



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

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CAS ASSISTANT PRINCIPALS OF THE YEAR -2001-

High School



Anne Jarvis
Glastonbury H.S.

Middle School



Dave Pearson
T. Edwards M.S.

See page 7

An Open Letter. . . Yet to Be Sent

Edward Handi, Principal
Green Acres Elementary School, North Haven

“Recently, I had to say goodbye to a veteran teacher who was leaving the profession and moving to Cape Cod to be closer to family members. I jokingly suggested that this would prove to be quite a commute for her since I had no intention of allowing her to leave our school and the wonderful job she was doing with our students. We talked a bit, and she shared with me how much she would miss working with the kids. We also reflected on the choices that we made many years ago when we decided to enter the teaching profession. We certainly did not do it for the money. Even thirty years ago, a beginning salary of \$6,450.00 was barely enough to support a family. I remember telling my wife Jan (who was actually my fiancée at the time) that we would never be rich, but we had a real good chance of being happy because we would be doing something special; working with children.

“While times have changed and teachers and administrators are compensated in a more reasonable fashion, something disturbing has transpired. There are alarming shortages of teachers and administrators throughout our country. The shortages are not in all disciplines or at all levels. They are not necessarily the same in all parts of the country. But one thing appears to be true. We must convince people that educating children is the most noble profession in the world. We must also convey to educators that joining the ranks of school administrators is a worthy pursuit. We must increase our pool of quality educators who will be responsible for the future of this nation. These are the people who will educate this country's most valuable resource, its children.

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NEW CT SCHOOL LAW BOOK NOW AVAILABLE

By Dr. Robert Carroll, Assistant Executive Director

Since 1994, school administrators in Connecticut have used A Practical Guide to Connecticut School Law by Thomas B. Mooney as a guide through the thicket of statutes and court cases that apply to our schools. CAS is pleased to announce that Tom has revised and updated the Guide, and the second edition is now available.

The Guide is divided into seven chapters: (1) Board Operation (including sections on the Freedom of Information Act and liability issues), (2) Religion in the Schools; (3) Teacher Employment and Tenure (including a new section on teacher evaluation); (4) Students (including sections on school accommodations, student discipline and student rights, and a new section on extracurricular activities); (5) Special Education (including the new rules under the Reauthorization Act of 1997), (6) Collective Bargaining; and (7) Obligations of School Boards as Employers (including sections on minimum wage and overtime rules, discrimination issues and constitutional rights).

The Guide reviews all relevant federal and state laws affecting these various areas of school operation and provides invaluable guidance for school administrators in the day-to-day operation of their schools. Written for non-lawyers, the Guide avoids legal jargon and provides practical advice and assistance clearly and concisely.

Tom Mooney, the author of the Guide, is a good friend of CAS. Tom regularly makes in-service presentations for our members, including legal updates and a review of legal issues in teacher evaluation. Tom is a partner in the Hartford law firm of Shipman & Goodwin LLP, where he chairs the Education Practice Group, and Tom has worked with school districts throughout the state since 1976. Tom is also Adjunct Professor of Law at the University of Connecticut School of Law where he teaches Law and Public Education.

In addition, Tom was recently appointed Professor in Residence at the Neag School of Education at the University of Connecticut, where he will be teaching Collective Bargaining and School Law. For the last twenty years, Tom has written about the misadventures of the Nutmeg Board of Education for the CABB Journal, and this year CABB conferred upon Tom its Friend of Public Education Award for his work with and on behalf of school districts throughout Connecticut.

The Guide can be purchased through CAS or CABB (www.cabe.org) at a member price of \$29.95 plus postage.



Attorney Tom Mooney
Shipman & Goodwin, LLP

connecticut news & notes

■ Congratulations to Dr. David Clune, superintendent of schools in Wilton, who was named CT's 2001 Superintendent of the Year. One of a handful of superintendents who assumed office in or prior to 1986 and is still in the same district, Dave has been serving as Wilton's superintendent since 1982. Dave currently serves as the vice president of the CT Association of Public School Superintendents and is a past president of the national headmasters association.

■ **DSAPs.** There has been a continued increase in the number of requests for Durational Shortage Area Permits (DSAPs). Areas that are experiencing the greatest shortage of certified teachers are Spanish, school-library media, technology, special education and math. Below are statistics on the number of DSAPs awarded by the State Department of Education in the past four years:

1997: 38	1999: 198
1998: 88	2000(as of Sept.): 183

■ In September 2000, The Connecticut Academy for Education in Mathematics, Science, and Technology released *Prepared for a Changing World: Expectations for the Effective Implementation of Educational Technology*. This educational technology evaluation tool was developed to help school leaders, the state legislature, and citizens' groups to evaluate how effectively the use of technology improves student and school performance. The publication can be viewed at www.ctacad.org/technology/technology.pdf.

■ The Connecticut Digital Library, authorized by Public Act 00-187 (Section 35), will provide Connecticut citizens with free access over the World Wide Web to a wide selection of information databases and other electronic resources to support the educational, cultural, legal, personal and economic interests of Connecticut citizens. It will provide up-to-date and reliable information through full-text journal and newspaper databases, a consumer-oriented health database, a business database, and ReQuest, the statewide library catalogue of Connecticut. Two million dollars was appropriated in FY 2000-2001 to purchase and deliver these databases. Other information databases, providing more comprehensive treatment of specific subjects, will be added over time. The CDL, which will be administered by the Connecticut State Library in conjunction with the State Department of Higher Education, is a component of the CT Education Network — stay tuned for further developments!

■ In November, the state sent out thousands of postcards to high school juniors and seniors to announce its new website, a one-stop shopping site designed to give CT colleges and universities a higher profile. At www.ctmentor.org, students can fill out applications, apply for scholarships, compare campuses and even see how they measure up to entrance requirements at any of the state's major public or private colleges. From Naugatuck Valley Community College to Yale University, the website is full of statistics and other information commonly sought by college-bound students. Students can identify the factors they consider important in their selection and then get a list of colleges that most closely meet those criteria. Students can also fill out and submit the standard Free Application for Federal Student Aid. Higher education officials see the service as a marketing tool to draw attention to local campuses and keep more students in the state.

Where Are they Now?

The Central Office has been negligent in keeping tabs on its past presidents. If anyone has information regarding the whereabouts/status of any of the following individuals, would you kindly drop us a note telling us what you know. Please direct correspondence to Judy Sylvester (203.250.1111/ ext. 3070 or jsylvester@casciac.org)

- ★ Donald W. Fowler, Stratford H.S.
- ★ Arthur W. Kairott, Glastonbury H.S.
- ★ Allen L. Dresser, Rockville H.S.
- ★ Glenn Moon, Stamford High School
- ★ Robert P. Long, Berlin High School
- ★ Norman E. Hunt, Saxe Junior High, New Canaan

Literacy Lapse

The impact of literacy in the home and of parental involvement in school-related activities is significant. In homes where reading materials are plentiful and children are read to, children are more likely to become successful readers and better students. These children are also more likely to stay in school longer and go on to higher education and higher earning careers. Unfortunately, many parents in Connecticut are not proficient readers and may be unable to pass on the "legacy" of literacy to their children. Over 500,000 Connecticut's adults (20% of adults) lack a high school credential. This figure is close to the entire K-12 population in Connecticut schools. 16% of Connecticut's adults function at Literacy Level 1 -- meaning that over 400,000 people over age 16 cannot read well enough to fill out an application, read a food label, or read a simple story to a child. Another 650,000 adults (25%) function at Literacy Level 2. They lack the higher-level reading and problem-solving skills required to use complex information and technology. Experts believe that adults with skills at Levels 1 and 2 -- more than A MILLION people in Connecticut - - lack a sufficient foundation of basic skills to function successfully in our society.

(Source: CT Statewide Family Literacy Initiative)

SDE Adopts Legislative Agenda

At its November meeting, the State Board of Education adopted legislative proposals (Part I of II) for submission to the 2001 General Assembly. The proposals were placed under two categories: substantive and technical. A synopsis of the substantive proposals follows.

- ◆ Include high school teachers in the requirement that elementary and middle school teachers take at least 15 hours of continuing education in the use of computers in the classroom every five years, but add the proviso that teachers are exempted from this requirement if they demonstrate technology competency in a manner determined by their local or regional board of education based on state technology standards for teachers.
- ◆ Allow interdistrict magnet schools to apply for interdistrict cooperative grants, providing certain conditions are satisfied.
- ◆ Limit exemptions from the CMT and CAPT for limited-English-proficient students to students enrolled for one year or less.
- ◆ Allow retired teachers to be temporarily employed by school districts in shortage areas and earn no more than 90% of the entry-level salary for the assigned subject area, rather than the current 45 percent.
- ◆ Make convictions of risk of injury to children a basis for the automatic revocation of a teaching certificate.
- ◆ Allow the commissioner to enter into grant commitments for portable classrooms, thereby allowing districts to secure such classrooms in a timely manner without having to wait an additional year for a grant commitment from the legislature.
- ◆ Allow school construction projects costing less than \$1 million for the improvement or installation of technology wiring.
- ◆ Add the civics requirement to the social studies requirement for the granting of an adult education diploma.
- ◆ Amend the statutes concerning the school-to-career program.

national news & notes

■ According to a new report by the Institute for Educational Leadership, principals must become leaders for student learning and the school system must provide principals with the power and resources to be successful. Leadership for Student Learning: Reinventing the Principalship identifies the obstacles to effective leadership and the ways for leaders to overcome those obstacles. According to the authors, today's principal must be knowledgeable about instructional content and pedagogy, understand the relationship between the school and community, and have a vision for the school's direction. Meanwhile principals are still expected to oversee staff members, manage conflict and attend events. To overcome these demands, the authors suggest dividing responsibilities and decision-making among staff members or school governance structures. The full report, which also recommends strategies for remedying the shortage of qualified principal candidates, can be accessed by visiting www.iel.org and clicking on the "publications" link.

■ The Northeast and Islands Regional Educational Laboratory at Brown University has recognized teachers' need to hear other educators' stories and to tell their own and has created Voices From the Field, a free, online periodical that publishes essays from teachers who are experiencing change, challenge, and growth during this time of educational reform. Visit www.lab.brown.edu/voices to read teachers' experiences in the classroom, to ask questions, or to offer your own story.

■ Need Teachers? The National Teacher recruitment Clearinghouse, funded by an Education Department grant, serves to inform teachers of job opportunities across the country and to connect school districts with qualified candidates for any job openings. In addition to the online job bank, the clearinghouse includes in-depth information for prospective instructors on becoming teachers and finding jobs. For school districts, there is a section on finding and keeping teachers. Visit the site at www.recruitingteachers.org.

■ According to researchers at Brown University School of Medicine and Hasbro Children's Hospital Pediatrics Sleep Disorder Clinic, children who have televisions in their rooms get less sleep and wake up more often during the night than those who don't. The researchers asked the parents and teachers of 495 children about the kids' television viewing and sleep habits, bedtime routines, and daytime sleepiness. The results:

- 6% of elementary school children had TVs in their bedrooms.
- Children with TVs in their rooms were more sleep-deprived.
- The reluctance of a child to go to sleep and his or her difficulty in sleeping increased as the number of TV viewing hours increased.

(Source: *Illinois Principals Association Newsletter*)

■ According to a White House Office of Drug Control Policy survey of more than 25,000 children, music, family and sports

were the primary deterrents to using drugs. Music was the number one factor, followed by family and football. After that came friendship, dancing, "me," basketball, computers, soccer, and biking. The responses were collected as part of a 4-month youth marketing campaign for children ages 9 to 17 that was funded by Congress. Many children used phrases such as "my whole outlook," and "confidence," "self-esteem," "my life," "my dreams," and "self-respect" for wanting to stay drug-free. One encouraging trend gleaned from the campaign is that young people who are at an age where it might seem trendy to buck authority seem to be listening to their elders more than anyone thought.

■ The ASPIRE and ILIAD projects, funded by the U.S. Department of Education involve professional organizations working together to provide information and technical assistance to implement the Individuals with Disabilities Education Act (IDEA). The projects have a website at www.ideapractices.org which is devoted to providing the latest news, legal updates, promising practices, and other information regarding IDEA. The website distributes a free monthly e-mail newsletter, IDEAnews, which provides:

- IDEA-related news-briefs;
- information regarding upcoming conferences and events;
- new product and resource announcements;
- what's new on the IDEA Practices Web Site.

To sign up for this newsletter, visit: www.ideapractices.org/forms/maillist.asp.

10 Trends Affecting Education in the 21st Century

1. For the first time in history, the old will outnumber the young.
2. The country will become a nation of minorities.
3. Social and intellectual capital will become the primary economic values in society.
4. Education will shift from averages to individuals.
5. The Millennial Generation will insist on solutions to accumulated problems and injustices.
6. Continuous improvement & collaboration will replace quick fixes & defense of the status quo.
7. Technology will increase the speed of communication & the pace of advancement or decline.
8. Knowledge creation and breakthrough thinking will stir a new era of enlightenment.
9. Scientific discoveries and societal realities will force difficult ethical choices.
10. Competition will increase as industries and professions intensify their efforts to attract and keep talented people.

(Source: *Ten Trends, ERS*)

Recently, the Manhattan Institute developed the Education Freedom Index to rank states based on five types of educational options. Those options are (1) the availability of charter school options; (2) the availability of government-assisted private school options (i.e., vouchers); (3) the ease with which one can home-school one's child; (4) the ease with which one can choose a different public school district by relocating; and (5) the ease with which one can send a child to a different public school district without changing residence. States with the highest availability of options scored highest on the Index. For example, Arizona, which is ranked as the most free state, received high marks for its large number of charter schools, its relatively light regulation of home schooling, a private school tax credit, and its unrestricted inter-district school choice program. Here's how the states ranked. . .

Most Free States

1. Arizona
2. Minnesota
3. Wisconsin
4. New Jersey
5. Oregon
6. Texas
7. Delaware
8. Colorado
9. Maine
10. Connecticut

Least Free States

1. Hawaii
2. West Virginia
3. Nevada
4. Kentucky
5. Maryland
6. Rhode Island
7. Virginia
8. South Carolina
9. Alaska
10. Georgia

For more information, go to http://www.manhattan-institute.org/html/cr_14.htm.

... more national news & notes

■ Scores of senior citizens are signing up to participate in a program that gives them a break on their property taxes in exchange for working in their Colorado school district. As of last week, 112 property owners age 60 or older had signed up for the "tax work-off" program in the Poudre School District in Fort Collins, about 60 miles north of Denver. "We hadn't projected this kind of interest," said Todd Gamble, the director of personnel for the 24,000-student district. "We will make some budget adjustments to make sure we can accommodate everyone who's interested." Participants in the program, which began Jan. 1, will earn a \$6 credit for every hour they work in local schools or administrative offices, up to a maximum of \$480, Mr. Gamble said. The district will then write checks for the amounts they earned to the county assessor's office to offset their property-tax bills. The program was offered in the late 1980s but was discontinued in 1991 for lack of participation, Mr. Gamble said. It was resurrected this year when district officials, receiving feedback from the community, became concerned that so many older residents needed help easing their tax burdens, he said.

PR Quiz for Principals

According to "Principals in the Public: Engaging Community Support," the following are the ten most important questions that principals should be prepared to answer about their schools.

1. What is the classroom-to-student ratio?
2. Does the school have a well-stocked library/media center?
3. How does the reading program balance whole language and phonics?
4. How are computers used for instruction?
5. What is the school's disciplinary policy?
6. What is the teaching philosophy?
7. Do professional specialists support the school program?
8. How is student progress reported?
9. How often are textbooks and classroom materials updated?
10. Can parents meet with teachers other than during normal school hours?

(Source: ERS Bulletin, November 2000)

A Touch of Educational Humor...

You have reached the automated answering service of XYZ School. In order to assist you in connecting to the right staff member, please listen to all options before making a selection:

- ☞ To lie about why your child was absent--Press 1
- ☞ To make excuses for why your child did not do his work--Press 2
- ☞ To complain about what we do--Press 3
- ☞ To cuss out staff members--Press 4
- ☞ To ask why you didn't get needed information that was already enclosed in your newsletter and several bulletins mailed to you--Press 5
- ☞ If you want us to raise your child--Press 6
- ☞ If you want to reach out and touch, slap or hit someone--Press 7
- ☞ To request another teacher for the third time this year--Press 8
- ☞ To complain about bus transportation--Press 9
- ☞ To complain about school lunches--Press 0
- ☞ If you realize this is the real world and your child must be accountable/responsible for his/her own behavior, classwork, homework, and that it's not the teachers fault for your child(ren)'s lack of effort-----Hang up and have a nice day!

Global Intelligence: America's 8th graders scored at average levels on the latest round of international science and math tests. Here is a look at the top and bottom countries in math and science compared to the U.S. in 1995 and 1999.

Science

Top three nations	1999 Average	1995 average
Singapore	568	580
Hungary	552	537
Japan	550	554
United States	515	513
Bottom three nations		
Romania	472	471
Cyprus	460	452
Iran	448	463

Math

Top three nations	1999 Average	1995 average
Singapore	604	609
England	596	598
Korea, Republic of	587	581
United States	502	492
Bottom three nations		
Cyprus	476	468
Romania	472	474
Iran	422	418

Source: Third International Math and Science Study

Information Overload

- Every two or three years, the knowledge base doubles.
- Every day, 7,000 scientific and technical articles are published.
- Every two weeks, satellites orbiting the globe send enough data to fill 19 million volumes in the Library of Congress.
- High school graduates have been exposed to more information than their grandparents were in a lifetime.
- Only 15 percent of jobs will require a college education, but nearly all jobs will require the equivalent knowledge of a college education.
- There will be as much change in the next three decades as there was in the last three centuries.

(Source: Leadership and Technology, NSBA, April 2000.)

Education Stats:

- In the next decade it is predicted that 6,000 new high schools, with principals, will be needed to accommodate growing enrollments. (Career Opportunities News, 1997)
- In the next decade, the greatest growth in student enrollment will be in grades 9-12, an increase of 1.5 million public high school students. (ERS, 1998)
- A study found that public education has 13.5 staff members per supervisor or administrator contrasted to 6.5 staff per supervisor in manufacturing. (Public Agenda, 1999)
- Between 1960-1995, student enrollment has increased 25% while the number of school building leaders has decreased by 13%. (ERS, 1998)
- The U.S. is the 4th worst nation for teachers' salaries. (Public Agenda, 1999)
- It is expected that 2.5 million new teachers will be needed over the next decade to accommodate the increasing student enrollment. (Public Agenda, 1999)
- 80% of Americans favor providing funds to reduce class size in the early grades. (Public Agenda, 1999)

legal news & notes

■ Last spring, the U.S. Court of Appeals for the 8th Circuit held that a two-year statute of limitations applies to claims filed under the Individuals with Disabilities Education Act (IDEA). The judge reasoned, "When a federal law contains no statute of limitations, courts may borrow from the most closely analogous state statute of limitations unless doing so would frustrate the policy embodied in the federal law. The case, *Strawn v. Missouri State Board of Education*, involved a dispute that began in the Missouri State Schools for the Severely Handicapped in 1985. The family of Lauren Strawn, a severely disabled student confined to a wheelchair, filed suit against seeking a year compensatory damages for each year they believed their daughter was denied a free and appropriate public education. However, the Strawn's were unable to successfully sue the state when both the district court and the court of appeals held that their claim was untimely.

■ In a ruling that is significant for its support of school board governance, the Connecticut Supreme Court upheld the New Haven board's firing of an assistant principal who did not stop an alleged strip search in her school. In addition to other charges, the plaintiff asserted that her right of due process was violated when the school board heard complaints about her from parents at the same time the board was conducting a panel hearing to consider her continued employment. Though in other circumstances, the court noted, such ex parte discussions may be considered prejudicial, a board of education has a special relationship with, and responsibility to, the community and therefore such concurrent discussions were acceptable. (Source: Policy Pulse, Summer 2000)

Committee Issues Recommendations on Remediating Administrative Shortages

At the December 6th meeting of the State Board of Education, Dr. Harry Hartley, President Emeritus of the University of Connecticut and chair of the Committee on the Future of School Leadership in Connecticut, presented the committee's recommendations for expanding and improving the pool of administrative candidates in Connecticut. The committee produced a "blue ribbon" report containing ten recommendations on how to reverse the steady decline in the number of individuals interested in pursuing a career in educational administration. The committee's recommendations were divided into two categories: (1) job design and compensation; and (2) recruitment, training and retention. The report includes such recommendations as: creating alternative routes to administrator certification; reducing from 5 to 4 the number of years of teaching experience required for administrative certification; and reworking the retirement system so as to allow for the hiring of retired administrators without financial penalty and to provide pension portability for out-of-state administrators. The recommendation on compensation was somewhat vague and simply called for "an independent analysis of the issues of responsibility and compensation. . ."

In his introductory remarks, Dr. Hartley stated, "I'm not an alarmist, but I am a bit alarmed. . . In my nearly 40 years in education I have never sensed a crisis to the degree that I do now." "It's going to take some money," Dr Hartley warned.

State board members agreed that one of the most critical recommendations was that of "role clarity." The report calls for "each



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Leadership Traits

In the *Jossey-Reader on Educational Leadership*, John Gardner writes that leaders distinguish themselves from more conventional managers in the following ways:

1. Leaders think long-term - beyond the day's crises, beyond the quarterly report, beyond the horizon.
2. In thinking about the unit they are heading, they grasp its relationship to larger realities — the larger organization of which they are a part, conditions external to the organization, and global trends.
3. They reach and influence constituents beyond their jurisdictions, beyond boundaries. Thomas Jefferson, for example, influenced people all over Europe. Gandhi influenced people all over the world.
4. They place heavy emphasis on the intangibles of vision, values, and motivation and understand intuitively the nonrational and unconscious elements in leader-constituent interaction.
5. They have the political skill to cope with the conflicting requirements of multiple constituencies.
6. They think in terms of renewal. The routine manager tends to accept organizational structure and process as it exists. The leader or leader-manager seeks the revisions of process and structure required by ever-changing reality.

(Source: *Educational Research Service Bulletin*)

Study Shows Validity of National Board Certification

Teachers certified by the National Board for Professional Teaching Standards are better teachers on a variety of measures than those who tried to meet the standards but fell short, a recent study concludes. The study, which examined 13 aspects of teaching practice, provides the first research evidence that the day-to-day performance of nationally certified teachers is superior to that of colleagues without the credential, board officials said. The study compared the work of 31 teachers who were awarded national certification between 1993 and 1999 with that of 34 educators who had attempted but failed to achieve it. Examined were 13 areas of teaching expertise, including teachers' effects on student academic achievement. Board-certified teachers scored higher in 11 of the 13 areas, which included the ability to think critically about their students and convey knowledge to them, solve problems and improvise, and articulate high standards and teach lessons that reflect them. All of the 65 teachers in the study were assessed by researchers who had no knowledge of their certification status. The report was underwritten by the U.S. Department of Education's office of educational research and improvement and by the national board.

In the 1999-2000 year, 4,694 teachers achieved national certification, bringing the current total of NBTs to 9,498. Many states and local districts have dedicated funds for full or partial payment of the \$2,300 application fee. Some districts have negotiated other incentives for teachers to seek NBC. States with the highest number of NBTs for the 1999-2000 included North Carolina (1,115), Florida (699), California (440), Mississippi (389), and South Carolina (331).

Currently, Connecticut ranks 27th in the nation with 34 National Certified Teachers (less than 1% of the nationwide total). As of August 31, 2000 there were 4 CT teachers applying to be included in the NBC process this year. Connecticut would be lower in ranking if it weren't for certain districts' (Newtown, Tolland, Waterford) collective bargaining contracts which provide incentives for NBC candidates.

THE CONNECTICUT PROJECT OF THE TERREL H. BELL SCHOOL REFORM NETWORK

Robert F. Carroll, Ed.D., Assistant Executive Director

On November 30, 2000, I attended a superintendent's breakfast meeting sponsored by the Terrel H. Bell School Reform Network, a private, non-profit corporation. Its mission is to assist districts and schools in carrying comprehensive reform through public engagement. In 1997, the organization piloted one-day introductory workshops in CT. In 1998-99 the Network conducted a series of ten all-day design workshops for ten Title I school teams. Typically, each representative team had a principal, four teachers, two parents, two community/business volunteers and a board member. These school/community teams worked together to:

1. review nationally-recognized, research-based school reform models and best practices;
2. assess their school performance against high-performance school models;
3. examine new academic standards;
4. identify proven, third-party state and national providers of technical assistance;
5. design a blueprint to guide three-year school reform activities that will strengthen the school as a learning organization and significantly raise the performance of all students.

At a statewide banquet, United States Senator Dodd praised the work of Bell Network's Consortium I schools.

In the 1999-2000 school year, six schools representing four districts became a part of Bell Network schools. The Network is currently recruiting for a Consortium III. If interested, please call 703- 356-5009. Below are some frequently asked questions and answers provided by the Bell Network officials.

1. How are you defining "comprehensive school reform"?

By comprehensive, we mean the cluster of major activities common to high-performing public elementary schools that produce outstanding student performance, in contrast with fragmented education programs that result in lower student achievement. The Bell Network research team has identified eight essential components of successful school reform that lead to increased student performance: challenging academic standards in reading, math and writing; school wide character education programs; site-based professional development of teachers; parent and community engagement; instructional technology support; integrated school support services;

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Shortages, *continued from previous page*

local board of education to articulate its unique role — as well as that of each administrator, and the relationships among them." The committee suggests that "school boards should be making policy: adopting a budget, hiring the superintendent, establishing goals and monitoring success" and that "the school principal should be given authority, flexibility and support in leading his or her school."

CAS Executive Director Mike Savage and CAS President Tony Molinaro represented CAS on this select committee. The full report of the committee can be viewed at www.state.ct.us/sde/der/publications/schoolleadership/index.htm.

Open Letter, *continued from page 1*

"Not too long ago, one of our nationally syndicated advice columnists had included in her weekly offerings a letter describing the modern day teacher. You may have seen it. It listed each of the very difficult tasks that teachers and administrators face daily. The list is daunting, and, at first glance, would make one wonder how anyone could ever surmount the obstacles that are placed before us. Everything in that letter was true. Teachers and administrators face tremendous challenges. These challenges seem to have grown over the years, and it is easy to understand why the words "Why am I doing this?" have been uttered in many schools and on many occasions.

"I would argue, however, that there is a different letter waiting to be sent. It is a letter that asks us to revisit our past and remember why we entered the field of education in the first place. It is a letter that looks at our daunting tasks in a different way. It asks us to stop and reflect upon all that is good with our profession. It invites those of us in the profession to celebrate our successes. It challenges those contemplating entrance into the profession to come forward with zeal and excitement and an understanding that they will make a difference. I humbly offer my version of this letter:

Dear Friends:

You want me to enter the field of education. You want me to become a teacher. You want me to be a principal. You say that I will have a chance to impact our future. You tell me that each day I will be a hero in the eyes of the children who enter my building. You tell me that a single compassionate word may change a child for the rest of his or her life. You explain that I will be excited when I see the wideness of a child's eyes when he or she finally says, "I got it." You tell me that working with the parents of my students may help them become stronger parents. You tell me that the special drawing I receive from one of my students will mean more to me than a hundred trophies or plaques. It will be hung near my desk. It will make him or her proud, and it will make me feel special. You tell me that I will laugh each day as I watch the antics of my little ones. You explain that I will have the power to open so many doors of knowledge for so many children. As I grow in my profession, you tell me that I will have the opportunity to share my passion with other teachers who knock on my door. You also tell me that I will be a life-long learner, and that I will never have all the answers. You tell me that I will come home every night and share the stories of the day. Sometimes I will laugh. Sometimes I will cry. You tell me that once I enter this field my life will never be the same. It will be filled with a collection of memories that will be with me always. You warn me that at times it will be difficult. You tell me that I might second-guess myself. But then you tell me that there is no better way of spending my life. You remind me that the future depends on me. You remind me that each child is special and important. You show me how I can make a difference. Finally, you tell me that I will never be rich, but I will receive treasures that I could never buy. When I ask, "Would you have done it differently?", you tell me, "No!" You have taught me well.

Sincerely,
A Future Educator

Feel free to share this letter with a future teacher or principal. Add to it by reflecting upon your experiences. Take the time to talk to our future teachers and principals. Tell them what makes your job special. Answer their questions and provide them guidance. It is our responsibility to make sure our future is in good hands."

Ed Handi is Zone 1 Director of the National Association of Elementary School Principals. He represents the six New England states, Delaware, Labrador, New Brunswick, Newfoundland, Nova Scotia, Prince Edward Island, and Quebec. Ed is a member of the CAS Board of Directors.

CAS NAMES 2001 ASSISTANT PRINCIPALS OF THE YEAR



ANNE JARVIS, GLASTONBURY HIGH SCHOOL

Anne Jarvis, Assistant Principal at Glastonbury High School, was named the 2001 Connecticut High School Assistant Principal of the Year. In her twenty-five years in public education, Anne has made measurable contributions toward the improvement of public education at the local, state, and regional levels.

A seven-year assistant principal at Glastonbury, Anne has been a leader in strengthening relationships with youth agencies in the Glastonbury community, in utilizing technology to facilitate teaching and learning, and in building programs to ensure that students feel "connected" to the school. Anne is a driven and enthusiastic administrator, an indefatigable worker who focuses her energies on building a school climate that is conducive to learning, enrichment, improvement and progress.

"You will not find a better, more successful assistant principal in our state . . . During these past seven years, I have come to expect that Anne will find a way to solve any problem. While consistency is important, she is always ready to think "out of the box," coming up with creative solutions to resolve a school problem or to help a student right himself or herself."

Betsy Dingley, a Glastonbury resident and support staff member at Glastonbury H.S., describes Anne as a deliberate and talented administrator. "With a quiet voice and a very consistent manner, she brings stability to a stressful situation. She acts without bravado or puffery, without a lot of noise. She goes about her work with a sense of seriousness, but not without a sense of humor," says Dingley.

A caring and committed administrator, Anne places tremendous importance on the social and emotional welfare of her students. She works tirelessly to ensure that no student "falls through the cracks." In her words, she is, on any given day, a "teacher, conscience, parent, disciplinarian, counselor, social worker, psychologist, or nurse." Says Mrs. Dingley, "Anne sees her role as an a person who assists others in finding a fair path and a positive direction." When handling discipline matters, Anne looks to find a solution that is constructive and curative, rather than punitive. She has an inherent belief in each student's capacity to change and to improve. In all of her students, even the most challenging ones, she sees "that spark of goodness that many people don't see," says Dr. Bookman.

A dedicated member of CAS-CIAC, Anne is currently the chair of the Assistant Principals' Committee, one of the association's largest and most active committees, a consultant to the CAS Board of Directors, and a member of the board of directors of the Connecticut Association of High School Principals and the Girls Gymnastics Committee.



DAVID PEARSON, TIMOTHY EDWARDS M.S.

David Pearson, associate principal at Timothy Edwards Middle School in South Windsor, has been named CAS Middle School Assistant Principal of the Year. Dave has served as associate principal at Timothy Edwards since 1995.

An active and progressive administrator, Dave has helped to develop the school's master schedule, to integrate technology into the curriculum, to revise the report card process, to implement a new student database, and to create unique school/community partnerships. Janice Tirinzonie, principal of Timothy Edwards, describes Dave as a "self-starter," someone who is "constantly seeking ways to improve our school." "His leadership skills and outgoing personality have been an asset to our school and have contributed to a positive school climate," says Tirinzonie.

A steady listener, Dave is respected among staff, students, and parents alike. He displays a positive attitude which inspires all those with whom he works. Says Nina Hansen, a teacher at Timothy Edwards, "Dave nurtures a supportive and collegial atmosphere. Humor, character, understanding and fairness are characteristics that make him an excellent leader. . . Dave not only understands what steps are necessary to ensure a successful learning environment, he has the fortitude to see to it that those steps are achieved."

A visionary leader who is able to take on new and challenging roles, Dave was the chief supervisor of the school's recent 25-million-dollar school renovation project. Hansen praised Dave's efforts in overseeing this project. "[Dave] has been instrumental in leading our middle school through some very challenging and difficult years of renovation and re-focus," says Hansen. "Dave's inventive and forward thinking has ensured that our facilities are absolutely premier. On any given day you can see students gathering in large common areas, utilizing one of our 7 computer labs, and conducting experiments in state of the art science labs throughout the building. Dave had the ability to see beyond classroom walls and was able to envision learning centers that were not stereotypical. As a result, students and teachers enjoy a flexible educational environment that is conducive to learning and creativity."

Dave was a leader in bringing a School Outreach Specialist to Timothy Edwards. The SOS is a Youth and Family Services employee, housed in the middle school, who provides counseling support and programmatic services to the school. Another unique program that Dave helped to initiate is the Alternative Community Experience (ACE) Program. Through the ACE Program, suspended students are allowed to reduce their amount of suspension time by engaging in a

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Karen Parizeau will be Missed

In December, the middle level lost one of its best and brightest principals. Karen Parizeau, Principal of Tolland Middle School, died as a result of a tragic automobile accident. She leaves behind a husband, two children and a leadership void in middle level education.

Karen was well known and respected, not only in Tolland, but in the state and New England as well. She served as a loyal and creative member of the CAS Middle Level Professional Studies Committee, was a writer and contributor to the middle level journal, "Impact," and a member of the Board of Directors of the New England League of Middle Schools.

To those who worked in her school, Karen was a true leader; one who shared responsibility and decision-making yet was uncompromising when it came to always doing what was best for students. Each student was treated as someone special and, at some point in the year, was the focus of her attention. In a few short years, Karen Parizeau transformed Tolland Middle School from a good middle school to one of the very best; incorporating elements of block scheduling, looping and several other "cutting edge" middle school strategies.

To those who worked with Karen at CAS, she was known as one who had good ideas, a willingness to shoulder more than her share of the work load and a strong family commitment. It was the norm for Karen to leave a meeting and skip dinner with the committee to go home and cook for her son or daughter who would be home from college for the evening.

To the hundreds of family, friends, students and colleagues who attended her memorial service, a lasting impression was made by her husband, son and daughter who, with style and grace, led us all in a celebration of her life and challenged us by their example to be just a little better because she touched our lives. While Karen Parizeau will surely be missed, those who were fortunate enough to know her, are truly blessed.

Those wishing to make a contribution in her memory may send a check to the U-Conn Foundation, Storrs, CT. Contributions in her name will benefit prospective middle level educators.

Pearson, continued from previous page community service project. They are also permitted to serve out the balance of their suspension in-school rather than out-of-school. The program, now in its third year, has succeeded in providing opportunities for suspended students who would otherwise be hanging out in often vacant homes to engage in worthwhile activities and to return to school earlier.

During his tenure at Timothy Edwards, Dave has kept his school on the "cutting edge" of technological reform. He has helped to establish a school weather station—a TV studio that allows daily student news broadcasts—has fully automated the library media center, and has made sure that all teachers have access to a networked administrative system.

"'Tis the Season for Giving"

by Earle G. Bidwell

During the holiday season, beginning with Thanksgiving, and going through Christmas, Kwansa, Hanukkah, Ramadan and New Years, there is an outpouring of good will, a sensitivity to those less fortunate and many contributions to charities. Radio, television and the print media are full of appeals for "Toys for Tots," coats, hats and gloves for the needy, food items for soup kitchens and shelters, and holiday gifts for those who would not otherwise receive any. Americans have always risen to the occasion and responded with generosity. The pantries of the shelters were stocked to overflowing, many children received gifts under the Christmas trees and many churches and other civic and religious organizations had funds to carry on their good work.

In reading through some of the scores of middle school newsletters that come to the CAS office, one is struck by the fact that undeniably, middle school students are in the forefront in outreach, giving and service to the community during the holiday season. It is not surprising as it is during these early adolescent years that young people begin to look beyond themselves and to examine their relationships with each other and with their environment. It is during these years that they form values that follow them through life and seek to find their respective places in the world.

So what is the problem? The problem is that the poor and needy of the world are not just hungry one month out of the year. Money for medicine, heat and clothing are not seasonal phenomena and many people require help, support and companionship throughout the year.

In many middle schools, this is seen as an opportunity rather than a problem. Many wise teachers, counselors and advisors capitalize on the natural goodness of children, the willingness to be of service and the giving spirit of youth. Several middle school programs such as "Character Counts," "Quest," and others, feature community service and the bylaws of many student government organizations have a service component.

What a great time of year to capitalize on these programs. It is traditionally a very good instructional time, a time when students are settling into their leadership roles and a break from the activities that traditionally occupy the beginning and end of the school year and the midyear holidays. It is also a time when student leaders are emerging and are searching for ways to "make a difference."

We at CAS applaud the efforts of schools with strong community service components and challenge educators and students to be in the forefront of raising awareness of those in need, and in providing necessary help and support. Remember, hunger, loneliness and poverty are not seasonal, they are year round.

Holiday Ideas to Promote Family and Reading and Writing. . . Here are some ideas that will help slow the pace and enjoy moments that may become precious memories and will help to develop reading and writing skills too:

❖ Begin a family journal. Each afternoon, have a time when each member of the family shares something they are grateful for. You might begin with a book or journal in which every family member makes an entry.

❖ Throughout the holidays, be conscious of the memories you are making with your children. Share family traditions, stories and music.

❖ Explore the various ways people around the world celebrate. Help children to understand that your traditions are not the only traditions. Family traditions may be made richer by discovering how they are specific to the family and yet part of the traditions of the family of humankind.

(CNHMS/PTO News, Capt. Nathan Hale, Coventry, CT)

"Promoting Positive School Climate"

The Annual Middle Level Student Leadership Conference

March 13, 2001

Quinnipiac University
Breakout sessions
will include:

Making a Difference
Handling Bullying and Teasing
Heroes Among Us
Save the date and watch for
registration materials this
month.

elementary school news

■ The U.S. Treasury has announced the **Tenth Annual U.S. Savings Bond Poster Contest** for students in grades 4 through 6. The contest is designed to educate children on the need to save and to introduce them to U.S. Savings Bonds. The posters should show how savings bonds can help owners, children and adults, make their money grow. The campaign's theme, "Reach for the Stars -- Buy U.S. Savings Bonds," should be on the poster. A \$1,000 savings bond will be given to the creator of the first place winning poster in each state, the District of Columbia, and Puerto Rico. Second place winners receive a \$500 savings bond and third place a \$200 bond. Three national winners will be named from among the 52 first place winners. The 1st, 2nd, and 3rd place national winners will receive, respectively, \$5,000, \$2,000, and \$1,000 savings bonds at a national ceremony in Washington, D.C. All entries must be postmarked by February 9, 2001. For additional information and contest rules, visit www.publicdebt.treas.gov/mar/marbro01.htm or call Peter Hollenbach at (202)691-3502.

Bell, continued from page 6

student assessment and adult accountability; and school-site governance by the principal and management council. These eight components frame the curriculum for the 10-day series of design workshops and resulting school reform blueprints.

2. How has the Bell Network's School Reform Project been received in CT?

Letters from 22 participating superintendents and 25 principals, co-sponsorship by two regional technical assistance centers, CREC and LEARN, and recognition by U.S. Senator Christopher Dodd and Connecticut Commissioner of Education Theodore Sergi, all testify to the high quality of this unusually effective program.

3. Why is the Bell School Reform Network's Project called a "public engagement" model? Participating schools send 12-member teams composed of their principal and teacher, parent, board member and community representatives. They work together, using a professional facilitator, for over 100 hours in designing their own School Reform blueprint.

5. What are the advantages to a local school of participating in these school reform workshops? Each school receives at least six advantages or outcomes: 1) a blueprint for comprehensive school reform that has been accepted by the full school faculty and staff, superintendent and board; 2) a public commitment by teachers and parents to help all students achieve "proficiency levels" within three years; 3) a model process that will qualify their school for help by outside state and nationally-recognized technical assistance providers coordinated by the Bell Network; 4) continuing research, information and association of other superintendents and principals who are partners in the Bell Network's Consortium; 5) periodic reform audits by Bell Network officials to assure that future reform activities reflect guidelines outlined in their school reform blueprint; and 6) additional state and federal grant opportunities made available to schools participating in the Bell Network's statewide school reform consortium.

6. How is the Bell Network's comprehensive school reform project financed?

The project is financed from two sources. First, federal or district funds pay for direct expenses of the 12-member school team, such as workshop books, materials, meals, facilities, substitute teachers, parent stipends, and facilitators (\$10,000 per school). Second, private foundation and corporate contributions offset costs of research, recruiting, coalition-building, workshop books, materials, guest speakers, workshop leaders, technical assistance, project management and assessment (\$10,000 per school).

For further information on this exciting new project contact Dr. Robert Carroll at the CAS office (203) 250-1111.

ERRATUM: On page 11 of the December 2000 issue of the Bulletin, Jane Riggio from Chester Elementary School was incorrectly identified as Christine Parisi. Jane did a presentation on the CRISS Program (Creating Independent Student Study Strategies) at the fall conference on October 19th.

The Learning First Alliance, a coalition of 12 national education organizations, has released criteria for preparing teachers to offer the type of reading instruction proven to improve student achievement. *Every Child Reading: A Professional Development Guide* is a succinct report that clearly explains what teachers need to know and be able to do to teach and improve students' reading skills. In 1998, the Learning First Alliance issued *Every Child Reading: An Action Plan* in which principals, teachers, superintendents, PTAs, school boards, teachers colleges, and state education commissioners reached an unprecedented agreement on basic principles of reading instruction. The *Professional Development Guide* is the critical follow-up to the *Action Plan*. The guide, which provides eight components of effective, research-based reading instruction in the primary grades, can be viewed at www.learningfirst.org/readingguide-all.html or www.learningfirst.org/readingguide.pdf.

A new state program established by the CT Internet Crimes Against Children Task Force trains police officers to educate fifth grade students about appropriate use of the Internet. Called *Play It Safe Online*, the program aims to teach fifth graders how to protect themselves from the dangers that lurk while they surf the World Wide Web. In announcing the program, Lt. Governor M. Jodi Rell remarked, "Play It Safe Online will keep our officers and educators one step ahead of cyber criminals and a giant step closer to protecting our children. Donated by Microsoft, *Play it Safe Online* incorporates police and victim advocate instruction into a computer software program that uses cartoon characters to garner students' interest. The hour-long program teaches children not to divulge personal information in chat rooms or in e-mail. Beacon Falls, Prospect, Newtown, North Haven, Glastonbury, West Hartford, Milford, Meriden, South Windsor and Derby were selected as the first police forces to receive training for the program.

Everyday 10 million children go online to do homework and conduct research.

(Source: Waterbury Republican)

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ciac news

■ Congratulations to Brett Walton from Bridge Academy (Bridgeport) and Erin Sheehan from Wilton High School, this year's Wendy's High School Heisman Winners. Selected from a pool of 12,000 nominees nationwide, Brett and Erin were two of 102 state winners who received the award. The Wendy's High School Heisman Program annually recognizes one female and one male student from each state for their excellence in academics, athletics, and community service. A panel of judges composed of former Heisman Trophy winners, educators, business professionals, and community leaders were to select 12 national finalists — six males and six females — last month. In addition to local recognition, the students' respective schools were also winners this year. A recent change in NCAA bylaws allowed Wendy's to award money to students' high schools. For the first time ever, each of the 102 state winners' schools was awarded \$500. The 12 national finalists' schools were to receive \$1,000.

■ The Bristol Board of Education is considering a proposal which would require its volunteer sports coaches to meet state certification requirements in order to work in the school system. The proposal was brought forth by John Novakowski, Supervisor of Athletics, in an effort to limit the district's legal liability and to ensure a high quality coaching staff. Currently, volunteer coaches are given a physical examination and asked to sign an affidavit attesting that they do not have a criminal record, but they are not required to receive training in cardio-pulmonary resuscitation or first aid. The proposal will be voted on early this year. If the proposal is adopted, current volunteer coaches would be given a period of time in which to complete the certification requirements while new volunteers would be required to have them before being hired.

■ GIRLS TENNIS ANNOUNCEMENTS

- Important dates:
 - April 2, 2001 -- Season schedule due to CIAC.
 - April 2, 2001 -- Request for change of division form due.
 - May 18, 2001 -- Team entry form due
 - May 24, 2001 -- Deadline for telephoning in scores of matches played after submitting team entry
 - May 24, 2001 -- Individual entry forms due at CIAC office.
 - May 25, 2001 -- Team pairings and rankings completed and available at CIAC office -- 3:30 to 4:00 p.m.
- Tournament dates:
 - May 29, 2001 -- Team qualifying matches
 - May 29, 2001 -- Team first round matches
 - May 30, 2001 -- Team quarter-final matches
 - May 31, 2001 -- Team semi-final matches
 - June 1, 2001 -- Team final matches
 - June 2, 2001 -- Individual tournament begins
- Tournament Director:
 - Chuck Cohen - Ridgefield High School
 Assistant Directors:
 - S Division -- Joanne Sugros - Tolland High School
 - M Division -- Juanita Hall - Ridgefield H.S.
 - L Division -- Steve Ludlow - Newington H.S.
 Individual Tournament Director:
 - Victor Sesto - Trumbull H.S.
- The committee will meet on Friday, May 25 at 8:00 a.m. for tournament pairings.
- Individual tournament pairings will be held on Tuesday, May 29 at 8:00 a.m.

What's happening in other states? . . .

In Montana, a Human Rights Bureau Hearings Examiner ruled that the Montana High School Association discriminated against girls because two athletic seasons for females (basketball and volleyball) were out of the traditional alignment while all seasons for males sports followed the traditional schedule. The Montana association was ordered to switch the scheduling of the girls' basketball and volleyball seasons by the 2002-2003 school year. By membership mandate, schools voted as to whether they wanted to appeal the ruling or accept it as presented. Schools voted 109-66 to accept the bureau's ruling. A plan of implementation, which would place the girls basketball in the winter and volleyball in the fall, must be presented to the bureau by February 1st.

Sliding Injuries: *Softball vs. Baseball*

Softball players are injured more frequently than baseball players, according to a study of seven college softball and three college baseball teams. The study was conducted at the University of Kentucky and reported in the American journal of Sports Medicine.

Among other findings:

- In baseball, the injury rate was higher for feet-first slides than for head-first or diveback slides.
- In softball, players were injured more often in head-first slides than in feet-first or divebacks.
- Most of the injuries incurred during sliding were considered minor, with only 11% resulting in missed practices or games for a period of more than seven days. (Source: Georgia Tech Sports Medicine and Performance Newsletter)

Proposed NCAA Amateurism Deregulation

Status Report: At its October 25-26 meeting, the NCAA Division I Management Council approved, without endorsement, proposed legislation that would deregulate NCAA amateur rules. The proposed changes will be sent to the NCAA membership for comment, and they will be the topic of a forum discussion at the NCAA's annual convention this month. Although the Division I Management Council gave initial approval to the package of amateurism proposals, the group did not endorse the package, but approved it solely for the purpose of initiating comment among member schools. Alternative proposals will be accepted and considered when the council gives final consideration to the package at its April 2001 meeting.

A Touch of Athletic Humor. . .

The coach almost hemorrhaged when his star-player produced his mid-term report card showing one D and six F's.

"Coach," the boy said unhappily, "what can I do to improve my grades?"

The coach pondered this one for a while.

"Son," he said at last, "it looks to me as though you're putting in too much time on one subject."

... more ciac news

NATIONAL FEDERATION SPONSORS LEADERSHIP CONFERENCE

The National Federation of State High School Associations and the CIAC proudly present the first annual National Student Leadership Conference - **2001 Leading Together**, for those high school students who have demonstrated leadership qualities in state athletic and fine arts activity programs.

This three-day conference (July 13-15, 2001) will bring together 800 student delegates from throughout the country at the downtown Marriott Hotel in Indianapolis, Indiana, and will focus on developing leaders in athletics and activities by teaching good citizenship. The conference will focus on the citizenship curriculum "Citizenship through Sports and Fine Arts" established by the Federation and will include large and small group instruction, a city-wide community service project, popular speakers, and recreational activities. Citizenship components include respect, positive values, perspective, sportsmanship, teamwork, healthy lifestyles, community service, and self-evaluation. The components will be presented in small group sessions lead by outstanding adult and college counselors chosen for their participation in athletics and activities in their schools and universities. These counselors will be with the delegates all weekend as friends and mentors, involved in every activity of the conference.

The students who attend the Leading Together Conference will return to their individual schools and begin to exhibit leadership and citizenship qualities within their schools and communities. Each participant will be asked to make periodic reports to the federation and the CIAC regarding the activities they are leading in their school and community. Reports of these activities may be published in future National Federation and CAS bulletins.

The NFHS will also invite 200 adult delegates who will act as advisors and coaches as they oversee the students delegated from their respective states. These adults will also take an active part in the instruction and curriculum of the conference.

Nine (9) students plus three adult supervisors will be selected from CT. (Three students and one supervisor from one school in each of the three designated school divisions.) The cost of registration and room accommodations will be borne by the CIAC. Each student/adult or sponsoring school will need to provide transportation to and from Indianapolis. The conference is open to any high school student, preferably those going into the 11th or 12th grade.

Application packets were sent to principals last month. For additional information, contact Tony Mosa at 203.250.1111/ext. 3016 or tmosa@casciac.org.

EDITORIAL: More Important Than Winning

Parents of South Windsor High School students should be writing thank-you notes to school administrators. The tough stance that the officials took when 11 members of the boys' ice hockey team violated the school's alcohol-abuse policies provides an uncompromising lesson about the consequences of irresponsible behavior.

The athletes were suspended from the 19-member team for its first four games, which resulted in South Windsor having to forfeit those contests because the high school could not field a full varsity team. It's a painful lesson that will not be soon forgotten. Students learned that those who exhibit poor judgment and illegal behavior will be held accountable. And their recklessness will affect teammates and fans.

Far too many scholastic coaches try to dodge or minimize such punishments, especially if they result in the benching of a star player or the forfeiting of an important game.

When coaches decline to punish bad behavior, students are taught that winning is more important than acting responsibly. They learn that there are occasions when the rules apply when only convenient or when a big shot is not involved.

College and professional sports sometimes reinforce this double standard, with star athletes suffering minor consequences, if any, for offensive and illegal behavior that would be grounds for dismissal at most businesses. Young players and fans learn that if you are important enough, you can get away with almost anything.

The hockey players who didn't violate South Windsor's non-alcohol policy now know how it feels to be the victim of someone else's negligence. The suspended athletes carry the blame -- as they should -- for putting the Bobcats at a distinct disadvantage before the team even gets to play its first game this season.

South Windsor officials acted responsibly in holding the offending athletes accountable. That no-nonsense attitude should be embraced by every high school. Parents should demand it.

Reprinted from the Hartford Courant

Administrators/coaches can guard against negligence

Contemporary athletic administrators work in an increasingly litigious society and are faced with legal challenges with increasing regularity. With that premise in mind, it is important to develop comprehensive risk-management and liability prevention strategies. Listed below are some common negligences which should be avoided.

- ✓ failure to supervise an activity
- ✓ negligently entrusting a duty
- ✓ failing to teach proper skills
- ✓ failure to teach protective skills
- ✓ failing to provide and maintain a safe coaching and playing environment
- ✓ failing to inspect, repair and/or recondition equipment properly
- ✓ failing to teach athletes to inspect their own equipment
- ✓ failing to provide effective equipment
- ✓ failing to properly play an activity
- ✓ failing to create and set policies and procedures for an activity
- ✓ failing to follow and enforce such policies and procedures
- ✓ failing to adopt safety standards of "umbrella" administrative organization
- ✓ failing to match or equate athletes
- ✓ failing to properly administer first-aid
- ✓ failing to warn of inherent dangers of the activity
- ✓ failing to assess an injury or incapacity in an athlete
- ✓ failing to keep adequate and accurate records (Source: *The Interscholastic*)

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Attention Deficit Disorder in Athletes

The diagnosis and treatment of attention deficit hyper-activity disorder (ADHD) present two special problems for athletes. The first problem is that "copious anecdotal evidence" suggests that the condition "significantly limits fulfillment of the athlete's potential," according to a report recently completed for the United States Fencing Association (with implications for athletes in all sports). The second is that two of the most commonly prescribed drugs to treat ADHD have a high potential for abuse, are essentially ergogenic substances, and are banned by the USOC and the NCAA.

A study of 870 athletes revealed that 7.3

percent had been diagnosed with ADHD.

Twenty-five percent of those reported taking medication during participation in sports.

The athlete is left with a dilemma. Refrain from taking medication and risk diminished performance. Take medications such as Ritalin and Dexedrine and risk violating substance abuse rules established by sports governing bodies.

What to Do

What can the athlete with ADHD do about the situation? John Heil, D.A., a Roanoke, Virginia, sports psychologist who chaired the committee that produced the report, offers these sugges-

tions:

- Inform the coach and other significant persons about ADHD and your treatment program.
- Take medicines strictly as prescribed.
- Educate yourself about medications that might be banned by your sports governing body.
- Inform your physician that you are an athlete so that he or she can provide the appropriate medical information to sports officials.
- Consult with a sports psychologist to develop a mental skills program that can be combined with medications and used for training and competition. (*Source: Georgia Tech Sports Medicine & Performance Newsletter*)

Sportsmanship in Action

(Reprinted from the NFHS News, December 2000)

"As the Principal of Upton High School, I want to take this opportunity to applaud the character and dignity that Hulett wrestling coach Steve Colling and his 189-pound wrestler, John Carrier, displayed at the Upton Wrestling Jamboree on January 8, 2000. I feel that the reverence, compassion and empathy that were demonstrated by these two people for another individual in the activity realm should be brought to the attention of the Wyoming High School Activities Association and the Northeast Conference for the outstanding sportsmanship that was displayed. It was moving to say the least.

"Hulett's John Carrier was matched up against Upton's Richard Garner, and even though Carrier eventually pinned Garner in the second period, the circumstances that lent themselves to this match were enough to make anyone who follows Wyoming high school activities proud.

"You see, Richard Garner (Richie) is a senior student at Upton, and even though he tries very hard, he struggles because he is mentally handicapped. He wrestles because it has provided him with a sense of belonging. To give you an idea of the challenges Richard has faced here at Upton, our wrestling team teaches him some of the most basic needs. For example, they have taught Richie where to stand to start the match as well as other very basic needs in order to take part in competition. In fact, their overwhelming encouragement has allowed Richie to muster the self-esteem to get out on the mat in wrestling tournaments and try to compete. What makes this situation so exceptional was to see a gifted 189-pound wrestler from Hulett (John Carrier) walk into a match and allow Richie Garner to score a number of points and wrestle with him for almost two periods when John could have easily pinned him within seconds of the match.

"One of the golden moments in this match was when Richie's coaches were instructing him to get up in order to score a reversal. John literally picked Richie up to his feet and released him. The humanity of that moment will stay with me as an educator for some time to come. To see a student exemplify a level of sportsmanship that most of us only hope to witness or be a part of is what high school activities are all about."

Robert Lewandowski, Upton High School Principal

Do you know of an incident of good sportsmanship?

Please drop us a note. We would like to celebrate the good things that are happening on CT's playing fields. Send to kborger@casciac.org.

Unified Sports®: On the Move!

By Ann Malafronte, Unified Sports® Director

Another fantastic fall season has come and gone. Thirty-seven schools participated, sending a total of 425 athletes to our special events! Half of these youngsters would not be participating in sports if the Unified Sports® Program did not give them the opportunity to learn, share and enjoy some fun with their peers.

We welcome the new schools that joined us this season- West Hill Elementary of Rocky Hill, Toffolon Elementary of Plainville, Northwest Regional High of Winsted and East Hartford High School. The State Department of Education grant is encouraging new schools to begin programs at no cost to school. Ten additional schools are planning to join us after the holidays- Huckleberry Elementary of Brookfield, East Hampton Middle School, Sedgwick and King Phillip Middle Schools of West Hartford, Naugatuck High, Glastonbury High, Rockville High, Cheshire High, Farmington High, and Newington High School.

Kudos to the coaches who make these programs happen for the youngsters who appreciate their efforts so very much! Our host sites give us the ability to sponsor our tournaments in excellent facilities. Many thanks to Cheshire Park and Recreation, New Canaan High School, Conard High School, Manchester High School and Haddam-Killingworth High School.

So many of our host schools are taking good advantage of the wonderful learning opportunity for their students to volunteer and assist Special Olympians! It keeps our program going and provides a meaningful exchange for the volunteers. They leave appreciating what they have received a little more and growing in sensitivity for their fellow man.

In the last year eighty-six Connecticut schools and nine hundred and five athletes enjoyed participating in Unified Sports®! What are you waiting for?