

BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference

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

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JANUARY 2002

PRINCIPALS' CENTER UPDATE

By Tom Galvin, Director
Connecticut Principals' Center

Upcoming Events

O "Public Relations and the Media"

Presented by media consultants Diane Alverio and Ann Baldwin. This workshop, part of the Mentor-Mentee Program for New Administrators, will be held in the new CAS Conference Room, February 7, 2002 from 7:30 a.m. through lunch.

O "2001 Summer Retreat Reunion"

Sponsored by the Career Principals' Committee of the Connecticut Principals' Center, this event will reunite the participants of the 2001 summer retreat for a dinner meeting with a book discussion and an after dinner speaker (Dr. George Goens). The session will be held at The Water's Edge, Westbrook, at 5:00 p.m., March 22, 2002.

O "2002 Summer Retreat"

The 2002 Summer Retreat, which will continue with the theme of "reflective leadership," will be at The Heritage in Southbury on July 8, 9 and 10. Dr. Roland Barth, founder of the Harvard Principals' Center, will be the keynote speaker. Dr. George Goens will close the program.

Recent Activities

O NEASC Speaker Cites Need for Egalitarian Reform in Schools

The luncheon speaker at the annual NEASC meeting in Boston on December 7th, Daniel Yankelovich, chair and founder of DYG, Inc. of New York City, cited major societal issues which are affecting elementary/secondary, college and graduate education in the United States. One particular change in K-12 education he explained has occurred without real discussion, no vote and no actual decision making. It has just happened as a result of changes in society. If it had come to a vote, he said he couldn't

continued on page 6

AP COMMITTEE HOSTS DR. KENNETH R. ROY

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

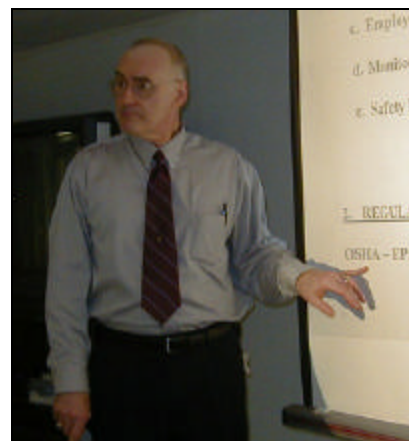
On November 26, 2001, Dr. Kenneth R. Roy, Curriculum Director of Science and Safety for the Glastonbury Public Schools, addressed over thirty assistant principals at CAS on environmental issues that impact employer/employee safety. According to Dr. Roy, the mission of the employer is to establish and maintain a safe working environment for employees and this is accomplished via:

- written safety standards programs,
- safety committees,
- employee training programs,
- monitoring activities ; and
- safety equipment.

He pointed out both the OSHA standards and the requirements for written school and/or district plans dealing with blood borne pathogens, electrical safety, emergency actions, fire prevention, hazard communication, personnel protection equipment, powered platforms for building maintenance, and respiratory protection. Specific safety issues related to thirteen different topics including water, air, noise, chemicals, construction/demolition, and bio hazards were also covered.

In response to a question about what's involved in a fire prevention plan, Dr. Roy pointed out the requirements for ten drills annually (six in the fall and four in the spring), a mechanism for accounting for all staff (as well as students, but this is not an OSHA requirement), training in the use of fire extinguishers, and a signal system. He also stressed that safety is about teamwork and the collective need for advanced planning for incidents (AAA: Aware, Assess, Action).

Information pertaining to requirements is readily available on the OSHA website (www.osha.gov) as are response protocols to most conceivable



Dr. Kenneth Roy

situations. Dr. Roy encouraged those present to review their local plans, prioritize, and "don't expect to accomplish everything this year." He is available to assist schools and districts (email - royk@glastonburyus.org, fax - 860/652/7275, phone - 860/652/7293) and will be a presenter at the upcoming Assistant Principals' Conference (March 19, 2001, at the Holiday Inn in Cromwell).

INSIDE THIS ISSUE . . .

Walt Zalaski, Simsbury H.S.
CAS High School Assistant
Principal of the Year
page 5

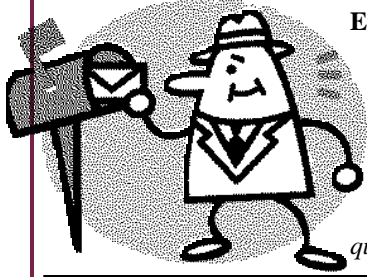
Rochelle Schwartz, Litchfield H.S.
CAS Middle Level Assistant
Principal of the Year
page 7

Laura Russo, Hill Central School
CAS Elementary Assistant
Principal of the Year
page 11

CIAC Fall Tournament Champions
page 15

LEGAL MAILBAG

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



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

Q. Dear Mailbag: The police told me that they believe that one of my students is involved in a credit card scam being perpetrated on the school computer in the library. We have a log of the illegal transactions, and this student has been on the computer at the time of the crimes. When I asked the student if I could speak to him about his use of the computer, however, he told me that his lawyer told him to talk to nobody, and that included me. I want to get to the bottom of this and take appropriate disciplinary action. This recalcitrant student, however, has me stymied. How can I do my job if this petit-gangster won't cooperate? Don't I have to give him a hearing before I can take disciplinary action?

- Eager for the Third Degree

A. Dear Third Degree: You are almost correct. You must offer the student a hearing. If the student does not take advantage of that offer, that is his problem. You can investigate the situation, and if you are able to uncover sufficient information to establish that the student was involved in misconduct, you can take disciplinary action. Also, you can use information you are able to obtain through any pending criminal prosecution, but you remain free to act independently of the criminal justice system. What you can't do, however, is threaten the student with punishment solely because he refuses to talk with you. As with any criminal, this student has the right against self-incrimination under the 5th Amendment to the U. S. Constitution.

Q. Dear Mailbag: One of my teachers is really upset. Right after she learned that she is pregnant, she heard through the grapevine that there is "Fifth Disease" in another classroom in her school. She claims her unborn baby is at risk, and she is demanding that I either reassign her to another school or let her stay home on pay without charge to sick leave. For my part, I've never even heard of Fifth Disease, and this whole thing sounds fishy to me. What is Fifth Disease, and what, if anything, do I have to do about it?

- Willing to Listen

A. Dear Willing: The teacher may have a good point. Fifth Disease is similar to

measles, and it may pose a risk to pregnant women and their unborn children. The appropriate response will depend on the options you have and the practice of the school district. Some accommodation is appropriate, and in some districts it is possible to reassign teachers who may be at risk. Where reassignment is not practical, however, the typical accommodation is to permit the teacher to be absent. Unless a practice of paid leave (other than sick leave) has evolved in your district, however, you should not grant the teacher's request. When reassignment is not possible, the general practice is to permit the teacher to be absent, using sick leave to the extent accrued, because the concern is a health concern. If you grant the time off with pay but without charge to sick leave, however, you could inadvertently create a new past practice that would be binding in any future cases.

Q. Dear Mailbag: The coach of the boy's basketball has a brainstorm I need to run by you. He holds himself out as an expert in school law (I think he took a course), and he told me that he had figured out a way around the Tinker case. He says that he understands that kids have First Amendment rights in school under Tinker (as long as they are not disruptive), but he figures that basketball games are different. Since basketball games are not part of the basic school curriculum, he claims that we can impose whatever rules we want on attendance. He wants to tell students that they must sing the National Anthem at the beginning of basketball games or be kicked out. He thinks that a rousing singing of the Star Spangled Banner will pump up his lackluster team. We can't do that, can we?

- No Expert

A. Dear Expert: The coach should stick to basketball. Once a school district makes an activity available for students, some constitutional rules apply. Even though attendance at basketball games is voluntary, you can't make students waive their constitutional right of free speech to attend. Whether the students sit or stand, sing or not, however, you can and should assure that they do not disrupt the National Anthem for the others.

Subject: Great Column!
Date: Tue, 18 Dec 2001 11:32:50
From: "Dallai.Russell"
To: <legalmailbag@casciac.org>

Dear Mr. Mooney:

As a new administrator, I find your "Legal Mailbag" column in the CAS-CIAC Bulletin to be great. It's entertaining and informative.

One of the first items I requested for my job was an updated copy of your "Connecticut School Law," which my superintendent, Mary Jane Sheehy, kindly provided. I refer to it often and especially like the clarity of your writing and explanations.

Keep up the column and books and know that your work is appreciated.

Sincerely,
Russ Dallai, Assistant Principal
North Haven High School

ct news & notes

O The number of graduate students at the University of Connecticut has decreased twenty-six percent since 1995, despite several new research buildings and bolstered graduate programs. This fall, UConn's graduate enrollment dropped five percent from last year, to 5,200. Some possible explanations for the decline include higher graduate fees, a change in how the university counts students, and expanded graduate-level programs at other Connecticut universities. Despite healthy graduate school gains nationwide between 1989 and 1999, Connecticut was one of only seven states where graduate enrollments declined.

O In its fifth annual ranking of the nation's 38 charter school laws, the Center for Education Reform gave Connecticut a "C" and ranked it 27th out of the 38 states with charter school legislation. A "C" grade means that Connecticut's laws allow for an adequate number of charter schools, but normally pose significant challenges to sustaining a prolific and healthy charter environment.

O The number of Durational Shortage Area Permits (DSAPs) issued and reissued to CT districts has increased significantly over the past five years, from 35 in 1997-98 to 484 in 2000-2001. As of November 21, 2001, 664 DSAPs were issued for the 2001-2002 school year (Source: SDE Fall Hiring Report)



CAS Executive Director Michael Savage (left) and Assistant Executive Director Earle Bidwell (center) gratefully receive over one hundred tickets to the Dec. 21st UCONN men's basketball from Connecticut Lighting Centers' President, David Director (right). The tickets were an early holiday present rewarding worthy children from area middle schools for their exceptional accomplishments. Among the schools receiving the free tickets were Carmen Arace Middle School, Bloomfield; East Hartford Middle School, East Hartford; Smith Middle School, Glastonbury; Fox Middle School, Hartford; Illing Middle School, Manchester; Vernon Middle School, Vernon; Pulaski Middle School, New Britain; Roosevelt Middle School, New Britain; Griswold Middle School, Rocky Hill; Silas Dean Middle School, Wethersfield; Sedgewick Middle School, West Hartford; and King Phillip Middle School, West Hartford.

○ CAS Establishes Memorial Honor Roll

Over the past several years, a number of dedicated, active CAS principals have met untimely deaths. A few that come to mind are Don Berkowitz, Dan Perley, Marjorie Bradley, and Karen Parizeau. While some of these individuals have been memorialized with awards named after them, others have not. After much deliberation over the implications of creating awards for each person (past, present, and future) who passes away while still an active administrator, the CAS Citation Committee determined that individual recognition was neither practical nor advisable. The committee has, however, voted to establish a Memorial Honor Roll which will be displayed in the CAS offices. The "honor roll" will be a plaque with a simple brass plate containing the name and years of service of each individual deserving remembrance. To be considered for recognition on the Memorial Honor Roll, a person must be either:

- a principal or assistant principal of a CAS member school who dies during his/her active career; or
- an individual who is a member of a CAS association, board, or committee at the time of his/her demise.

As it would be nearly impossible to track all individuals who would qualify for the honor roll dating back to the inception of the association, it has been determined that an appropriate effective date would be the date of the CAS-EMSPAC merger – July 1, 2000 – when the association officially became the single unifying body for all Connecticut schools. **If you know of any individuals who should be included on the honor roll, would you kindly forward their names, the names of the school where they worked at the time of their demise, and their years of service (if known) to Karen Packtor at kpacktor@casciac.org.**

... more ct news & notes

○ The number of teen suicides in Connecticut has nearly doubled in the past year.

According to state records, there were 15 teen suicides – all but one by boys under 18 – between October 1, 2000 and September 30, 2001. There were eight suicides during the same period the year before. Eleven of the 14 boys who were reported to have killed themselves were Caucasian while 3 were African-American. The state's child advocate, Jeanne Milstein, reported that while the number of girls who commit suicide is significantly lower, girls are known to attempt suicide more often than boys. Milstein said that a review of available information showed no significant relationship between suicide rate and family make-up, such as one- or two-parent homes, or the economic status of the family. Milstein indicated that she will be looking into the reasons behind the increased suicide rate and will specifically monitor whether or not teen bullying or mental health problems were factors.

(Source: "Number of Teen Suicides Surges," Colin Poitras, *Hartford Courant*, 12/14/01)

○ The state's biggest cities continued to lose population during the 1990s, while small towns continued to grow, a new study by a University of Connecticut geographer shows.

According to the study by Robert Cromley, director of UConn's Center for Geographic Information and Analysis, between 1990 and 2000, Hartford, New Haven and Bridgeport lost 30,000, 15,000 and 13,000 residents, respectively. Furthermore, tens of thousands of people migrated to towns such as East Hampton, Colchester and Tolland, which are located along Route 2 and Interstate 84 and have convenient access to city jobs. West Hartford, Hamden and Fairfield, which all border cities, attracted large numbers of people. Surprisingly, Danbury saw more migration than almost any other CT city or town. Much of the migration, however, was not from within the state, but from Brazil, the Dominican Republic, and Asian nations such as Laos and Cambodia. The study also showed that thousands of suburbanites from Fairfield County sought better lives and cheaper real estate in Southbury. (Source: *Associated Press*, 11/26/01)

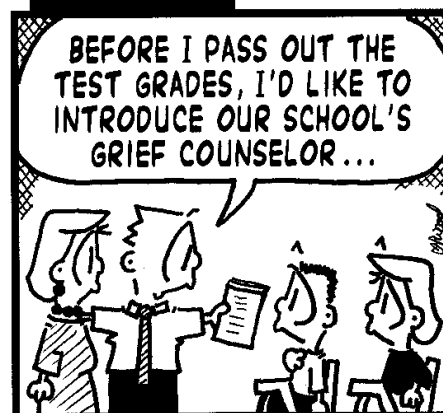
○ Governor John Rowland has issued an executive order to study how children are affected by divorce. He has appointed a panel of judges, lawyers, child psychologists and parents to improve Connecticut's divorce and custody rules and procedures. There are 11,000 divorces annually in CT, affecting

nearly 9,000 CT children each year; 69% of those children are under the age of 10.

○ In an effort to attract talented individuals into the superintendency, the Connecticut Association of Public School Superintendents (CAPSS) is launching an aspirant program for young leaders. The program is designed to offer potential leaders a glimpse of the challenges and opportunities of the superintendency. Current superintendents will be called upon to nominate prospective candidates from their districts.

SCHOOLIES

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national news & notes

○ A recent study from the Centers for Disease Control and Prevention found that violent deaths at school dropped by 43% from 1992-93 to 1998-99. During the same time, the rate of deadly attacks with more than one victim rose steadily. In 1992-93, there were no multiple victim slayings, but by 1998-99 they accounted for 42% of all violent deaths at school. According to the report, more than two-thirds of the slayings were carried out with firearms, usually handguns. Most killings at school happened at the beginning or end of the day or at lunch, when children were more likely to be crowded together and under less supervision.

○ According to a recent survey by the Kaiser Family Foundation, three-quarters of young adults have used the Internet to find health information, specifically on such topics as depression, birth control, and sexually transmitted diseases. The results of the survey of 1,209 people ages 15-24 suggest that the Internet could be a valuable alternative for those who are uncomfortable talking to their parents or doctors about sensitive topics. Officials caution that young adults need to be educated on how to evaluate the information they find and how to identify differences between advertising and medical expertise. Although those surveyed are fairly skeptical about the information they find on the Internet – only 17% trust it "a lot," compared with 85% when the information comes from doctors – they also base decisions on their Internet research. Thirty-nine percent of those surveyed said that they had changed their behavior based on information they had found online and 14% said they had consulted a doctor or other health care provider as a result of their search. See table at right for frequency of specific topics researched. To read the full report visit <http://www.kff.org/content/2001/20011211a/GenerationRx.pdf>.

○ A NetDay survey conducted last year found that more than 80% of teachers believe that computers and access to the Internet improve the quality of education. However, two-thirds agree that the Internet is not well integrated into their classrooms. While teachers cite multiple uses for the Internet, most primarily see its potential as a research tool, but say that it has not changed the way they teach.

- 78% of teachers cited lack of time as the number one reason for not logging on to the Internet;
- 46-50% list lack of equipment, speed of access, or lack of technical support as hindering their use of online resources;
- 32% list lack of leadership from the principal or administrators as reason for not logging on.

The vast majority (73%) of teachers say they do not feel pressure to use the Internet in classroom instruction or the curriculum. Interestingly, of those teachers who reported feeling pressure, only 10% say that the pressure comes from principals. (Source: Dateline NAESP, 2001)

International Comparisons

America's 15-year-olds perform at the international average of their peers in other highly industrialized countries in reading, mathematics and science, according to the latest report issued by the Paris-based Organization for Economic Cooperation and Development (OECD). The study examines the abilities of students from 32 of the most industrialized countries. The test, called the Program for International Student Assessment (PISA), was developed by member nations as a way of measuring educational achievement across national borders. The U.S. was one of 20 nations that achieved "average" scores in reading. Finland, Canada and New Zealand scored significantly higher than the U.S. average, while Greece, Portugal, Luxembourg and Mexico scored significantly lower than the U.S. Eight countries scored significantly higher in math than the U.S., including Japan and South Korea, while five countries scored significantly lower. In science, seven countries scored significantly higher than the U.S. average and four nations scored lower. Japan and South Korea are the top performers in math and science. Finland, Canada and New Zealand were the only countries that achieved above-average performance in all three subjects.

Other findings of the PISA include:

- Female 15-year-olds out-perform male 15-year-olds in reading in every participating country. However, there was no difference in performance between males and females in math or science in the U.S.;
- In the U.S., parents' education is strongly linked to differences in student performance in reading, math and science, as it is in most other OECD countries.
- PISA confirms results from other national and international studies that show there are gaps in performance between racial and ethnic groups in the U.S.

To view "Outcomes of Learning" in its entirety, visit the National Center for Education Statistics' website at <http://nces.ed.gov/pubs2002/2002116.pdf>.

Percent of online youths who have searched on each topic

Diseases	60%
Sexual health	44%
Weight loss/gain	25%
Drugs or alcohol	23%
Depression/mental illness	23%
Violence	23%
Smoking	19%
Eating disorders	15%

The Power of the Internet

To get a market of 50 million people, it took

- ... radio 38 years,
- ... television 13 years, and
- ... the Internet 4 years.

(Source: Reprinted from CAPSS Newsletter, Dec. 2001)

legal news & notes

○ A Superior Court judge has ruled that the city of Waterbury, CT, can restrict what students wear, as long as those restrictions have a direct and positive impact on the learning environment. Waterbury's mandatory dress policy, enacted by the board of education in 1999, was challenged by four students and their parents. Judge Beverly Hodgson rejected the plaintiffs' claims that the dress code violated parents' rights to autonomy and children's rights to privacy, liberty and a free education. "The absolute right of parental autonomy that the plaintiff parents favor is totally unworkable in a multi-cultural community whose members hold a variety of beliefs concerning parenting and education," wrote Hodgson. "If as the plaintiff parents assert, parents are constitutionally entitled to have no restrictions whatever placed on their children while they attend public schools . . . it would be impossible for school districts to prohibit guns in schools, require students to attend a particular number of hours per day, set a school calendar, or require students to study particular core subjects." Judge Hodgson also rejected the claim that restricted dress options were akin to a requirement that students cut their hair, the subject of litigation in the 1960s and 70s. The judge noted that the "hair" cases involved a student's bodily integrity and required a change to a body part that affected a student outside of the schools; dress restrictions had no impact on a student's chosen appearance outside of school hours. Most important to the court's ruling was testimony from teachers, administrators, and school board members about the reasons for enactment of the policy. These witnesses graphically described the taunting, distractions and disruptions from the preoccupation with dress and how the piecemeal banning of particular items proved ineffective. Two different superior court judges have now upheld the policy. Both rulings acknowledged the legitimacy of the state's 1996 statute permitting school boards to enact uniform policies. The standard for evaluating school dress policies in Connecticut now appears to be set: such policies will pass constitutional muster if they are reasonably related to a legitimate educational purpose. (Sources: CAFE Journal, December, 2001, and Waterbury Republican-American, November 20, 2001)

WALT ZALASKI NAMED HIGH SCHOOL A.P. OF YEAR

Congratulations to Walter Zalaski, Assistant Principal at Simsbury High School, who was named the 2002 Connecticut High School Assistant Principal of the Year. A thirty-three year veteran educator, Mr. Zalaski has had a unique and abiding influence on the students of Simsbury High School. Says Simsbury High School Principal Dr. Dennis Carrithers, "Without a doubt, Walt is the heart and soul of Simsbury High School . . . I can think of no one in all my years in education who is more deserving of such an honor."

"It is tremendously humbling and gratifying to be recognized by one's peers," said Zalaski. "I am not in this business for the recognition. But it is nice to know that my efforts are making a difference."

A 1967 graduate of Southern Connecticut State University, Zalaski earned a master's degree from the University of Illinois in 1969 and returned to Southern to complete his sixth year certificate in 1979. He began his professional career as a physical education teacher in New Ipswich, New Hampshire, where he also served as an athletic director and coach before relocating to Connecticut in 1972. In 1980, after eight years as an elementary P.E. teacher in the Simsbury school district, he assumed the role of assistant principal at Simsbury High School.

In his twenty-one years as an assistant principal at Simsbury High School, Mr. Zalaski has been a leader in strengthening relationships with the Simsbury community. He has forged critical alliances with the local police, the fire department, youth sports leagues, businesses and civic organizations. He has coordinated with local and state law enforcement officials to implement a number of security-related initiatives at the high school. Long before the tragedies at Columbine High School, Mr.

Zalaski made directed efforts to improve security at the school, and he continues to work actively to ensure a safe environment for his students. He meets daily with the school's three-member security team to exchange information and develop plans for dealing with potential problems. Mr. Zalaski was the driving force behind the school's Emergency Action Plan, which became the model for the entire school system.

A caring and committed administrator, Mr. Zalaski places tremendous importance on the social and emotional welfare of his students. He works tirelessly to ensure that every student, even the most challenging ones, are treated with compassion and respect. When handling discipline matters, he is thorough and deliberate, always careful to listen to the student's side of the story and to find a resolution that is remedial rather than punitive. "He is genuinely interested in his students' welfare and always tries to come up with a solution to problems in an effort to encourage individual personal growth," says Dave Hoffsis, a parent in the Simsbury community. He has an inherent belief in each student's capacity to change and to improve. "He never loses faith in [a student's] ability to succeed," says Diana Rutherford, Mr. Zalaski's secretary of twenty-one years.

A passionate student advocate, Mr. Zalaski has the unique ability to relate to and communicate effectively with children of all ages. Dr. Carrithers notes, "He takes rightful pride in the number of troubled students who benefit from his influence and who return years later to thank him and let him know how they are doing."

A dedicated member of the Connecticut Interscholastic Athletic Conference (CIAC) since 1981, Mr. Zalaski currently serves on the CIAC Board of Control, the



Walter Zalaski, 2002 High School Assistant Principal of the Year

CIAC Eligibility Committee, the Officials Committee, the Boys Basketball Committee, and the Eligibility Revision Committee.

Mike Savage, executive director of the CAS-CIAC, praises Mr. Zalaski for his many years of service. "He has been involved in a myriad of unsung but essential tasks which make the CIAC run smoothly. He has been an indispensable member of the CIAC Officials Committee, bringing a strong, steady and reasoned voice to many challenging and contentious situations," says Savage. "In his work on the CIAC board, he has shown himself to be a soft-spoken yet decisive leader, one who is able to look at issues from many perspectives and whose first priority is always the safety and welfare of the thousands of student-athletes who participate in high school athletics each year."

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CT-based group produces gun safety video for schools

A Newtown-based firearms trade group has produced a videotape on gun safety which it will make available to Connecticut schools. The video by National Shooting Sports Foundation includes an episode where a boy brings an unloaded handgun into the school cafeteria and shows it to his friends, and another where a child invites friends to his home, takes out his father's "unloaded" gun and asks if they'd like to handle it. The gun safety video offers students watching the skits a choice of possible actions if they are confronted with such situations. The tape then goes on to show how such scenarios might play out. In the case of the boy with the handgun in the cafeteria, his friends decide to report him to the school authorities. The tape has been tapped for inclusion on a new, CT-based website promoting school safety. The School Safety and Schoolnetwork.com Program is being developed by the Henry C. Lee Institute of Forensic Science at the University of New Haven. The foundation plans to make the tape, "It's Your Call: Playing it Safe Around Guns," available to any school that wants a copy.

CANHS CORNER . . .

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

CT Students Receive National Recognition

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

The members of the Connecticut Association of National Honor Societies had something to cheer about at the Annual NHS National Conference in Louisville, Kentucky this November. Two members' projects, Southington and Mercy of Middletown, received national recognition at the conference. Members of each honor society presented their project ideas in a workshop attended by advisors from as far away as Columbia, Cuba, and Washington State.

The Southington project was a joint effort between the Southington High School and J.F. Kennedy and J.A. Depaolo Middle Schools. In an effort to reach out to the community, help those in need, and bring together high school and middle school students, Southington collected toiletry items and arranged them in festive holiday bags. The bags were given to the town's Social Services Department where they were then distributed to those who needed them. Accepting the award for Southington were Kennedy Middle School's NJHS President Aly Gary and SHS member Darren West, both of whom presented the idea to the delegation.

Mercy was recognized for its "I Have a Friend Youth Center," through which it provided materials for tutoring activities, held parties, hosted guest speakers, and sponsored field trips for children 6-13 years old in the Middletown area. The project served as a tutoring center on weekdays, with high school students teaching elementary school students math, reading, and writing. On weekends the center hosted theme parties, discussion groups, arts and crafts activities, dramatic plays and karate.

The two projects will be included in a compilation of Nationally Recognized Service Project Ideas (ten in total) which will be available for all National Honor Society Advisors.

Congratulations to Mercy and Southington!

High School Happenings . . .

The following upcoming events will be sponsored by the Connecticut Association of High School Principals (CAHSP).

Mark Your Calendars!



"A Colloquium Focusing On Public Act No. 01-166 Concerning High School Graduation And CAPT"

Principals, Curriculum Directors, and others charged with specifying and assessing the basic skills necessary for graduation are invited to participate in a share and work session at CAS. Come and roll up your sleeves, listen to what other districts are considering, and share your progress to date. We'll provide a facilitator, coffee and lunch, and the opportunity to work with others in developing your responses to this important legislation.

Jan. 23rd (snow date Jan. 24th) / 8:30 a.m. to 2:30 p.m. / CAS offices

"Let's Talk! A Candid Conversation with Commissioner of Education Dr. Ted Sergi"

This mini-conference (originally scheduled for Dec. 11th) is CAHSP's annual forum providing high school administrators with an opportunity to interact with Commissioner Ted Sergi.

March 12th / 3:00 to 5:00 p.m. / Conard High School, West Hartford

For registration information, contact Mike Buckley at CAS (1-203-250-1111), or mbuckley@casciac.org. A limited number of spaces remain for this event.

Principals' Center, continued from page 1

be sure of the outcome. This is the change from a meritocratic to an egalitarian system of education. Although most of the American public is in favor of and support public schools, two thirds of the public consider that the public schools are in trouble. The system of academic selection based on merit is no longer acceptable. Yankelovich called on the schools to make the necessary changes and reform the schools to create an egalitarian system. He cautioned the schools that, if this does not happen, politicians will react with "disastrous" approaches such as they have done with the imposition of "High Stakes Testing."

O Mooney Helps New Administrators Understand School Law

Attorney Tom Mooney of Shipman and Goodwin and the Neag School of Education at UConn was the featured speaker at the second workshop this year for participants in the CT Principals' Center's Mentor-Mentee Program. Using a variety of scenarios with legal implications for schools, Mooney guided the participants through a process to help them analyze and make decisions about legal issues.

This year, eighty new administrators have been matched with experienced administrators through the mentor-mentee program.



Attorney Thomas Mooney

O Principals' Center's Teacher Evaluation Series Under Way

Seventy-three administrators enrolled in this year's first series of programs on teacher evaluation. There will be a second series beginning this winter. Presenters include Dr. Kathy Butler of St. Joseph College, Attorney Tom Mooney of Shipman and Goodwin and the Neag School of Education at the University of Connecticut and Dr. Ed Iwanicki, educational leadership chair at the Neag School of Education.

middle school news

Darien's Frank Keen

Middle Level Teacher of the Year

By Earle G. Bidwell, Assistant Executive Director

"To shape the lives of ... students so that they will have a greater understanding of what it is to be a citizen of the world," is perhaps the essence of Frank Keen, Connecticut Association of School's Middle Level Teacher of the Year. A social studies teacher at Middlesex Middle School in Darien, Frank Keen literally uses the world as his classroom. Having visited and traveled through eighty-three countries, he enhances his lessons with slides, artifacts, and anecdotes based on trips such as backpacking across central Africa, visits to the Costa Rican rain forest and exploration of the Nile Valley in Egypt. As a result of his personal involvement, his students have sponsored a Malawi, Africa student, corresponded with students in a Darien's sister city of Mercara, India and raised funds for disaster relief for earthquake victims in Turkey.

Not only does Frank Keen bring the world to his classroom, he brings his students to the world. For over twenty years, he has sponsored the Adventure Club. Primarily a weekend club, members participate in such activities as hiking, spelunking, white water rafting, bicycling, skiing and rock climbing.

Peers and teammates at Middlesex Middle School speak highly of Frank Keen's commitment to teaching the "whole" student and not just his subject. In the words of one, "...he takes real ownership of the education offered at Middlesex." He adapts to teaching whatever is needed, whether it be outlining, reading for comprehension or summary writing. He is credited with playing a large role in the rise of test scores at Middlesex Middle School. Furthermore, Frank models life-long learning. He is the recipient of a sabbatical to study in Egypt and a Fulbright scholarship to study in Pakistan.

CAS's Middle Level Teacher of the Year has accepted several leadership roles in his school. He is a team leader, chairman of the advisor/advisee committee, and a member of the school crisis team and a supervisor of student teachers. In addition, he serves on the district k-12 social studies committee, the district technology committee and the principal/assistant principal selection committee. Frank has also been a frequent presenter to community groups such as the Middlesex Parents' Association, the Darien Community Association, the Darien and Greenwich Senior Men's Association, the Darien Library Assoc. and the Darien Audubon Association.

In the words of Assistant Principal Thomas Griffin, Jr., "Mr. Frank Keen is a dynamo of untiring energy, a man dedicated to the education of children of Darien, and of a number of its adult citizens as well."

CAS is proud to add the name of Frank Keen to the list of distinguished educators who have represented the best of middle level education in Connecticut as Middle Level Teacher of the Year.

Rochelle Schwartz

Middle Level Assistant Principal of the Year

Mrs. Rochelle Schwartz, assistant principal at Litchfield High School, has been named 2002 Middle School Assistant Principal of the Year. She has also been selected by CAS to represent Connecticut in the National Assistant Principal of the Year Program. Mrs. Schwartz has served as assistant principal at Litchfield since 1998. Richard Hadden, principal of Litchfield High School, describes her as "conscientious, industrious, earnest, resourceful, extremely capable, and, most importantly, honest." "She possesses all the qualities of an outstanding educational leader," says Hadden.

An active and progressive administrator, Mrs. Schwartz has made measurable contributions toward the improvement of public education at the local, state, and regional levels. In her three years at Litchfield High School, which serves students in grades 7-12, she has helped to improve outreach with the Litchfield community, to develop a successful advisor-advisee program for middle school students, and to computerize the grading and report card process.

Mrs. Schwartz is an active member of the Administrative Council, which meets weekly to discuss the district's overall educational goals and direction. She also sits on the district's Safety Committee and Professional Development Committee. She was chair of the Crisis Plan Committee, which developed a building emergency plan, which has served as a model for other districts.

A steady listener and tireless leader, Mrs. Schwartz is respected among staff, students, and parents alike. She displays a positive attitude which inspires all those with whom she works. She has created an atmosphere of collegiality, one in which the staff feel both supported and appreciated. Says Patricia Vincenti, a school counselor at Litchfield, "Mrs. Schwartz enjoys seeing others grow in their career. She looks for the positive ... and [always] offers leadership opportunities to those around her."

Mrs. Schwartz is known first and foremost as an advocate for young people. Says Hadden, "Rochelle makes all her decisions putting kids first. She is a highly supportive administrator who is uncompromising in her quest for quality educational opportunities for all young people." "She has the courage and strength to do what's right for kids on every difficult occasion," adds Hadden.

Mrs. Schwartz's success as a building administrator is best described by one of her students, Thea Krizmanich. "In the morning, Mrs. Schwartz greets me and countless other students with a smile that makes me forget just how sleepy I am," says Thea. "It isn't unusual to see her five or six times a day, whether surveying the halls, observing us in class, or eating lunch with a troubled or lonely student."

Mrs. Schwartz earned a bachelor's degree from Valparaiso (Indiana) University and a master's degree and sixth-year certificate from Central Connecticut State University. She began her career in education in 1990 as a biology teacher at Daniel Hand High School in Madison. In 1991, she joined the teaching staff at Southington High School where she taught



Mrs. Rochelle Schwartz
2002 Middle Level Assistant Principal of the Year

continued on page 8

... more middle school news



***There is still time to register
for the March
"Terrific Teams" Workshops co-
sponsored by NELMS and CAS***



The series features:

n Helping Each Student Succeed n

- Cori Marino -

n Developing Skills for Team Leaders & Teacher Leaders n

- Bob Spear -

*Contact Janice Grecco or Earle Bidwell at the CAS Office for
registration materials.*

Upcoming Events

Jan. 15 & 29	CAS-NELMS "Terrific Teams" Workshops
Feb. 7	Principals' Center Mentor/Mentee Program
Feb. 28	Principals' Center Evaluation Workshop
Mar. 1-5	NASSP Convention in Atlanta
Mar. 4 & 18	CAS-NELMS "Terrific Teams" Workshops
Mar. 12	Middle Level Student Leadership Conference
Mar. 24-27	NELMS Annual Conference in Providence

Look for registration materials for . . .

The CAS Annual Middle School Student Leadership Conference Quinnipiac University / March 12th

*This popular full-day conference fills up
fast, so choose your student leaders
and register early!*

Schwartz, continued from previous page

biology, chemistry, botany and genetics and also served as chair of the science department. In 1998 she assumed her present position of assistant principal of Litchfield High School.

Despite the myriad demands on Mrs. Schwartz's time, she actively participates in a number of professional activities outside the school community. An active member of CAS since 1998, she currently serves on the Assistant Principals Committee, the Middle Level Fine Arts Committee, the Middle Level Program Committee, and the board of directors of the Connecticut Association of Middle School Principals. CAS Assistant Executive Director Earle Bidwell praises Mrs. Schwartz for her commitment to the association. "I am impressed that her work at CAS does not end when she leaves the building. She is constantly engaged in behind-the-scenes efforts such as promoting the association and securing presenters for workshops," says Bidwell.

High Stakes Testing

By Sue Swain, Executive Director, National Middle School Association

No one argues the importance of accountability in our schools and classrooms. Nor, can one dispute the fact that when tests are appropriately developed and implemented they are important tools that help every school evaluate its progress towards achieving academic excellence for every student. However, today we find ourselves in an age of accountability that too often defines school success almost solely on the results of high-stakes tests alone. That is a mistake. These tests are often misunderstood and misused as benchmarks for high standards and high academic achievement. Such tests do not provide this type of evidence, nor do they assess the progress made on many of the other important areas of school curriculum, instruction, and assessment not included in a particular test's coverage. As we struggle with the number of tests to administer and the appropriate use of test results, we must not lose our focus on how testing can and should be used to support quality teaching and learning. These recommendations help us regain that focus.

The foremost hope of every teacher, counselor, and principal is to help students grow. Assessing the progress of individual youngsters is essential to their growth, and we are pleased that the commission focuses one recommendation on "providing educators with optional classroom assessment procedures that can measure students' progress."

Our challenge is to find a wide range of measurements that will evaluate the progress of students and schools in teaching the variety of knowledge and skills that young people must learn to succeed in society. For example, middle schools must engage every student in a relevant, challenging, and meaningful curriculum AND do so in an environment that fosters respectful and supportive relationships among students, faculty, families, and the community.

One of the keys to achieving this goal is our commitment to the ongoing assessment of our progress by consistently gathering important data through testing and other assessment practices. This data can then guide our school improvement and reform initiatives. To be truly successful at implementing data-driven decision making in our schools, teachers and principals must be engaged in quality professional development. For instance, teachers working together to study student work products in order to determine their students' progress as well as guide their instructional strategy choices grows in value when professional development is provided for teachers to help them become more skilled in this procedure.

We also must not forget parents, our partners in education, when we look at testing as a vehicle for promoting student learning. Testing must be useful to them, for parents have the greatest concern about their child's progress far greater than the state. Not only must tests be useful measurement tools; they must be understandable for parents. All of us have a responsibility to help parents see what tests measure and don't measure, how they should be interpreted, and how they can use tests to promote student learning.

National Middle School Association believes that when developed appropriately, tests can serve as a good accountability tool as well as a vehicle to promote quality learning and teaching. We know that well-developed tests, in partnership with other assessment strategies, provide the data needed to improve our schools and to ensure a quality education for every student. Ongoing professional development and parental understanding of test results and their potential impact are also essential components to this overall commitment to accountability.

As educators and as parents, we readily embrace accountability measures when they are also designed and implemented to improve student learning and classroom instruction. Our hope is that policy makers will join us in this commitment and use these recommendations as a framework to move their work forward.

... more middle school news

Newsletter Notes

"Newsletter notes" are culled from middle school newsletters submitted to CAS from member middle schools. Share your good ideas with other middle schools by simply adding us to your mailing list.

P A New Year's Message

"As we approach the New Year, the events of the past, particularly the events since September 11th, make us look at this New Year through a different lens. The traditional phrase of the season 'Peace on Earth' takes on a whole new meaning. We know that 2002 will present us with many new challenges. Let us plan to face each challenge presented with the idea that through our personal effort we can make a difference. In 2002, let us resolve to practice personal honesty and integrity though both our words and actions and show respect and tolerance for one another. Doing this will make 2002 a good year at JFK and pave the way for accomplishing our common goal of 'peace on earth.'"

Timothy Neville, Principal

John F. Kennedy Middle School, Enfield

P Working to Bully-Proof Our School

In our newsletter this year, we will present information on the problem of bullying and harassment. It is our hope that through our efforts to keep you informed, you can help reduce the incidents of this type of behavior in our school. This month we will focus on bullying statistics. The following findings are from research conducted by Don Olweus, University of Bergen, Norway.

- 15% of school children are involved in bully-victim problems.
- 1 in 10 students report being regularly harassed or attacked by bullies.
- Targets are far more likely to bring a weapon to school to protect themselves.
- 29% of targets brought weapons to school.
- 8% of students reported being bullied at least once a week.

P Rocky Hill Relay for Life

The American Cancer Society's Relay for Life is a celebration - a unique, challenging, and fun way to raise money and awareness of cancer in our community. Relay for Life is a signature event for the American Cancer Society. More than just a fundraiser, this event brings together families and friends of cancer patients to celebrate those who have survived cancer and to remember those who have not.

The concept involves a non-competitive team environment of walkers, runners and joggers who challenge each other to raise the most money. The event is held at the Rocky Hill High School track where teams of people from corporations, local businesses and civic groups join families, students and teachers, and take turns walking, jogging, running or dancing in this 24 hour relay. While the relay is going on, team members camp out, enjoy entertainment, food, games, and friendship to create a community party atmosphere.

Griswold Middle School Newsletter, Rocky Hill

elementary school news

Reading Workshops for Elementary Educators

Dr. Robert F. Carroll, Assistant Executive Director

The Connecticut Association of Elementary School Principals and the Professional Studies Committee of CAS is sponsoring two full-day workshops in conjunction with the National Association of Elementary School Principals (NAESP). These two workshops will be held in the brand new CAS Conference Center on February 11 and 12.

Dr. Elaine K. McEwan is a well-known national presenter and an authority on teaching young people how

to read. She is the author of *The Principal's Guide to Raising Reading Achievement*, which is the subject of her two Connecticut workshops.

Her workshop scheduled for February 11 is geared primarily for principals, assistant principals, and central office personnel. It will be a highly interactive day; participants will explore the critical role of the principal in ensuring that teachers implement the most appropriate instructional approaches for all students. Her researched-based strategies can be used immediately upon return to school, without having to use expensive materials. The day will be filled with practical approaches to helping students master reading.

Elaine's follow-up workshop on February 12 is most suitable for a team consisting of the principal and some key teachers from the school from grades 3-8. Individuals are welcome to attend as well. Again, this very practical workshop offers participants an introduction to the latest research on how to teach students to read and learn using four essential cognitive strategies. Everyone talks about reading comprehension, but very few teachers actually know how to teach students to more effectively understand and remember what they read. This workshop offers a double bonus for busy administrators; while they learn how to develop a cognitive strategies program for their schools, they'll also acquire those cognitive strategies to use in their professional reading and writing.

A full lunch will be served, as will refreshments throughout the day. Please use the form on page 10 to register for these two very worthwhile workshops. The Professional Studies Committee selected these topics based on a survey sent to all elementary schools earlier this year. We anticipate these workshops will fill quickly so you are urged to mail or fax (not both) the registration form today.



Dr. Elaine K. McEwan

SCHOOLIES

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REGISTRATION FORM

Mail to:
NAESP Leadership Academy
1615 Duke Street
Alexandria, VA 22314-3483

Or Fax to:
(703) 518-6281

Registration Deadline - January 28, 2002

<input type="checkbox"/> Raising Reading Achievement - February 11, 2002 <input type="checkbox"/> Brain-Based Reading - February 12, 2002		
Name		
Position		
School Name		
Address		
City	State	ZIP
()	()	
Phone		FAX

Check if Member of ☐ CAS ☐ NAESP

Registration Fees:

Raising Reading Achievement (appropriate for Principals and Other School- or District-Based Administrator)

\$125.00 - Individual

\$100.00 Assistant Principal from Same School (**MUST BE A CAS MEMBER TO RECEIVE THIS DISCOUNT**)

Brain-Based Reading (appropriate for Principals, Other Administrators, Teachers) Special Team Registration

\$125.00 - Individual

\$100.00 - Each additional registration from same school (**MUST BE A CAS MEMBER TO RECEIVE THIS DISCOUNT**)

Two-Workshop Package (Principals and Other Administrators)

\$200.00 Individual

Method of Payment

Registration must include one of the following (or copy if faxed):

Check payable to NAESP (attached)

Official Purchase Order (attached)

I authorize NAESP to charge to my

☐ Visa ☐ MasterCard ☐ AMEX ☐ Discover

Account #	Expiration Date
Cardholder Name (Please Print)	
Signature	

If you are unable to attend a workshop for which you have registered, call or write NAESP 14 calendar days prior to the workshop to request a refund. If you do not attend and do not notify us 14 days prior to the workshop, you will be responsible for the full registration amount.

... more elementary news

CAS Offers Latest Publications to Elementary Principals

Dr. Robert F. Carroll, Assistant Executive Director

The Connecticut Association of Elementary School Principals (CAESP) is now going to provide an additional service to its elementary principals across the state with valuable resources in the form of NAESP publications. CAS is attempting to close the great divide between research and practice by offering you these new and exciting publications.

Now available for purchase are two very popular titles - ***How to Interview, Hire & Retain High-Quality New Teachers*** and ***Leading Learning Communities, Standards for What Principals Should Know and Be Able To Do***. Each of these fast-selling titles sell for \$19.95.

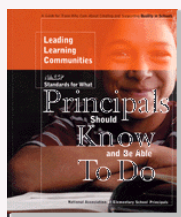
O ***How to Interview, Hire, and Retain High-quality New Teachers*** guides principals through the entire hiring process and offers strategies for finding and keeping high quality teachers.



"How to...is a wonderfully concise and useful tool for attracting, hiring, and retaining the best teachers. I was immediately able to incorporate the checklists and interview questions into my hiring procedures and was especially impressed with the organized plan for finding and hiring new teachers. I highly recommend this publication as a handbook to be used often."

Mary Raley
National Distinguished Principal 2000
Woodstock, Georgia

O ***Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do*** recognizes the ever-expanding responsibilities that school principals have in overseeing everything from student achievement to staff development. It details principals' individual responsibilities in today's educational environment.



continued on page 12

NEW HAVEN'S LAURA RUSSO NAMED ELEMENTARY A.P. OF THE YEAR

Congratulations to Laura Russo, Assistant Principal at Hill Central Elementary School in New Haven, who was named the 2002 Connecticut Elementary Assistant Principal of the Year. In her three-and-a-half years as an assistant principal, Russo has had a tremendous impact on the Hill Central students, staff, and community. Principal Alicia Caraballo describes her as "eager and motivated, possessing a wonderful sense of humor and a high degree of professionalism." "Ms. Russo is an extraordinary instructional leader who exemplifies the best in our profession," says Caraballo.

"I am very honored and privileged that the Hill Central School family nominated me for this prestigious award," said Russo upon learning of her award. "Working with elementary school children has truly enriched every aspect of my life."

Russo earned a bachelor of arts degree from St. Joseph's College in West Hartford, and a master's degree and 6th-year certificate from Southern Connecticut State University. A 17-year educator, Russo has served the New Haven school system and its community for her entire professional career. After graduating from college in 1982, she began teaching kindergarten and special education at New Haven's East Rock School. In 1997, after fourteen years at East Rock, she assumed the role of assistant principal at Hill Central, the position she now holds.

Since joining the Hill Central administration, Russo has been a leader in reducing truancy rates, strengthening relationships with youth agencies in the New Haven community, promoting activities to improve the physical appearance of the school, and developing an accountability system to ensure that no student "slips through the cracks." She was responsible for streamlining the school's record-keeping system to better track student attendance, student assessment, committee reports, and professional development information.

A faithful and passionate leader,



Elementary Asst. Principal of the Year
Laura Russo

Russo has been the driving force behind a number of successful initiatives at Hill Central. She was the founder of the school's innovative Female Mentoring Program, which pairs female staff members with at-risk girls in grades three through five. She developed the "Parent of the Month" program in conjunction with the PTO and the Family Resource Center. She also established the school's Planning for Alternative Strategies (PAS) Procedure, which assists teachers in identifying and providing intervention for at-risk students.

Russo is a dedicated and enthusiastic administrator whose every action is driven by her desire for improved opportunities for her students. Marc Caporale, a detective at the New Haven Police Department who has worked with Ms. Russo on a number of committees, praises her for her "child-oriented focus." "It is always apparent that Laura's vision is centered on the children. She wants to afford all children the best opportunities," says Caporale.

Russo's extraordinary accomplishments as an assistant principal are best described by one of her teachers. Marcia Delucia, a 3rd grade teacher, wrote, "Her boundless energy and enthusiasm are only rivaled by her dedication and sensitivity. Ms. Russo's positive attitude is reflected in the fact that no challenge is too big or too small. . . this is manifested in her vision for our school as she works tirelessly to put "Kids First."

A Case for Athletic Trainers?

- 30% of the 7.5 million participants in high school athletics suffer a time-loss injury. Eighty percent of these injuries are minor in nature (precluding participation 7 days or less). Two percent are major in nature (precluding participation three weeks or more);
- 25% of the 2.2 million injuries suffered require a physician visit;
- 37% of all high school football participants suffer at least one injury;
- 23% of high school girls who play basketball suffer at least one injury;
- 62% of all sports injuries occur in practice;
- An average of 50 high school athletes sustain a fatal or catastrophic injury annually;
- In 1985, 6% of U.S. high schools employed a full-time athletic trainer. In 1993, 9% of high schools had a full-time athletic trainer on their staff, and another 19% had a part-time trainer. The re-injury rate in high schools with certified athletic trainers is 3% compared with 71% in schools without certified athletic trainers;
- The ratio of athletic trainers to professional and college athletes is 1 to 15. The ratio of certified athletic trainers to high school athletes is about 1 to 4,500.

(Source: "Athletic Trainers Important to High School Sports," By Lane Parks, MS, ATC, Director of Sports Medicine, Oklahoma Sports Science and Orthopedics, Reprinted from the *O.S.S.A.A. Gold*, December 2001)

Leading, continued from previous page

Leading Learning Communities: Standards for What Principals Should Know and Be Able To Do is a comprehensive handbook designed to guide elementary and middle level principals in crafting their responsibilities in key instructional areas. These include setting school goals and standards, improving student performance, providing meaningful professional development for faculty and staff, effectively using data and testing tools, and engaging the local community.

Today's principals are still responsible for buses and fire drills, but they are also a key foundation in student performance and school achievement. This book redefines the role of the principal - as both school manager and instructional leader.

**To place an order, please contact
Jennifer Grandpre by
phone fax, Internet or e-mail.
Phone: (203)250-1111, x. 3003
E-mail: jgrandpre@casciac.org**

Fax: (203)250-1345

Mail: 30 Realty Drive, Cheshire, CT 06410

○ The pre-season meeting of the Connecticut High School Girls' Lacrosse Association will be held on Wednesday March 7th at 7:00 PM at Daniel Hand High School in Madison in the faculty dining room. All schools should be represented. This organization is the governing body for high school girls' lacrosse in the state. If you are starting a high school girls' team or are in need of other information regarding high school girls' lacrosse, contact Patty Gesell at Glastonbury High School - 860-682-1470 or gesellp@glastonburyus.org.

○ A new study suggests that a father's involvement in his child's athletic activities has a more positive effect on that child's attitude and behavior than a mother's involvement. Dr. Kathleen Jodl of the Institute for Research on Women and Gender at the University of Michigan-Ann Arbor studied 444 suburban Maryland families with a 7th-grade child. Some of the findings of her study were quite interesting. Fathers who coached, drove kids to practices, or attended games had children who thought they were more talented. When mom was doing the driving or

coaching, it had no such positive effect on the children. Dr. Jodl speculates that children may see their fathers as more credible when it comes to sports and believe that if dad is interested and putting in the time, they must be good athletes. The gender of the child did not seem to affect the results. Girls and boys seemed to be affected equally by a father's involvement. (Source: *Sport Supplement*, Fall 2001)

○ A video entitled, "WE GOT GAMES" is available for loan to member schools from the CIAC office. It is intended to encourage the multi-sport experience for students in interscholastic athletics. It will be useful at pre-season meetings for players, parents and coaches, for physical education classes and with booster clubs and civic organizations.

REMINDER: All forms for winter sports tournaments can be submitted on-line through the "Submit Eligibility" link on the CAS-CIAC website.

Clarification Regarding "Zippered" Shoe in Wrestling

Last November, the National Federation issued a memo stating that, in accordance with Rule 4-1-3, wrestlers were allowed to wear shoes with a zipper, as long as the shoe also had laces that reached above the ankles. The NF warned that a shoe with a zipper only was non-traditional equipment and was not legal.

Since that memo was released the NF has fielded an unusual number of calls specific to the Brute EQT shoe. Jerry Diehl, NF Assistant Director has inspected this particular product and has determined that it meets both the letter and spirit of Rule 4-1-3, page 13 of the NFHS Wrestling Rules Book.

Rule 4-1-3 states: "Wrestlers shall wear light heelless wrestling shoes, reaching above ankles and laced above the ankles. The laces shall be taped down, or secured in an acceptable fashion."

According to a survey by the Institute for International Sport, the following are the most and least sportsmanlike athletes.

Top 5 Sportsmanlike:

1. Michael Jordan
2. Tiger Woods
3. Grant Hill
4. Cal Ripken
5. Ken Griffey, Jr.

Top Five Unsportsmanlike:

1. Dennis Rodman
2. Mike Tyson
3. Bobby Knight
4. John Rocker
5. Shannon Sharpe

(Source: *Referee Magazine*, November 2001)

... more ciac news

CIAC OFFERS CLARIFICATION ON NATIONAL FEDERATION JAVELIN RULE

By Tony Mosa, Assistant Executive Director

The CIAC staff has received a number of calls from members seeking guidance in complying with the specifications of the new National Federation javelin rule. The following information is provided to help members make a determination as to whether or not a javelin is "legal" under the new rule.

- P An IAAF decal will be located on most makes and models of new javelins.
- P The girls' or (600 gm.) will state "conforms to IAAF rule." Rubber tip models may have a "conforms to 2002 high school rule" decal.
- P If the decal is missing, the legality of the javelin can still be determined, even when on the field.
- P Measuring the balance point will determine whether the javelin is legal or not. To determine the balance point, a tape measure and any narrow straight edge may be used. Find the spot on the javelin where the point begins to drop. This position is the balance point and must be located on the grip cord area. Measure from this balance point to the tip of the metal point, or head of the javelin.
- P For the 600 gm. javelins, any measurement longer than 36 3/16 in. is an ILLEGAL javelin. For the 800 gm. javelins, any measurement longer than 41 3/4 in. is an ILLEGAL javelin.

FEDERAL JUDGE RULES AGAINST MICHIGAN ASSOCIATION IN GENDER-EQUITY LAWSUIT

A federal judge has ruled that the Michigan High School Athletic Association discriminates against girls by scheduling their athletic seasons out of sync with their collegiate counterparts.

Michigan is one of only a few states where high school girls play basketball in the fall and volleyball in the winter -- the opposite of the seasons traditionally used by colleges and universities.

Diane Madsen and Jaye Roberts-Eveland, in conjunction with their group, Communities for Equity, sued the MHSAA in 1998, claiming that the association's policies violated the equal-protection clause of the 14th Amendment, Title IX and Michigan civil rights law.

The suit alleged that the current schedule of sports seasons hurts schoolgirl athletes because it hampers college recruiters and limits news coverage. Boys' high school sports in the state are played in the same seasons as their college counterparts.

In a ruling issued last month, U.S. District Judge Richard A. Enslen in Kalamazoo, Mich., decided in favor of the plaintiffs. Enslen, who heard testimony in the case from Sept. 24 to Oct. 4, ordered the Michigan High School Athletic Association to bring its scheduling of girls' sports seasons into compliance by the 2003-04 school year.

Attorneys for the state's governing body for prep sports argued in court that the group's 1,300 member schools, not the association, create the rules and set the sports seasons. They also presented defense witnesses who disputed the claim that the different schedule hampers recruiting or news coverage.

Title IX is a 1972 federal statute that prohibits schools and colleges receiving federal financial aid from discriminating on the basis of gender. The MHSAA does not receive federal funds, but the court had ruled its role in school sports makes it subject to the requirements of Title IX.

(Source: James Prichard, *The Associated Press*, December 18, 2001)

ETHICS INSTITUTE LOOKS AT CHARACTER IN HIGH SCHOOL SPORTS

According to the Sports Division of the Josephson Institute of Ethics, here are the best and worst examples of character in high school sports (on and off the field) in 2001.

THE TOP 3:

1. Jack Moss, a longtime sports columnist for the Kalamazoo Gazette, took a public stance against the overexposure of high school sports stars. Demonstrating the media's potential for positive action in the name of character in sports, Mr. Moss "declared a personal ban on attending press conferences announcing which college or university a star athlete will attend." He wrote, "My guideline has always been that when a school holds a press conference to announce its National Merit Scholarship winners, then it might, just might, be appropriate to let an athlete, his parents or his coaches stage a press conference to announce his college of choice."
2. People may talk about not tolerating poor sportsmanship, but officials at Thomson High School in northwest Illinois turned their words into action by canceling their boys basketball season with four games remaining in response to the team's bad behavior. "The boys were having problems with respect for authority, respect for adults and respect for officials," Superintendent James Gray said.

"We wanted to let all the kids know that [playing school sports] is not a right but rather a privilege."

3. The Arizona Interscholastic Association began providing Pursuing Victory with Honor certification for at least one athletic director or coach at every high school. ("Pursuing Victory with Honor" is a national campaign designed to ensure that sports programs encourage the development of character as well as athletic skill.)

THE BOTTOM 3:

1. An underground network of coaches, agents and middlemen was working to bring foreign athletes to American high schools and colleges, violating a variety of rules, according to a report by the Dayton Daily News. The newspaper uncovered high school athletes who had already received diplomas in their native countries, multiple administrators who contacted foreign agents for players and one high school administrator who acknowledged putting false information on visa application forms.
2. Loveland High School (Colorado) football players were caught with the nonstick cooking spray Pam on their uniforms during a victory over Greeley Central in the Class 4A prep football

continued on page 16

... more ciac news

NF CONSIDERS CHANGES IN RULES GOVERNING POLE VAULTING

By Tony Mosa, Assistant Executive Director

The National Federation is presently studying the safety conditions relative to the pole vault landing pit and is waiting for a national task force assigned by the American Safety and Testing Measurement (ASMT) to recommend a new minimum size landing pit. The recommendations of the committee will include:

1. Minimum width of the pad to be 19 ft., 8 in.
2. Minimum length of the pad to be 20 ft., 5 in. from the front edge of the vaulting box to the back of the pad. There must be 16 ft., 5 in. of landing pad behind the box.
3. The height of thickness of the landing pad to be 26 in.
4. A collar to be placed around the vault box to help minimize injuries by vaulters falling into the fox.
5. A coaching box be painted on the cover of the landing pad that is 8 ft. deep and 10 ft. wide. The box would start 36 ft., 6 in. behind the back edge of the vault box. (For the purpose of providing a guide to help athletes make better performances.)

It should be possible for most existing landing pads to be upgraded to meet the new standards. The height of the upgrade must be the same as your existing pad, and must be connected to the main pad and all seams covered so the vaulter cannot fall through the crack and strike the ground. The common cover must cover the entire landing pad. Major manufacturers are aware of the task force committee work and will make available a pad large enough to meet the new rule.

The National Federation track rules committee will consider the recommended changes in the 2002 rules book for the pole vault and will consider making it effective for the 2003 season.

FEBRUARY DATES TO REMEMBER

Feb. 6	Entry Form Due - Wrestling
Feb. 8	Entry Form Due (to CIAC and meet director) - Indoor Track
Feb. 10	M Seed Meeting - Wrestling - Bristol Central - 12:00 p.m. L Seed Meeting - Wrestling - Bristol Central - 5:00 p.m.
Feb. 11	S Seed Meeting - Wrestling - Bristol Central - 5:00 p.m.
Feb. 12	LL Seed Meeting - Wrestling - Bristol Central - 5:00 p.m.
Feb. 14	Entry Form Due - Girls Basketball
Feb. 16	Entry Form Due - Girls Gymnastics
Feb. 18	Last date to count / Telephone in scores - Girls Gymnastics
Feb. 20	Last Date to Count - Girls Basketball Entry Form/Penalty Report Forms Due/Team Picture Due - Ice Hockey Tournament Pairings Available - Girls Gymnastics - CIAC Office - 11-2:00 p.m.
Feb. 21	Fax in records / telephone in scores - Girls Basketball Entry Form Due - Boys Basketball
Feb. 22	Pairings Info Meeting - Girls Basketball - CIAC office - 4:00 p.m. Last date to count / telephone in scores by 9:00 a.m. / penalty report forms due (non-qualifying teams) - Ice Hockey
Feb. 23	Appeal to Ice Hockey Committee re: penalties/probation Ice Hockey pairings - CIAC office - 11:30-1:30
Feb. 26	Last date to count - Boys Basketball
Feb. 27	Telephone in scores - Boys Basketball Entry form must be postmarked by this date - Boys Swimming

A WALK-ON COACH LEADS THE WAY

Richmond High School near Oakland, California, is in the midst of poverty and violence. Many of its students don't take education very seriously and hopefulness is in short supply. But in 1999 the school had one thing going for it: its winningest basketball team ever. They were 13-0 when Coach Ken Carter made national news by benching his entire squad, locking them out of the gym, and forfeiting the next two games to emphasize his demand that his players take their studies seriously.

But that's not all, in a city plagued by gangs, he makes players sign and live up to an agreement requiring them to stay off the streets and maintain a 2.3 grade point average--higher than the state's minimum 2.0 GPA for sports participation. What's more, Carter's students not only must attend classes, they must sit in

the front row. The great thing is it all works. According to a July 2001 article in the Los Angeles Times, all 15 academic slackers on the 1999 team are going to college. This story is all the more remarkable since Carter isn't a full-time coach or even a member of the Richmond faculty. He's a walk-on coach who runs a sports supply store and a barbershop for a living.

But when he's with his team, Coach Carter knows he is, first and foremost, a teacher. Explaining his stance for academics he said, "On the streets and public basketball courts in Richmond and any other city in America, you see the broken dreams of former high school legends who got left behind by life. And I'm not going to let that happen to these boys."

Carter's definition of winning seems to be getting a college education for his athletes. With this definition, maybe winning is everything. (Source: *Character Counts! Network*)

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FALL 2001 CIAC SPORTS CHAMPIONS

O FOOTBALL

Champion

Runner-up

Class LL: New Britain
Class L: Notre Dame, W.H. Fitch
Class M: New Canaan Seymour
Class S: Bloomfield North Branford



New Britain H.S. - Class LL champs!!!

O GIRLS FIELD HOCKEY

Champion

Runner-up

Class L: Cheshire Guilford
Class M: Branford Pomperaug
Class S: Shepaug Granby

O GIRLS SWIMMING

Champion

Open: Greenwich
Class LL: Greenwich
Class L: Cheshire
Class M: Branford
Class S: Darien

O GIRLS SOCCER

Champion

Runner-up

Class LL: Trumbull
Class L: New Canaan
Class M: Avon
Class S: Granby

Simsbury
Daniel Hand
Lauralton Hall
Windsor Locks



Trumbull high soccer players show off their championship plaque.



Despite a tremendous effort, St. Joseph loses to Darien in the Class M finals.

O GIRLS VOLLEYBALL

Champion

Runner-up

Class L: Bunnell
Class M: Darien
Class S: Morgan

Maloney
St. Joseph
Gilbert

O BOYS CROSS COUNTRY

Champion

Open : Danbury
LL : Danbury
L : Ridgefield
MM : Ledyard
M : Stonington
SS : Griswold
S : Coginchaug

O GIRLS CROSS COUNTRY

Champion

Open : Fitch
LL : Danbury
L : Fitch
MM : New Canaan
M : Nonnewaug
SS : Coginchaug
S : Litchfield

O BOYS SOCCER

Champion

Runner-up

Class LL: Naugatuck
Class L: Ledyard
Class M: Joel Barlow
Class S: Granby & Wheeler - **CO-CHAMPS**

Westhill
Farmington
North Branford



Naugatuck and Westhill line up before the start of the Class LL finals.

2002 NEW ENGLAND TOURNAMENT DATES

- **Wrestling** Friday & Saturday, March 1, 2, 2002
Roger Williams University, RI
Friday: 5:00 p.m./Saturday: 10:00 a.m.
- **Indoor Track** Friday, March 1, 2002
Reggie Lewis Track, Roxbury, MA
Time: 5:00 p.m.
- **Gymnastics** Saturday, March 9, 2002
Jonathan Law H.S., Milford, CT
Time: 11:00 a.m.
- **Outdoor Track** Saturday, June 8, 2002
New Hampshire or Rhode Island
Time: 11:00 a.m.
- **Golf** Monday, June 10, 2002
Bretwood Golf Club, Keene, NH
Time: 8:00 a.m.
- **Tennis** Saturday, June 15, 2002
Wm. Hall H.S., West Hartford, CT
Time: 8:00 a.m.

Character, continued from page 13

playoffs. "I don't know if it altered the outcome of the game, but they were a little more difficult to block and tackle," said Steve Burch, Greeley Central head coach.

3. The coach of Camden High School in New Jersey kept in star player Dajuan Wagner so he could score 100 points against their overmatched opponents. Even Coach Jeff Van Gundy of the New York Knicks was troubled. "What are we teaching," he asked, according to The New York Times, "when we say records and points are more important than sportsmanship and team excellence?"

(Source: *Pursuing Victory with Honor e-Newsletter*)

Why the boom of foreign athletes in high school sports programs?

Some possible explanations . . .

"I think it's a college problem that has trickled down to the high schools," says John Finnegan, Director of Athletics at Montclair Immaculate High School in New Jersey. "The colleges have allowed so many foreign athletes to displace so many U.S. citizens for scholarships that now people are trying to get a jump on it by coming here for high school to get looked at by colleges earlier."

In some cases, says David Fry, Executive Director of the Illinois High School Association and Chair of the NFHS Task Force on Foreign Exchange and International Students, college coaches are involved in placing the foreign athletes on high school teams. "Collegiate coaches put these athletes in a position to develop their skills, create a solid connection between the player and the university, and in some cases even get them into this country for a year or two so they can meet the standards for resident tuition costs," he says.

"I also think there is no question that there are high school coaches who are looking to build reputations for themselves or their schools," Fry continues. "They want success, and the price for that success is whatever it takes. So they're not inhibited by ethics, morality, or even rules. They'll do what they can do to get away with it."

And as the Dayton Daily News uncovered in a series of articles published in March, there are increasing numbers of agents scouring foreign courts and fields for promising talent. They usher the athlete through high school and college hoping to get a piece of the action on his or her pro career.

"I think there are entrepreneurs both in this country and abroad who are exploiting and using kids," says Fry. "They do it in the name of benefitting or helping kids. This poor youngster from poor economic conditions. I just want to be a good guy and help him out."

Another factor easing a foreign athlete's ability to circumvent the rules, says Fry, is our gullibility as a nation. "We in America like to think that we're the good guys," he says. "We presume that virtually anybody from anywhere else in the world has more need than we do. And we believe we're being benevolent when we receive a student into our schools from another country with open arms. I don't want to see that helping attitude fundamentally change, but I do believe that we must stop assuming that nobody would ever improperly take advantage of us here. Schools can't just swallow each foreign athlete's story hook, line and sinker."

(Source: *Athletic Management*, June/July 2001)