many leaders say they worry constantly about school building security: should the state be moving toward training school security personnel? It just may be that if the real needs of principals are identified and addressed, we might be able to have schools with fewer crises and more candidates for leadership positions.

EDITOR’S NOTE: In the last issue of the BULLETIN, we printed the first of a two-part commentary on the state of the principalship in Connecticut. “Fewer Crises: A Simple Prescription for the Ailing Principalship” is based upon the results of a mini-surveys conducted by CAS last year. The survey, which was completed by more than 80 of Connecticut’s most respected leaders, asked such questions as: What needs to happen to increase the quality and supply of principals? What are the most difficult aspects of the principalship? What would be your primary reason for leaving the principalship?

QUALITY COUNTS ’99

Last month, Education Week magazine released its third annual “report card” on public education in the 50 states. Quality Counts ’99 assesses and ranks each state on the effectiveness of its schools. The study evaluates the states using specific indicators, from class size to teacher qualifications to total funds allocated per student. Each state is assigned a grade from A to F in four separate categories: standards and assessments, quality of teaching, school climate, and resources. The report also includes comparative scores on the National Assessment of Educational Progress (NAEP). Last year, on average, the states received a C in academic standards and assessments, policies to raise teaching quality, school environment, and the equity, adequacy, and allocation of educational resources. A year later, that is still the case, yet progress is being made in some areas. Here is what the report found:

■ Achievement: Since 1990, six states have shown improvement in both 4th- and 8th-grade mathematics scores on the National Assessment of Educational Progress.

■ Standards: Forty states now have standards in all core subjects, up from 38 last year. California earned a perfect score for its standards in all four subjects from the American Federation of Teachers. On the testing front, 34 states have now gone beyond multiple-choice tests to include performance questions in their assessment systems, up from 20 last year.

■ Teaching: States pushed hard last year to recognize the skills of effective teachers. For example, 23 states now provide financial continued on page 8

PHOTO CREDIT: Courtesy of Quality Counts ’99
MONTVILLE PUBLIC SCHOOLS

The Mission Statement and Guiding Principles of Montville High school state: "Montville High School is a school that models responsibility, empowerment and trust. Montville High School is dedicated to providing all students with the skills necessary to succeed in a global society. Montville High School seeks partnerships with parents, community and business leaders, and other educational institutions to provide meaningful resources to all students as they make career choices and become lifelong learners. It is expected that each Montville student will leave school as a clear and effective communicator, a self-directed and life-long learner, a creative and practical problem solver, a responsible and involved citizen, a collaborative and quality worker, and an integrative and informed thinker."

To implement this philosophy the staff rewrote its curriculum to incorporate the knowledge, skills, and attitudes in Connecticut’s Common Core of Learning and the Connecticut State Dept. of Education’s Career Certificate. The staff rewrote its Program of Studies Booklet around the state’s eight industry-developed career clusters. The booklet shows parents and students what courses students need to take while in high school to reach their career goals and what additional schooling may be needed.

The following are examples of some of the activities that a Montville High School student will engage in during his/her 4 years.

In 9th grade, all students are given a career interest inventory and a portfolio. The guidance counselor administers these. All students are given a questionnaire as to their career choices for a Career Day. All students participate in the Career Day.

Many teachers are working on integrated curricular projects and take field trips to businesses that relate to the curriculum.

In 10th grade, all students are given another portion of a career interest survey and continue to work on portfolio development with their guidance counselor. Business and Community representatives visit classrooms to discuss their individual careers. All students participate in a Career Day. Students and teachers continue to participate in field trips to businesses that relate to their curriculum.

In 11th grade, all students continue to work on portfolio development and are then offered a job shadow experience. This is a one-day job shadow experience with a business and/or community member of the student’s choice. Students start to prepare for the PSATs and investigate what level of schooling is necessary for the career path they have chosen.

In 12th grade, all students continue to work on portfolio development with their guidance counselors. Students may apply for an internship experience for their second semester of their senior year. This internship is non-paid and must be researched by the student. The student participates in the internship one full school day each week and every other day during the 4th or 8th block. The worksite monitor and classroom teacher visit the employer monthly to monitor each student’s performance at the worksite.

The above activities are only a few of the many opportunities afforded to all students at Montville High. If you would like to know more about the Montville Public School system, please call Kathy Racette, School-to-Career Coordinator at (860) 848-8067.
Dear Grandpa Irish,

Do you remember the "Rules and Regulations" that you developed for the Hopkinton, Rhode Island, school district in 1873 when you were a member of the school committee? Well, they were handed down through the family to me via my mother, Marion Crandall Maloney, who became an art teacher in town some years ago. I have them posted in my office at BHS where I am an assistant principal. Rule #2 states that "Teachers shall not permit whispering or talking in school. Scholars shall not leave their seats or have communication with one another in school hours without special permission." Rule #5 notes that "Regular weekly handwriting exercises in composition shall be required especially of the advanced scholars."

Grandpa, we're approaching the 21st Century and you'd be amazed how "technology" is revolutionizing education. Ellsworth's Penmanship and Webster Franklin's 5th edition of Spellers are no longer needed! Grammar, penmanship, and spelling can be automatically corrected by a simple machine known as a computer! An entire book can be put on a microchip no larger than your fingernail! Our scholars can summon up every word of their books instantly on a device small enough to nestle in one hand! For example, an encyclopedia might cost $1,500 and weigh 120 pounds while a CD-ROM could produce the same information for $100 and weigh under an ounce!!!

They told me about this technology a few years ago, but, quite honestly, I never believed it would revolutionize the way teachers teach and scholars learn. You always told us that schools never kept up with changes during the Industrial Revolution. Personally, my first experiences with computers were disastrous. One day I changed the date on the "main frame" computer at the high school -- all I did was correct the date from my office -- and I was almost banned from ever using a computer again! On another occasion I forgot to "back up" my files to the 'C' drive only to find three years of information lost forever when I arrived to work one Monday morning! No wonder they call me the technopeasant of Branford High School.

Ever so slowly I've gotten over my anxieties about computers and other forms of technology. With two computers and a lap top in my office I find my self-confidence returning through opportunities with guided practice each and every day. Grandpa, you should see how a simple lecture can become interactive through the use of "Power point." The students violate Rule #2 with their questions, comments, and asking "What is the file name?" instead of "What is the file name on the C drive?" drive only to find three years of information lost forever when I arrived to work one Monday morning! No wonder they call me the technopeasant of Branford High School.

The news in this category is that 33 states now have laws permitting charter schools, up from 29 last year. Of such states, 22 have strong charter laws, up from 19 in 1998.

I Resources: States remain uneven in whether they distribute money equitably, finance schools adequately, and ensure that the resources reach the classroom.

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NHS and the Law

A federal court recently ordered the National Honor Society to admit two Kentucky high school seniors — one of whom was pregnant and the other of whom had already given birth — who were denied membership in the NHS. A preliminary injunction issued in December allowed the girls to be admitted to the society for the rest of their senior year while they wait for their case to go to trial.

The following excerpt, from the National Honor Society Handbook, 15th Edition, offers some guidance on the issue of pregnancy as it relates to NHS selection criteria.

"Special care would seem to be needed in evaluating character. Pregnancy in particular, whether within or without wedlock, cannot be the basis for automatic rejection under recent judicial interpretations of federal law."

"That is to say, however, that pregnancy cannot be considered as one determinant of character, as character is defined by a particular faculty council. But pregnancy can be so considered only if evidence of paternity is similarly regarded as indicative of character...

"While students not selected for membership in the NHS are not legally entitled to any kind of formal hearing or other kind of due process, common courtesy would suggest that they be graciously received, along with their parents, and that the selection process be re-explained to them.

"This does not mean that the students or their parents have a right to see the evaluation sheets or other papers which may have been used by the faculty council in making their decisions on selection."

Your great-grandson, Dave

---

Growing Pains of an Administrative Technopeasant

By David Maloney, Assistant Principal, Branford HS

The following excerpt, from the National Honor Society Handbook, 15th Edition, offers some guidance on the issue of pregnancy as it relates to NHS selection criteria.

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Quality Counts, cont’d

support for teachers to seek national board certification, up from 13 last year; 13 provide pay supplements to board-certified individuals. States also continued to make progress in adopting standards, assessments, and induction programs for new teachers.

Climate: The news in this category is that 33 states now have laws permitting charter schools, up from 29 last year. Of such states, 22 have strong charter laws, up from 19 in 1998.

Resources: States remain uneven in whether they distribute money equitably, finance schools adequately, and ensure that the resources reach the classroom.

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The Ten Commandments of Making Television News

1. Thou shall not lie to the press.
2. Thou shall not flee the television camera.
3. Thou shall not put thy hand up in front of the television camera, angrily demand the reporter turn off the camera, or otherwise look guilty as sin.
4. Thou shall not wear sunglasses while on camera.
5. Thou shall not guess about an answer.
6. Thou shall not let the reporter put words in your mouth.
7. Thou shall not talk past thy prepared statement.
8. Thou shall not assume anything is off the record.
9. Thou shall not be seen smiling and laughing at sad or troubling moments.
10. Thou shall always remember, they can't report it if you don't say it.
What are the characteristics of an effective middle school?
Teacher Responses:
- A safe, friendly disciplined, comfortable and caring environment
- Student-centered
- Addresses needs of "whole child"
- Staff-community collaboration
- Clear guidelines/expectations for students
- Teachers who understand young adolescents
- Active learning experiences
- Varied learning activities
- Mutually respectful environment
- Parental support and awareness

What are the ingredients of a good lesson?
Student Responses:
- Hands-on learning
- Fun/enjoyment/games
- Interesting and informative lessons
- A good, skillful teacher
- A caring, patient and respectful teacher
- Interaction with other students
- Understandable and well-explained lessons

What are the essential elements of a strong middle school?
Parent Responses:
- Program/curriculum responsive to all aspects of adolescent development/needs
- Good, caring, and dedicated teachers
- Strong and challenging curriculum
- Emphasis on the basics
- Extracurricular clubs and sports
- Emphasis on personal responsibility, independence, and leadership.

What Do Parents Expect From Middle Level Schools?
✓ When my child goes to school, more than anything else I want to know that he/she is safe.
✓ I want to know that when my child is in school he/she knows at least one adult well enough to go to if support is needed.
✓ I want to know that the school is concerned about helping my youngster develop constructive friendships.
✓ I expect that the school will provide my youngster with opportunities to get involved in activities.
✓ When my youngster comes home from school, I want to know that he/she has had enough good experiences to want to return the next day.
✓ I want to know that the school is teaching them what they will need to be prepared for high school.
✓ I want teachers to keep me informed of my child's progress.
✓ When I visit the school, I want to feel welcomed by teachers and administrators.
✓ I'd like to know that the school is making every effort to provide opportunities for parents to be informed about what to expect from youngsters over the years.

(Source: KAMLE Tracks, Fall 1998)

TOP 10 REASONS TO BE A MIDDLE SCHOOL TEACHER
1. Get to see your name printed on various school furniture.
2. Not enough stress in your life.
3. Planning period...daily time out.
4. A bell that tells you when to start a new round.
5. Hormones with feet.
6. Fashion police get to see displays of all the latest fashion trends.
7. It's not a job, it's an adventure.
8. Unusual and interesting confiscated items.
9. Extra chances to supervise dances and learn the latest dance moves.
10. No need to teach those who know it all.

(Source: Especially for You)

Albert Einstein, On Education:
"One should guard against preaching to young people success in the customary form as the main aim in life. The most important motive for work in school and in life is pleasure in work, pleasure in its result, and the knowledge of the value of the result to the community."
PROBLEMS OF YOUNG PEOPLE TODAY

On July 9, 1998, the Children's Defense Fund released the following information about American children.

- One in two preschoolers has a mother in the labor force.
- One in two will live in a single-parent family at some point in childhood.
- One in two never completes a single year of college.
- One in three is born to unmarried parents.
- One in three will be poor at some point in childhood.
- One in three is a year or more behind in school.
- One in four is born poor.
- One in four has a disability.
- One in five lives only with one parent.
- One in five is poor now.
- One in five lives in a family receiving food stamps.
- One in five is born to a mother who received prenatal care in the first three months of pregnancy.
- One in six has a foreign-born mother.
- One in seven has no health insurance.
- One in eight is born to a teenage mother.
- One in eight never graduates from high school.
- One in 11 lives at less than half the poverty level.
- One in 12 has a disability.
- One in 13 is born at low birth weight.
- One in 24 is born to a mother who received late or no prenatal care.
- One in 25 lives with neither parent.
- One in 132 died before the age of 1.
- One in 680 is killed by gunfire before age 20.

(Source: NASSP Bulletin – January 1999)

GUIDE FOR GETTING STARTED

A new guide from the National Research Council provides information and hands-on activities to help parents, teachers, and child care providers prepare young children to read. “Starting Out Right: A Guide to Promoting Children’s Reading Success” presents specific strategies, activities, and resources to use in everyday life with young children to prepare them for reading. It also identifies the key elements that all children need in order to become good readers and the factors that often put children at risk of reading failure. In their January 4 issue, Publishers Weekly said, “Parents will find this a comprehensive resource, and it will be especially useful for teachers planning literacy-enhancing classroom activities.” The guide is available at www.nap.edu/bookstore/enter2.cgi?0309064104.

Teachers Build a Foundation for Literacy

by Dan Perley, Principal
Hanmer School, Wethersfield

Teachers at Hanmer School in Wethersfield have come up with an exciting way to support early literacy development. A team of primary teachers and support staff took a look at the resources available to help individual children and decided to use them differently. The goal was to better support progress for all children structuring a rich, literate environment. The result was called Foundation for Literacy. The project is designed to provide all students with a strong beginning on their journey to become readers, writers, and problem solvers. It assures significant learning progress for all first and second grade students. This is accomplished by strengthening the four cornerstones for learning success defined as Writers Workshop, Readers Workshop, Working with Words, and Mathematics and Literature.

During a daily, forty-five minute period, three staff members (LD Resource Teacher, Literacy Para-professional, and Title I Reading Tutor) join a first or second grade classroom teacher and meet for ten or twelve minutes each with four small groups of students. The groups of students rotate among the four staff members and receive a concentrated “burst of attention” in each of the cornerstone areas. The classroom teacher and staff then consult for fifteen minutes immediately following the session to share insights observed, discuss plans for the next day, and identify students needing special attention.

The Foundation for Literacy project allows a cross section of professionals to gain first hand knowledge of the strengths and needs of all first and second grade students. It further provides an opportunity for teachers to share their perspectives on individual students and the ways in which professional staff can support such students in a collaborative manner. There is a powerful connection with the goals and purpose of the Early Intervention Project.

It was immediately evident from the enthusiasm of the children that the project was special. The project’s inception in 1996-97 coincided with a strong movement toward Writers and Readers Workshop. Children were celebrated for their success and began to see themselves as authors. Classroom teachers visited each other’s classrooms to observe or modeled special invitations for other teachers. What started out as a project to assist children to learn quickly became a professional development tool for the faculty. In the summer of 1998, an Institute for Teaching and Learning grant allowed the staff to share the project with teachers from other Wethersfield schools plus schools from Hartford, Bloomfield, and Glastonbury. These schools are developing their own pilots and will connect throughout the year to share progress.

A strong element of the Foundation for Literacy project is the data collection that drives instruction. Students are given a Take Five timed writing every two weeks, running records are performed on each student periodically during the year, and DRP scores are assessed several times each year. Students at Hanmer School have made outstanding gains prompting the State Department of Education to share the project as an outstanding program at a Literacy Summit in Washington, D.C. The teachers and parents are proud of the program and constantly looking to improve it.
CIAC NEWS

CIAC INSTALLS NEW SATELLITE DISH

The Central Office has just installed a 10’ satellite dish which will receive both K and CU band broadcasts. With the new dish, the CIAC is now equipped to view and participate in all National Federation teleconferences, including all rules interpretations teleconferences. On January 21, ten baseball coaches and two officials traveled to the CIAC office to take part in the NF Baseball Rules Interpreters teleconference. In the future, officials, coaches, athletic personnel, and administrators will regularly be invited to the CIAC office to participate in these and other types of broadcasts. We believe that this new communication system will help make important information more readily available to our members.

Please join us for the....

NCAA HIGH SCHOOL VIDEOCONFERENCE
For High School Administrators and Coaches
Tuesday, February 23, 1999
12-2 p.m.

Presented by:
The National Collegiate Athletic Association & The National Federation of State High School Associations

Topics:
• Initial Eligibility/NCAA Clearinghouse Process
• Students with Disabilities -- Guidelines for Counselors
• High School Involvement in the NCAA Recruiting Process
• Sports Agents

News & Notes.....

• Congratulations to Hamden HS running back Horace Dodd. Dodd was selected as the Gatorade Circle of Champion’s National High School Football Player of the Year for the New England region. The awards, which are based on players’ overall athletic and academic performance throughout their high school careers, were announced in December. The winners were selected from more than 975,000 high school football players nationwide.

• The National Federation has adopted the Amateur Softball Association’s bat standard, which will go into effect January 1, 2000. In accordance with the new regulation, all bats used in sanctioned high school competition must bear the “ASA approved” certification mark. The rule was adopted to help maintain the balance between defense and offense, to minimize the risk of injury, and to preserve the sound traditions of the sport. Until now, the National Federation has not regulated the performance level of the various bats used in competition.

• The NCAA’s role in setting and enforcing freshmen eligibility standards has become increasingly controversial as more and more students have been refused credit for legitimate courses. Students today are more frequently taught in non-traditional ways — through internships and independent studies, for example. However, the NCAA does not allow many of these programs to count toward satisfying its eligibility requirements. Prompted by complaints from students, parents, and high school administrators, the attorneys general in Pennsylvania, Minnesota, Oregon, Wisconsin and Ohio have formed a staff working group to investigate the NCAA’s freshmen eligibility rules and decide what remedies, if any, are available to students who feel they have been wronged.

CIAC Boys Basketball Tournament To Return to U of H

The CIAC Boys Basketball Committee is pleased to announce that the boys basketball tournament semi-finals will return to the University of Hartford beginning this season.

The semi-finals were hosted by the University in 1995, and were a great success. However, the following year, when the CIAC and the university were unable to reach a facilities agreement, the games were moved to other sites.

“We wanted to get back to a ‘Final Four-type’ atmosphere,” said CIAC Tournament Director Bob Cecchini. “We had received good feedback when the semifinals were at Hartford in 1995.”

All final games will be played at CCSU on March 20. Non-CIAC Controlled Sports

A recent survey conducted by the CIAC revealed that 46 member high schools participate in one or more of the following 13 non-CIAC controlled sports:

• Badminton
• Boys/Girls Skiing
• Bowling
• Boys/Girls Skating
• Boys/Girls Crew
• Boys/Girls Fencing
• Girls Golf
• Girls Volleyball
• Girls Ice Hockey
• Rugby
• Sailing

The CIAC is the proud sponsor of the CT Special Olympics Eunice Kennedy Schriver Award which will be presented annually to an athlete who exemplifies the spirit of Special Olympics.

1999 SEMI-FINAL SCHEDULE

Class M —
Monday, March 15, 1999

Class LL —
Tuesday, March 16, 1999

Class S —
Wednesday, March 17, 1999

Class L —
Thursday, March 18, 1999

Bob’s stores

Bob’s stores
The CIAC is pleased to introduce its new “On-Line Eligibility Center.” Over the past several months, the CIAC has been building an on-line eligibility system which will allow member schools to file eligibility forms electronically. The system has just been completed and is now ready for use by member schools.

The purpose of the eligibility center — which has been added to and is accessed through the CIAC website at http://www.casciac.org — is to provide member schools with the opportunity to submit, view, and make changes to their eligibility forms on-line. Beginning with the spring sports season, we will be offering member schools the option of filing eligibility forms via our website or through our traditional paper method. However, beginning with the 1999-2000 school year, member schools will be required to submit their eligibility forms electronically. The CIAC believes that the electronic filing of forms will be faster, easier, and less expensive for both member schools and the Central Office.

Each member school has access to the eligibility center through a unique username and password assigned by the CIAC office. The username and password will be given directly and exclusively to the building principal. At the principal’s discretion, the information may be shared with other members of the staff. However, the principal will ultimately be held accountable for any information submitted under his/her username and, therefore, should take precautions to ensure that unauthorized individuals do not gain access to the system.

Members of the CIAC staff have begun to “make the rounds” of all of the state’s athletic leagues to provide principals and athletic directors with a demonstration of the new system. Principals in attendance at those demonstrations will be issued their username and password in person. Those who are not in attendance at a demonstration will receive their information via certified mail.

The CIAC has created a comprehensive resource guide which provides step-by-step instructions on how to use the CIAC's On-Line Eligibility Center. Those guides will be distributed at all league demonstrations and will be sent to members in a future mailing. Any questions about the new system should be directed to Karen Nastri in the Central Office, (203)250-1111.

Sports Committee Notes.....

**Girls Tennis**

- **Team Championships** —
  - **Divisions:** L — 379 and over
  - M — 261 - 378
  - S — Up to 260

- **Tournament Dates:**
  - Tuesday, June 1 — Qualifying matches
  - Wednesday, June 2 — First round & quarterfinals
  - Thursday, June 3 — Semi-final matches
  - Friday, June 4 — Final matches
  (Sites TBA)

- **Individual Tournament** —
  - **Tournament Dates:**
    - Sat., June 5 - 11:00 a.m.
    - Mon., June 7 - 2:00 p.m.
    - Tues., June 8 - 3:00 p.m.
    - Wed., June 9 - rain date
    (Site - Yale University)

**Softball**

- **Tournament Dates:**
  - Saturday, May 29 — Qualifying Round
  - Tuesday, June 1 — First Round
  - Wednesday, June 2 — Second Round
  - Friday, June 4 — Quarter-finals
  - Saturday, June 5 — Quarter-finals
  - Wednesday, June 9 — Semi-finals
  - Friday, June 11 — Semi-finals
  - Saturday, June 12 — Finals (Falcon Field, Meriden)

Qualifying standard for the softball tournament will remain at 40%.

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**Bad Sportsmanship Begins Early in Life**

In seeking to learn how cheating behavior (for example, late hits, spearing, eye-gouging) starts among athletes, the psychology department at Ithaca College used some of the school's football players as test subjects. Pretest interviews asked them whether they had ever been taught to cheat during their youth sports experience. Forty percent of the athletes reported a specific incident. For the most part, the person who taught them was either a coach or a parent. All of this was occurring at very young ages, long before they hit colleges.

"It’s not enough to be good if you have the ability to be better. It is not enough to be very good if you have the ability to be great.”

— Alberta Lee Cox, Grade 8
Schools Athletes Need a Proper Physical Before Season Starts

Barry Maron of the Minneapolis Heart Institute Foundation and his colleague David Glover of St. Luke's Hospital, Kansas City, recently issued a powerful indictment of the inadequate way in which student athletes prepare for a season of sports.

Here is what they found:

* Eight states have no approved health history and physical examination form for school sports health exams to guide examining physicians. Of the 43 states that do have forms, the questionnaires "frequently omitted" red flags such as: chest pain or breathing problems with exertion, a family history of heart disease, or signs of Marfan's syndrome. Marfan's victims tend to be tall and so are likely to be going out for sports.

* A minority of states required doctors to document the presence of a heart murmur or irregular heart rhythm, physical findings that can sound a warning.

* Eleven states permit practitioners with little or no cardiovascular training, such as chiropractors or naturopaths, to perform the exam.

"Each state is left to its own devices," Dr. Maron says. He thinks the forms should be uniform nationwide, using guidelines offered by the American Heart Association. Unlike the costly national screening program in Italy -- where all school athletes are given EKGs and mini stress tests -- the heart association screening guidelines don't require expensive tests.

The American Heart Association's guidelines for examining youth athletes' hearts call for a physical every two years. It would document obvious trouble signs such as serious heart murmurs, abnormal blood pressure or pulses, or signs of Marfan's syndrome.

The association recommends doctors take a careful history, probing, among other things, any family history of premature sudden death or heart disease and any personal...
Guest Editorial

Falcons are soaring on and off the field too
By Mike DiMauro, Sportswriter, The Day

This deserves an ovation. Not a golf clap, either. More of the standing type. The reason? There are sports, the toy department, which entertain ... and then there’s what really counts.

Thirty-eight members of Fitch Senior High School’s football team made the honor roll in the first marking period. [Eleven of those thirty-eight made high honors.]

Take a bow, fellas. Remember, this is from the school that was treated to some infamous headlines for “fifth-year” seniors and how an oversight from this past off-season nearly cost the Falcons a chance to compete in the playoffs.

That’s not to suggest those stories weren’t without merit. It’s just that by reporting them and overlooking how 38 kids achieved some excellence off the field contributes to a negative reputation for Fitch and the old “dumb jock” logic.

It’s clear that academics have the proper place in coach Mike Emery’s program.

It’s also clear that two of the schools in the region that take the most hits from the newspapers and their readers -- Fitch and New London -- are doing plenty for their student-athletes.

Of course, many of you who follow local sports have already decided that New London was the old jock factory and Fitch is the new one. Chances are, nothing written here will change your minds.

But for the more open-minded, you should be quite impressed that on a 9-0 team headed to the state playoffs in a school sadly identified at times by “fifth-year seniors,” that 38 kids achieved some excellence in the classroom should be enough.

This is exactly the kind of story we need to applaud. Emery should be congratulated -- as should every other coach in every other sport in this region whose players have achieved in the classroom.

Moreover, this mostly, is how Emery’s season should be judged.

But it won’t.

Not a chance. This is Fitch’s second straight trip to the state playoffs. The Falcons will play at home Tuesday in a state semi-final game against Maloney of Meriden. What if someone told Emery that win or lose, it was a good season simply because of these 38 kids? Who among us would really believe that?

Try nobody. Or very few. The thought is idealistic, perfect for some newspaper loudmouth to suggest ... and totally unrealistic. If playing hard and doing your best and making the honor roll is all that counted, why do we keep score?

Emery and the Falcons probably want to win Tuesday worse than they’ve ever wanted to win any other game.

The feelings would be magnified by Saturday if Fitch makes the Class L state championship game.

And there is how Emery’s program will be judged -- did it win the big game? Continued on page 16

CATASTROPHIC INJURIES IN HIGH SCHOOL SPORTS: 1996-97

- Direct -- Resulting directly from participation in the skills of the sports
- Indirect -- Caused by systemic failure as a result of exertion while participating in a sport or by a complication which was secondary to a non-fatal injury

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(Source: 15th Annual Report of the National Center for Catastrophic Sports Injury Research)

Physicals, continued

history of heart murmur, hypertension, fatigue, fainting, chest pain or difficulty breathing. Parents would be asked to confirm details.

If the checkup raises a red flag, the student athlete could then be referred for further evaluation including an EKG, echocardiogram, MRI or other imaging studies, says cardiologist Dr. Liberthson.

You can find the heart association's guidelines for examination at www.americanheart.org.

(Source: Health Journal by Marilyn Chase)
A Farewell from Joe...

“It has been my pleasure to work the past three years as Executive Director of C.A.A.D. I appreciated the opportunity to serve such a great organization and work with the talented professional athletic directors in the state of Connecticut. I’m thankful to the administration and secretaries at the CIAC for their assistance and cooperation. You made me feel welcomed and at home at 30 Realty Drive. With regret, I am resigning this position to spend more time in South Carolina. Best of luck in the New Year.”

Joe DiChiara

GOLD PASS FOR RETIRING ATHLETIC DIRECTORS

by Edward S. Tyburski

Athletic directors expecting to retire this school year are eligible to receive a permanent gold lifetime CAAD membership card at no cost. Retiring teachers, principals, superintendents and other educational administrators who once served as athletic directors are also eligible if they meet certain requirements. Qualifications for lifetime CAAD membership are: (1) must be a member of CAAD upon retirement from education or have served as an athletic director before CAAD was organized in 1978; (2) is planning to completely retire from education including being a part-time AD.

All retired athletic directors who were members of CAAD in past years who do not own a gold card are encouraged to sign up for lifetime membership.

Life members will receive their gold pass at the annual CAAD breakfast meeting to be held Wednesday, May 12, 1999 at 8:30 a.m. at the Holiday Inn in Cromwell, CT. Please contact CAAD before April 15 at (203) 272-7830 for more information.

Erratum: The C.A.A.D. website address printed in the December issue of the BULLETIN was inaccurate. The correct address is: www.caadinc.org
**Highlights, continued**

the initial contribution by the state of Virginia.
- Leadership training courses were once again offered at the national conference. John Shukie, Fred Balsamo, Pam Goodpaster are certified LTC instructors. One, possibly two, courses will be offered by C.A.A.D.
- George Hall distributed information from the Season Limitation Committee of the CIAC. A proposal to extend the length of the fall season by having the fall season begin one week earlier. This change would accommodate scheduling limitations that currently exist.
- After a lengthy discussion of the pros and cons, a motion by Paul Mengold was passed to delay implementation on this proposal to allow for further investigation of this issue as well as ancillary issues.
- Copies of the Constitution were distributed by Chip Dorwin

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**CONNECITCUT ASSOCIATION OF ATHLETIC DIRECTORS**

16th Annual Athletic Directors Conference

**Thursday, March 25, 1999:**
- 8:00 a.m. - 11:00 a.m. CIAC Workshop - Mike Savage
- 12:00 Noon - 1:30 p.m. Luncheon / CAAD General Meeting
  - New Fall Season Limitations
  - Networking Update
  - LTC Courses
- 2:15 p.m. - 3:15 p.m. NCAA Regulations in Review - Bill Shultz, UConn
- 4:00 p.m. - 5:30 p.m. Equity in All Programs - Office of Civil Rights
- 5:30 p.m. - 6:30 p.m. Social Hour
- 6:30 p.m. - 9:00 p.m. Awards Banquet
- 9:00 p.m. - 11:00 p.m. President’s Reception

**Friday, March 26, 1999:**
- 8:00 a.m. - 9:30 a.m. CAAD Annual Breakfast
  - Implementation of New Coaching Regulation
  - Lauren Tafrate, Bureau of Certification
  - “CAAD Statewide Faculty Training”
  - Implementation of the New Coaching Competencies Certification Division, State Department of Education
- 9:45 a.m. - 11:45 a.m. Workshop Session “B”
- 12:00 p.m. - 1:30 p.m. Coca Cola Buffet Luncheon and CAAD Closing Meeting

**PRE-REGISTRATION INFORMATION**

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Payment enclosed is to cover:

**Registration:**
- CAAD Member — $60.00
- Non-Member — $108.00
- Spouse — $40

**Spouse’s Name**

**Total Enclosed:** $

Make checks payable to: CAAD

Return To: Judy Sylvester
- 30 Realty Drive
- Cheshire, CT 06410

No one-day fees • No refunds after March 11, 1999

**HOTEL REGISTRATION**

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**Arrival Date:**

**Departure Date:**

**Credit Card #**

Check one:  
- 2 Double Beds
- 1 King Bed

$65.00 per night

Plus 12% tax

Send this form along with check or credit card # to:

Holiday Inn of Cromwell
- 4 Sebethe Drive
- Cromwell, CT 06416

Attn: Donna Franklin

**1999 C.A.A.D. AWARD RECIPIENTS**

**Distinguished Service Award Recipients**
- “From Inside the Field of Athletic Administration”
  - George Hall, Berlin High School
- “From Outside the Field of Athletic Administration”
  - John “Whitey” Piurek, West Haven

**NCSSA - Athletic Director Award**
- Barbara Startup, Galstonbury HS

**“NIAAA State Award of Merit”**
- Robert Broderick, Simsbury High School
EVENTS

Early Intervention Strategies
A Mini-Workshop for Administrators & Teachers

This session is designed to examine trends in referral to special education and resulting prevalence rates. Facilitators will provide information on the Connecticut Early Intervention Project (EIP), a pre-referral intervention program which has been meeting the needs of at-risk students in Connecticut for nearly 12 years.

FACILITATORS:
Nancy Krafzik, Coordinator of the Early Intervention Project at SERC
Mary Beth Vautour, EIP Consultant, Technical Advisor and Trainer

March 22, 1999 / 4:30 - 6:30 p.m.*
at the CAS Office

.2 CEU credits will be awarded

*Registration & refreshments: 4:00-4:30 p.m.

MANAGING THE PPT PROCESS IN THE SCHOOL:
What Every Educator Should Know About Serving Students With Special Needs

February 11, 1999
4:30-6:30 p.m.
CAS Office

(Registration & Refreshments: 4:00-4:30)
.2 CEU credits will be awarded

PRESENTERS:
Bob Lichtenstein, Education Consultant
State Department of Education

Overview of Bob’s session:
This presentation will review the basic components of the special education model - referral, evaluation, program design. Particular attention will be devoted to eligibility and identification issues, including new guidelines for identifying students with serious emotional disturbance and learning disabilities.

**********

Mark Proffitt, Principal
Lawrence School, Middletown

Overview of Mark’s session:
Participants will learn practices for managing the PPT process in the school so that there is compliance with IDEA.

"Practical Public Relations: The Road to Community Support"

For all K-12 teachers and administrators

Presented by Dr. Robert Spear
Executive Director, NELMS

Public relations can be a powerful tool for educators in developing greater community support for learning. When exploited positively, everyone benefits - teachers, principals, parents, administrators - but most of all students. Public relations does not have to be expensive, time-consuming, or mystical. This workshop will equip you with the tools and techniques to do that.

PART A: Building Relationships Which Change Attitudes That Bring About Desired Behaviors

PART B: Developing a Personalized Plan of Action For Your School

Dates & Sites:

March 2nd
Old Saybrook MS
March 16th
Woodbury MS
March 18th
Sage Park MS
April 7th
Mansfield MS
April 27th
Strong MS
May 5th
Fairfield Woods

All sessions will run:
Part A: 3 - 4 p.m. / Part B: 4 - 6 p.m.

Supported by a grant from the Institute for Teaching and Learning, SDE

Falcons, continued

I say Emery's already won 38 times.

We all talk a good game about the role academics should have among student-athletes. Sure. Sadly, they get more ink for scoring a touchdown than an "A" on the algebra test. That doesn't appear to be changing soon, at least not until newspapers hire algebra writers to complement the sports writers. But what we can change is our attitude toward recognizing academic excellence.

I can start by writing about it every chance I get.

Coaches can start with being as delighted by the quarterback's B-plus on the history exam as his 200 yards passing and three touchdowns.

Maybe the public address announcer should mention their names before Tuesday's game.

Some of you probably read the 38 names and thought, "that's nice." Clearly, you must do more than that. If you know any of those 38 kids, make sure you tell them to keep up the good work.

And make sure you understand that much of the Fitch's coaches' work has already been done this season.