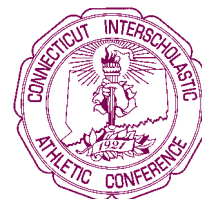


BULLETIN

The Connecticut Association of Schools The Connecticut Interscholastic Athletic Conference



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

VOL. 77 / NO. 4

JANUARY 2003

PRINCIPALS' CENTER RECEIVES READER'S DIGEST GRANT

By Tom Galvin, CT Principals'
Center Director

The CAS Principals' Center has been awarded a Connecticut State Department of Education-managed Dewitt Wallace Reader's Digest grant. Under the provisions of the award, the Center will research statewide and national induction programs and identify the "best practices" of new administrator induction programs. The Center's own Mentor-Mentee Program will be a major source of information in identifying the most successful characteristics of a new induction program.

With support from the grant, the current statewide Mentor-Mentee Program has been expanded and a new cohort of mentors-mentees from districts with diverse populations has been developed. For the most part, the mentor and mentee pairs are from the same districts. They will work together during the winter and spring of this school year through participation in monthly workshops provided by the Center. This new cohort will expand the current mentor-mentee program, increasing the potential for identifying "best characteristics," especially as related to school districts with diverse populations.

Ms. Linda Hartzler of Norwalk, a consultant to the Bridgeport Public Schools and CES and a long time principal, will serve as a consultant to the grant project. Ms. Hartzler will have particular responsibilities in the research of induction programs and the preparation of the final study.

Currently there are 120+ participants in the statewide program in addition to the participants in the new cohort.

MIKE SAVAGE WINS PRESTIGIOUS GOLD KEY AWARD

On the first day of the new year, the Connecticut Sports Writers' Alliance announced its four Gold Key Award winners for 2003. Among the elite group was CAS-CIAC Executive Director Mike Savage.

The Gold Key, sponsored annually by the Connecticut Sportswriters' Alliance, is awarded to those individuals who have made significant contributions to Connecticut athletics. Among the other 2003 recipients are retired major league first baseman Rico Brogna, UConn men's basketball coach Jim Calhoun, and auto race track owner/golfer Don Hoening.

Upon learning of his award, Mike responded, "The honor I feel in receiving an award which has gone to so many truly accomplished individuals quite frankly defies expression."

Few would argue that this is a fitting tribute to a man who has given his whole strength and soul to high school athletics in this state. In fact, many would argue that there is no one individual whose contributions to high school sports in Connecticut have been as meaningful, prolific, and abiding as those of Mike Savage.

Mike has been on the high school sports' scene for 42 years, first as a three-sport coach at Litchfield High School and, now, as the executive director of the Connecticut Interscholastic Athletic Conference. The scope and length of his contributions to high school sports are indeed impressive, but far less so than the value and consequence of those contributions.



During his twenty-two year tenure at the CIAC, Mike has been an outspoken, decisive, and forthright leader, providing the CIAC with a strong and steady voice during many challenging times. His leadership could be characterized as uncompromising and, at times, controversial, but always ethical and purposeful. He has led with one guiding principal: sports are but one factor – albeit a vital one – in the overall education of our youth and should be regarded as a means to prepare student-athletes to be honest, responsible, independent, educated, and contributing members of society.

The 62nd Gold Key Dinner will be held on April 27 at 5:00 p.m. at the Aqua Turf Club in Southington. Tickets can be obtained through the CSWA (www.ctsportswriters.org/).

INSIDE THIS ISSUE . . .

Meet the 2003 CAS Assistant Principals of the Year!



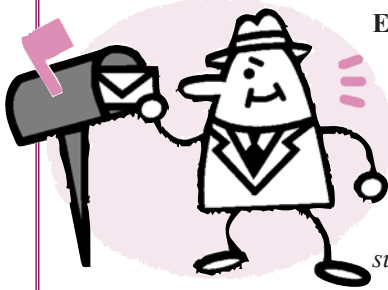
Dr. Larry Nocera
Glastonbury H.S.
see page 5



Helen Byus
Roaring Brook
School, Avon
see page 8

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: At the beginning of the school year, one of my custodians offered me a deal too good to refuse. He told me that he runs a home handyman service out of his house, and I hired him as an independent contractor to do routine maintenance around the school. We thought it was a win-win. He would avoid withholding taxes, and the district would avoid the expense of paying him or the maintainers overtime. Unfortunately, the maintainers union did not see it that way. It filed an unfair labor practice charge, and it also filed a complaint with the state and federal government. Does the union have a legitimate beef?

An Entrepreneurial Spirit

A. Dear Spirit: If the maintenance work you have assigned to this custodian was previously performed by the union, you have contracted out bargaining unit work. It is an unfair labor practice to contract work out unilaterally without negotiations. The bigger problem, however, may be with the state and federal government. A person is an independent contractor only if he or she is regularly engaged in the activity with a variety of customers and exercises independent discretion as to when and how to perform the contracted service. It is almost certain that the custodian's maintenance work will be considered that of an employee. You should probably start saving up to pay for the back withholding taxes and the penalties.

Q. Dear Mailbag: One of my teachers is a real pain. I am trying to work with her to improve her dismal teaching, but she resists my every suggestion. From those excellent seminars at CAS, I have learned to document my concerns. Every time I ask the teacher to sign off, however, she refuses. I even added a statement that clarifies that her signature does not mean she agrees, but just acknowledges receipt of the document. Still no luck. She simply agrees to take the form home to "think about it," but it never comes back signed. Can I order her to sign the form?

Ready for Battle

A. Dear Ready: What took you so long?

The teacher has been insubordinate in her refusal to comply with your request. Every directive from a supervisor is not an invitation to negotiate. Rather, under the labor relations principle of "work and grieve," subordinates are required to comply with your directives promptly. If they think that you have violated their rights somehow, they may grieve. But they may not use a possible grievance or other challenge as an excuse to refuse your directive. Next time she refuses, explain the "work-and-grieve" rule to her, and warn her that her refusal to sign off will create a new problem, insubordination, for which she will be disciplined. That should do the trick, and if it doesn't, follow through with discipline.

Q. Dear Legal Mailbag: I have nothing against religion, but one of the parents at my school is giving me heartburn. She wants me to pass out a flyer to the teachers, inviting them to a prayer supper at her church. I keep telling her about the separation of church and state, but she won't give up. She knows that I have granted similar requests of a number of other groups who want to send stuff to teachers, ranging from the PTO to life insurance salesmen. She insists that my stand is illegal discrimination against religion, but I am worried about the Civil Liberties Union. Help!

Hold or Fold

A. Dear Hold: We might have been able to distinguish the PTO as a school-based organization, but you really stepped in it when you let life insurance salesman pass out literature to your teachers. Whether you knew it or not, you thereby created a limited forum for people to communicate with teachers. Once a forum exists, First Amendment rights are involved, and you can limit access to the forum only when there is a compelling need to do so. You could refuse the parent if you would otherwise be advancing religion, an Establishment Clause violation. You could even close the forum completely. Here, however, the parent simply wants the same chance to communicate with teachers that you give others. The fact that her message involves religion does not justify your shutting her out. Time to fold.

ct news & notes

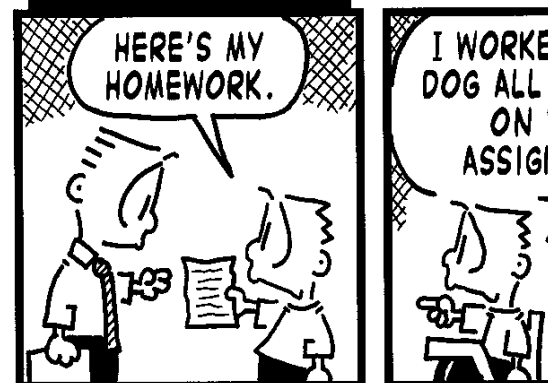
■ Congratulations to Cheshire Superintendent Dr. David Cressy who was named 2003 Connecticut Superintendent of the Year by the Connecticut Association of Public Schools Superintendents (CAPSS)! Dr. Cressy will be honored next month at the American Association of School Administrators (AASA) National Conference on Education in New Orleans next month.

"Good teachers believe in the inherent worth and dignity of each youngster and have faith that every student can learn."

Wendy Nelson Kauffman, Bloomfield H.S.
2003 CT Teacher of the Year

■ According to the annual fall hiring report released by the state department of education last month, there are more certified teachers in Connecticut's classrooms this year than at any time during the last fifteen years. As of October 1st, 92.6% of certified jobs were filled in the state's school districts. Furthermore, the number of special permits issued to allow noncertified teachers to teach also declined this year. Abigail Hughes, associate commissioner of education, reported that the good news did not apply to all school districts or subject areas. The fields with the greatest shortages were speech and language pathology, bilingual education, special education, and music. The issue of certification will take on greater significance in the wake of the No Child Left Behind Act, which requires that all teachers in core academic subjects have appropriate certification by 2005-2006. Currently, 2.4% of CT teachers would not qualify under the NCLB law. By subject, 9% of world language teachers would be considered not highly qualified, along with 6% of science teachers, 5% of bilingual teachers, and 4% of math, music and preschool teachers.

MR. WOODHEAD © 2003 by John



... more ct news & notes

SDE ALERT:**Identification of Pregnant Students as Eligible For Special Education Under Connecticut Regulations**

As many are aware, the State Department of Education ceased collecting ISSIS data on pregnant students. As a result, districts stopped identifying such students as eligible for special education solely based on pregnancy, as is required by the state regulations. This is to advise districts that pregnant students must be identified as eligible for special education. Pregnancy is a category of disability that confers eligibility for special education services and is found only in the Connecticut regulations; it is not a category of disability under either the IDEA or Connecticut state statutes. The determination of eligibility for special education is specifically described in Section 10-76d-15 of the state regulations, Homebound and Hospitalized Instruction. A pregnant student is eligible for services if the child is pregnant or has given birth and a physician has certified in writing that homebound or hospitalized instruction is in the child's best interest and should continue for a specified period of time, see Section 10-76d-15(b)(4). A planning and placement team meeting may be required, but only in the event that it is appropriate for a pregnant student to receive specially designed instruction. Parents, or the student if the student is over 18 or an emancipated minor, have the option of rejecting special education and related services. The student may remain in regular education as the means of acquiring an education. In addition, should the student otherwise be eligible for special education under either an IDEA or Connecticut state statute category of disability, the student will continue to receive services as specified in the IEP.

Continue to omit reporting these students in your ISSIS submission.

national news & notes

■ The December issue of the NASSP Bulletin contains an article on the findings from the first longitudinal study of later high school start times. In 1997, on the basis of medical research indicating that teenagers have biologically different sleep and wake patterns than the preadolescent or adult population, the seven comprehensive high schools in the Minneapolis Public School District shifted the school start time from 7:15 a.m. to 8:40 a.m. This article examines that change, finding significant benefits such as improved attendance and enrollment rates, less sleeping in class, and less student-reported depression. See www.principals.org/news/bltn_chngtimes_1202.html.

■ A new report, released last month by the American Medical Association, shows that adolescents and young adults who drink may risk long-lasting brain damage, especially when it comes to learning, memory, and critical thinking. The report, which encompasses nearly two decades of research on alcohol and the brain, suggests that the brain is particularly susceptible to damage during high school and college – the prime drinking years. Although the brain stops growing at the age of 5, its cells continue to realign themselves until at least age 20. One study found that youths who drank recalled 10% less than non-drinkers when tested on information that was presented to them just twenty minutes earlier.

■ Preschool programs based in public schools have greater success recruiting and retaining a stable cohort of well-trained teachers, The Center for the Child Care Workforce says in a recent report. Researchers found that pre-kindergarten teachers who work in schools or other publicly funded facilities are better qualified and are paid at higher rates than their counterparts who work in classrooms run by private organizations. (<http://www.ccw.org>)

■ More than one in four Miami-Dade County voucher students have returned to public schools since August, part of what is being called a dramatic turnaround statewide. Under Gov. Jeb Bush's Opportunity Scholarships program, the state pays for students from low-performing schools to attend private ones. It is the nation's only statewide voucher program. Several reasons were mentioned for the return of students. The reasons included transportation difficulties, a lack of familiar faces, a more demanding curriculum, firmer discipline standards, and culture shock experienced from the typically low-income students who transfer into a school with students from a higher socioeconomic group. "The private schools were not the panacea they had expected," said Mercedes Toural, associate superintendent for education in Miami-Dade. (Miami Herald, 11/3)

■ Philadelphia school leaders are calling on parents to help them find truant students in their communities. The school district plans to hire about 250 parents to become foot soldiers for the schools. Community groups will train parents to identify students who may be at risk of becoming truant, make home visits, and connect families with needed services.

■ Schools in the state of Washington are experimenting with individual education programs. No, not the IEPs associated with special-needs students, but individualized plans for all students. The plans are part of a larger effort to mold education to fit the student, rather than forcing the student to fit the education. Several other states, including Maryland, Vermont and Virginia, have adopted similar personalized education plans for regular-education students. Typically the plans call for a meeting of the minds of parents, teacher and student to hammer out goals for the year and ways to achieve each goal. While the IEPs for special-education students are "notorious for devouring special-education teachers' time," the personalized plans developed in Washington for all students are less burdensome.

■ A new plan making the rounds in California education and political circles calls on ALL children to become bilingual. The proposal, part of the new California Master Plan for Education, would require every child to take extensive instruction in a foreign language. Supporters say teaching foreign languages to English-speaking children will promote cultural understanding and job readiness. Critics worry that this new proposal would nudge out art and music programs.

SALARY SURVEY

Teacher salaries grew more slowly than the economy, with an expected increase of just 2.7% for the 2001-02 school year, according to a salary survey conducted by the National Education Association (NEA). While the national average stands at \$44,299, the highest average salaries are found in California (\$53,870) and Connecticut (\$53,551). The lowest averages are in Mississippi (\$32,800), North Dakota (\$31,709) and South Dakota (\$31,295). For more information, visit www.nea.org/edstats/reupdate02.html.

P. Wood



... more national news & notes

■ While most student testing programs are moving to standardized testing, New Jersey is bucking the trend by instituting a hybrid student testing program that incorporates both standardized and performance-based assessments. The state's five-year plan calls for teams of local teachers to devise performance-based assessments to be used statewide by 2008. The new assessments may include student projects, competitions, problem-solving tasks and demonstrations, written assignments and other performance-based material to be woven into the testing package. Nine pilot districts will launch the new program in January. Eventually, the experiment will lead to the development of performance-based assessment programs in all areas of the state's Core Curriculum Content Standards, starting with math, language arts and science. The pilot project is co-sponsored by the state's major education organizations and preeminent business leaders.

■ Despite many challenges facing educators in the nation's major cities, big-city school district leaders are generally optimistic and hopeful about the future of urban schools, according to a survey by the Council of the Great City Schools. The report, "Critical Trends in Urban Education—Fifth Biennial Survey of America's Great City Schools," also ranks the most helpful and least helpful outside groups to urban education. Business leaders, foundations, and local education funds continue to be viewed as the most helpful; the least helpful: U.S. Congress, local government agencies, and the news media. Mayors were generally rated as helpful; governors less so. For the fourth consecutive year, the survey found that improving student academic achievement is the most important need in urban public schools.

■ A joint venture of the Hispanic Press Foundation and the National Education Association (NEA) will make it easy for Hispanic students to find out about college scholarship opportunities. The groups joined forces to launch a Web site designed to provide scholarship information for Hispanic students around the country and the world. The site includes application guidelines, an alumni section, and, most importantly, a database of scholarships fully searchable by categories such as state, college, and field of interest. Statistics from the Hispanic Link Weekly Report newsletter show that 11% of Hispanics age 25 and older have completed a university education, compared with 25% of non-Hispanic whites. Furthermore, Hispanics who graduate from high school do enroll in

college at a higher rate than their non-Hispanic white and African American counterparts, but they lag every other population group in getting college degrees, mainly because they lack the funds to finish. Visit the website at <http://www.scholarshipsforhispanics.org>

■ Nearly half (43 percent) of 12- to 18-year-old girls use the Internet more for school than for social reasons, according to a survey by the Technology Student Association (TSA). For boys, social reasons prevail by a nearly 2 to 1 margin. Using Instant Messaging, checking and sending e-mail messages, sharing music, checking news, playing games, and shopping were the most prevalent reasons why adolescents use the Internet.

■ High school students with a talent for writing and an interest in earning money for college are invited to participate in the Kaplan and Newsweek ninth annual "My Turn" essay competition. The competition requires students to reflect upon personal experiences that have shaped their lives in original 500-1,000 word essays. Past topics have included the effects of war on families, the value of friendship, and the significance of leadership. Ten finalists will be selected, with the first-prize winner receiving \$5,000, the second-prize winner receiving \$2,000, and eight additional winners receiving \$1,000 each. In addition to the scholarship, the winning essays will be considered for publication in Newsweek magazine. Entry forms and official rules are available at www.kaptest.com/essay. The deadline for entry is March 1, 2003.

P By the numbers . . .

Some of the most recent statistics on U.S. schools, including enrollments trends, teacher salaries, and computers in schools:

- Number of public school districts in the 1999-2000 school year: 92,012
- Number of public school districts that enrolled more than 100,000 students: 25%
- Public school enrollment in 1990: 41.2 million; in 2002: 47.4 million
- Private school enrollment in 1990: 5.2 million; in 2002: 5.9 million
- Average number of students in elementary school in 1999-2000: 446; in middle school: 595; in high school: 752
- Number of pre-kindergarten to college teachers in 2000: 6.3 million
- Average 2000 salary for public school teachers:
 - national: \$41,700
 - highest (New Jersey): \$52,200
 - lowest (South Dakota): \$29,100
- Average K-12 per pupil expenditure in 2000:
 - national: \$6,835
 - highest (New Jersey): \$10,283
 - lowest (Utah): \$4,331
- Percentage of 3 and 4 year-olds enrolled in school in 1970: 21%; in 2000: 52%
- Chances that a child was enrolled in full-day kindergarten in 1970: 1 in 10; in 2000: 6 in 10.
- Percentage of students with at least one foreign-born parent in 2000: 20%
- Percentage of schools with Internet access in 1995: 50%; in 2000: 98%

(Source: Education Department, Census Bureau)

ADHD Update

The first medicine to treat attention deficit hyperactivity disorder that is not a stimulant has been approved by the Food and Drug Administration. The new drug, atomoxetine, which will be sold under the brand name Strattera, will have fewer side effects than stimulant drugs, its manufacturers say. The new drug, which will be available in January, has not been listed by the FDA as a Schedule II drug, a classification that indicates controlled substances. Stimulants, like the popularly prescribed Ritalin, have that designation. Dispensing stimulants has posed problems for schools, in part because of the risk that the medications will be stolen and abused. The new drug works differently from stimulants by targeting a different neurotransmitter in the brain.

"Follow-up studies of [individuals with ADHD] suggest that sufferers are far more likely than [non-ADHD individuals] to drop out of school (32-40%), to rarely complete college (5-10%), to have few or no friends (50-70%), to engage in anti-social activities (40-50%), and to use tobacco or illicit drugs. Moreover, children growing up with ADHD are more likely to experience teenage pregnancy (40%) and sexually transmitted diseases (16%), to speed excessively and have multiple car accidents, to experience depression (20-30%) and personality disorders (18-25%) as adults, and in hundreds of other ways mismanage and endanger their lives"

- International Consensus Statement on ADHD, 2000

NOCERA NAMED HIGH SCHOOL ASSISTANT PRINCIPAL OF THE YEAR

Congratulations to Dr. Larry Nocera, Assistant Principal at Glastonbury High School, who was named the 2003 CT High School Assistant Principal of the Year by the Connecticut Association of Schools. In his nine-and-a-half years as an assistant principal, Nocera has made immeasurable contributions toward the improvement of public education at the local, state, and regional levels. Dr. Alan Bookman, principal of Glastonbury High School, describes Dr. Nocera as "a leader, first and foremost."



Dr. Larry Nocera

An educational visionary, leader, and motivator, Dr. Nocera has spearheaded a number of initiatives which have enhanced Glastonbury's educational programs and improved its administrative operations. In addition to developing the successful Peer Mediation and New Teachers programs, he has made directed efforts to improve school security, to strengthen relationships with community agencies, to broaden the use of technology in building management and classroom instruction, and to develop intervention procedures to ensure that no student "slips through the cracks." "Larry genuinely wants adolescents to succeed and is committed to creating opportunities for that to occur," says colleague Dr. Linda Roberts, Director of Guidance at Glastonbury High School.

Throughout his tenure at Glastonbury High School, Dr. Nocera has worked aggressively and persistently to ensure a safe environment for his students. He has forged critical alliances with the local police and youth agencies, coordinating and implementing a number of security-related initiatives at the high school. He was the driving force behind the creation of a high school-based security staff – which serves as an extension of the school resource officer – which became a model for the entire school system. Michael Fahey, an outreach social worker for Glastonbury Youth and Family Services, calls Dr. Nocera "a tremendous asset to the Glastonbury school system as well as the Glastonbury community." "Dr. Nocera's hard work, leadership and ability to collaborate have helped make Glastonbury High School a safe learning environment," says Fahey. In addition to his responsibilities as assistant principal, Dr. Nocera currently serves as the security coordinator for the district.

Dr. Nocera has been an active and respected member of the Connecticut Association of Schools since 1994. Currently a member of the CAS Board of Directors, he also serves as chair of the Legislative Committee and the CIAC Boys' Lacrosse Committee. Since Dr. Nocera's appointment as chair of the Legislative Committee, CAS has developed a more prominent and respected political voice in Connecticut. CAS Executive Director Mike Savage credits Dr. Nocera with helping to significantly advance CAS' political presence. "Larry has taken great care to survey and assess the legislative needs of our members, to frame positions that best reflect those needs, and to work skillfully and aggressively to promote those interests at the legislative level," says Savage. "His individual efforts have had a direct and measurable impact on the association's ability to further the cause of K-12 education in Connecticut."

Dr. Nocera earned a bachelor's degree from Central Connecticut State University, a master's degree from Wesleyan University and a doctorate from the University of Connecticut. A 30-year veteran educator, Dr. Nocera began his professional career in 1972 as an English teacher at Maloney High School in Meriden. In 1987, after several years at both Keigwin Middle School in Middletown and Rocky Hill High School, he relocated to Glastonbury to teach English at Gideon Welles Jr. High School. Six years later, in 1993, he was appointed assistant principal at Glastonbury High School, the position he now holds.

The CT Association of Schools Presents . . .

The 26th Annual
Assistant Principals' Conference
March 25, 2003 - Rocky Hill Marriott
8:00 a.m. to 2:00 p.m.



Dimon Professor at the Harvard Graduate School of Education **PEDRO NOGUERA** and NASSP Resident Practitioner for Special Education **BETTY BRYANT** highlight an exciting program keyed to . . .

"REDUCING THE ACHIEVEMENT GAP IN OUR SCHOOLS"

Registration materials to follow!

Improving School Climate through Advisory Programs

by Mike Buckley, Assistant Executive Director

The most current research demonstrates that the emotional climate in schools is of fundamental importance in helping all students learn. Acting on this premise, the Assistant Principals' Committee met at Branford High School in November with the focus topic of improving school climate. Branford was chosen as the venue because this high school has successfully implemented a comprehensive and on-going climate improvement plan built around its advisory program.

Assistant Principal Dave Maloney explained that Branford's program is about building community. He began by quoting James Comer (In every interaction, a school person has a choice to either build or destroy community.) and referencing NASSP's Breaking Ranks and the district's mission statement as sources of inspiration. "What we're seeking is a culturally responsive community characterized by personalization, active learning, innovation, exhibitions of performance, high expectations, respect, inclusion, and trust." In response to the question of why advisory, Dave stated emphatically, Relationships! Relationships! Relationships!

Two teachers from each grade level serve on the advisory committee and prepare the agenda and activities for each advisory meeting. Agenda items addressed each year include goal setting, self assessment, respect, community service learning, diversity seminars, the student assistance program, the student activities program, exam preparation, CAPT, and communication skills. Twelve to fifteen students are assigned by grade level to a teacher with whom they remain for grades 9, 10, and 11. Seniors are assigned a senior advisor, a "specialist" in the senior exhibition. Advisory meets every other Wednesday for thirty minutes. Some advisory time each marking is utilized for class meetings and to implement a developmental guidance program.

Dave pointed out that the traits advisees seek in their advisor mirror the characteristics found in the most productive teachers (enthusiasm, energy, caring, organization, sensitivity, etc.). His concluding "top ten comments from students" offers sound guidance for establishing and sustaining the relationships upon which community rests:

- Praise me when I do something right;
- If you do not like something that I do, help me understand that you like me as a person;
- Show me that I have a lot of options for the future;

continued on page 6

Connecticut Students Care about their Communities

By Christina Picco, CAS Public Relations Intern

Christina Picco is currently a junior at Fairfield University. A communications and sociology major; Christina is a part-time CAS intern working in the area of media/public relations. Christina's focus this fall has been on spotlighting some of the wonderful programs that are going on in CT's schools.

Many Connecticut high schools – 31 to be exact – are now active in a service program called the Key Club. The Key Club provides opportunities for students to meet community challenges and actively get involved with those in need. The students who participate are amazing high school students who are willing to rise to the challenges. They are not only the future leaders of society but are also the leaders of today.

The Key club is linked with the Circle K Club (College Students) and the Kiwanis Club (Adults of the Community). Each of these clubs runs programs nationally and internationally. The three active community service clubs are, collectively, known as "the K family." Fairfield H.S., New Cannan H.S., Wilton H.S., Danbury H.S., and Jonathan Law H.S. of Milford are just a few of the Connecticut high schools involved in this dynamic program. Each of these high schools has exemplified great success in the past and each continues to show incredible accomplishments.

Fairfield H.S. has a long-standing and well-respected Key Club. Rose Tiernan, a reading specialist and the faculty advisor of the school's key club for the past 8 years, is very passionate about the club and its goals. She enthusiastically spoke about her experience with the group and about Fairfield H.S.'s dedication to many projects in support of meeting the needs of children. Last year, Fairfield H.S. collected over 5,000 books and toys from the Fairfield elementary schools and donated them to less fortunate Connecticut elementary schools.

As Rose Tiernan said, "Our focus is on helping the children of the community." She cited a number of other service-related activities in which her students engage, such as providing teddy bears for children in emergency situations and acting as mentors for young children. One recent initiative is called the "Builder's Club." Through the efforts of the club president, Nancy Weiner, a key club for younger students is being started in one of the district's middle schools.

Danbury H.S.'s Key Club is another example of an outstanding service-learning group. Kathy Anderson is the faculty advisor of Danbury H.S. and she describes some unique programs that her students have undertaken. One such program, called "Operation Christmas Child" is sponsored during



Danbury High School Key Club

the holiday season and involves collecting shoe boxes, decorating them and filling them for young children. The Danbury Key Club collaborates with Kimberly Clarke on another wonderful program. Key club members clean every desk in the school with tissues donated from Kimberly Clarke. In this way, they are serving the entire school.

In addition to running programs that help young children, many key clubs sponsor a variety of food drives and appreciation days. All the initiatives undertaken by key club members help them to communicate and interact with the community at large. Lynda Ziliberti, the dean of Wilton H.S., is also the faculty advisor of the school's key club. Dean Ziliberti commented about the benefits of improved community relations. "One good thing about the key club is that it is a way for students who are interested in community service to channel their interest," says Ziliberti. The student body of Wilton H.S. has had a long-standing tradition of commitment to volunteer service and over 200 Wilton students join the key club each year.

Every key club is different and has its own unique programs. However, they all share common goals and often use similar approaches to obtain them. Popular among many clubs are such initiatives as bake sales, collecting can goods, sponsoring food drives, and hosting Spaghetti dinners with the Kiwanis Scholarship Foundation.

The Key Club is quite clearly a reputable, worthy club that contributes to a better society and to a better way of life. Its influence and impact continue to expand as the number of participating schools nationwide continues to grow. The club will surely continue to flourish in the state of Connecticut.

'Key Club' is a very appropriate name for these service-oriented groups. A key is a symbolic image, one that suggests an opening: doors for new opportunities and experiences; minds for new ways of thinking; and, finally, the hearts of youth to the rest of the community.

Read the full text of the article on the CAS website at www.casciac.org/scripts/show_pics.cgi?KEYCLUB.

IT'S NO ACCIDENT THAT ALCOHOL IS THE DRUG OF CHOICE

By Mike Buckley, Assistant Executive Director

A new study by the Center on Alcohol Marketing and Youth at Georgetown University shows that youth are more likely to see alcohol advertising than adults and that alcohol companies are spending millions of dollars in advertising in magazines with high youth readership.

The center, a public health group set up to monitor and analyze the industry's marketing and its impact on youth, looked at the \$320 million spent in alcohol product advertising in magazines during 2001. They found that youth between the ages of 12 and 20 saw 45% more beer ads, 27% more distilled spirits ads, and 60% more malternative ads in magazines than adults over 21, despite Federal Trade Commission guidelines developed in 1999 intended to reduce the exposure of underage youth to alcohol advertising.

The center is supported by grants from The Pew Charitable Trusts and The Robert Wood Johnson Foundation. It uses the same tools, syndicated data sources, and procedures employed by media planners and buyers to analyze advertising and other promotional tactics. Future reports will focus on television and radio advertising, Internet ads, event sponsorship, and film/television placement.

According to the Connecticut Coalition to Stop Underage Drinking (CCSUD), illegal alcohol consumption among middle level and high school students in this state has reached epidemic proportions, with 37% of 8th graders, 51% of 10th graders, and 61% of 12th graders reporting alcohol use. It's not just in academic test scores that Connecticut leads the nation. By the time our young people reach high school, they are drinking at rates 10-12% higher than their regional and national peers. Before they reach the age of 21, 41% of Connecticut's college students have

continued on page 8

Advisory, continued from previous page

- Encourage me to set challenging goals;
- Smile when you see me;
- Call, me by name;
- Listen to me;
- Let me know you missed me when I was absent;
- Recognize my special talents;
- Give me a chance to succeed.

This wisdom expressed by students at Branford High School concurs with the student conclusions of a recent national study: what really hurts is emotional violence; we need more than one right way to fit in; and relationships are important.

On January 27, 2003, the Assistant Principals' Committee will meet at the Smith Middle School in Glastonbury with the focus topic for the meeting being Utilizing Technology to Improve Instruction. This committee, one of CAS's most active, is experimenting with meeting in different parts of the state, part of an initiative to extend CAS services into "the field."

middle school news

CAS Middle Level to Certify Teams

By Earle G. Bidwell, Assistant Executive Director

In an effort to highlight sound middle school practice, The Connecticut Association of Schools' Middle Level Professional Studies Committee is gearing up to recognize and certify CAS middle schools with exemplary teaming models. According to "This We Believe and Now We Must Act,"

"The hallmark of an effective middle level school rests in its capacity to create dynamic learning teams within the school. Schools are organized into learning communities where close relationships between students and adults can be established and where more individualized attention can be given to all learners. Team structure alters and personalizes the working relationships between students and teachers, therefore enhancing the context wherein good instruction can thrive."

"This We Believe and Now We Must Act," Erb, Thomas O., Editor
National Middle School Association, Westerville, Ohio, 2001 p. 90

Given that teaming is one of the core practices of successful middle schools, the committee spent the better part of the last year in determining what practices were central to success and deserving of recognition. After considerable discussion, as well as consultation with NELMS Executive Director Bob Spear, the committee decided on "teaming" as the first area to certify. They then determined the following characteristics as being those most likely to lead to success and enhanced student learning.

Exemplary Teams:

- | | |
|---|---|
| U Have a written mission, philosophy, goals and/or objectives and periodically assess direction of the team | U Have identified roles and responsibilities for team members (leader, recorder etc.) |
| U Include every child and every core teacher on teams | U Develop collaborative team expectations and rules |
| U Include related or unified arts teachers on teams | U Use student data to make decisions |
| U Display strong evidence of team identity | U Involve students in active learning |
| U Meet on a regular basis | U Regularly discuss instructional practices and student data to make decisions |
| U Meet regularly with administrators | U Plan and execute interdisciplinary units |
| U Meet regularly with / or include special education teachers | U Correlate subject matter |
| U Have structured meetings with agenda, notes/ minutes, and share information with others | U Regularly plan activities, field trips or celebrations |
| U Meet regularly with guidance counselors | U Coordinate meaningful homework assignments |
| U Use a shared decision making process for group decisions and problem solving | U Hold regular parent/student conferences |
| U Have flexibility to adjust instructional time when appropriate | U Coordinate test and major projects |
| U Group and re-group students for instruction | U Plan, implement, and assess integrated units as part of the curriculum |
| | U Communicate regularly with parents |
| | U Actively encourage parent involvement in instruction and school activities |
| | U Handle discipline problems cooperatively |

While it is unlikely that any team will be able to excel in all areas listed above, schools with exemplary teams should be able to produce evidence to indicate a high rate of compliance in a preponderance of the areas. One or more of the committee members will visit schools that submit an application that documents significant compliance with the standards. Schools that meet the criteria will be certified for a three year period and will be recognized with appropriate documentation and receive CAS recognition on the web-site.

The target timeline is: Application available on the CAS website February 8, 2003; application deadline March 14, 2003; school visitations in April and May.

Attention middle level educators!

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

For deadlines and information, contact Earle Bidwell at ebidwell@casciac.org or (203) 250-1111

Newsletter Notes . . .

■ East Hampton Parents Urged to Bring Students to Parent/Teacher Conferences

Bring your child to the conference and conferencing with your child's teachers can be one of the most important steps you can take to help your child succeed in school. However, some conferences may leave you feeling overwhelmed with information, so that when you return home you may not even remember half of what was said. Conferences can move at a fast pace sometimes, but you need to take time to ask for clarification as needed. Having some ideas that could help solve problems is useful. If the problem is behavioral, share some ideas that have been successful at home. If the problem is academic, listen to suggestions as to how to help at home. If the suggestions seem reasonable, make sure you and your child follow through on what you agree to do. Make sure to establish with the teacher and your child what the goals are for the year. If problems were addressed and a plan discussed, make sure you understand what everyone's role will be and how to contact the teacher to get feedback. Taking notes is a good way for you to have the information needed at a later date. As a responsible parent, you are the biggest influence in the outcome of your child's school years. Conferences and informal meetings with school personnel are two ways of staying in contact with the people who influence a large part of your child's school day. These are

good ways of keeping the lines of communication open throughout the year. Being informed and willing to meet with teachers is critical to contributing to your child's school success.

R2K, East Hampton Middle School

■ John F. Kennedy Principal's Reflections

Principal Tim Neville shared three vignettes culled from the book "The Measures of our Success by Marion Edelman and reflected on the meaning of each. Here is an excerpt.

Lesson #1: "There is no free lunch. Don't feel entitled to anything you don't sweat and struggle for." In other words, opportunities come to those who take the initiative to create their own opportunities and work to accomplish them. School success comes from effort, not luck.

Lesson #5: "Don't be afraid of taking risks or of being criticized." An anonymous sage said, "If you don't want to be criticized, don't say anything, do anything or be anything." Taking risks means you take a chance of failing. Don't be afraid of failing. It's one of the ways we learn things. If you never take a risk, you may not fail but you won't accomplish much either.

Lesson 13: "Be confident that you can make a difference." By daily decisions and deliberate acts, any person has the potential to effect positive change in the world. . . . The opportunity is open to everyone, everyday. . . . Let's join together in working hard, taking more risks, making a positive difference and working towards peace in 2003.

- "In the Middle," John F. Kennedy M.S., Enfield

... more middle school news



CAS Middle Schools are encouraged to apply for the "Teams That Make A Difference" award sponsored by NMSA. Different from the CAS exemplary teams designation, this award recognizes two important aspects of middle level education.

Answers to Frequently Asked Questions

1. How do we know if our team qualifies? Teams who have 1) implemented a program that has increased student academic achievement, or 2) connected adolescents with their community are eligible.

2. What constitutes a team? Any type of team can apply if they meet the two criteria above. Teams are not simply groups of teachers. They may, and often do, include students, parents, administrators, and community members. All are welcome to participate in this program. Simply fill out the Teams that Make a Difference application. Include all pertinent school information; a two-page summary of the program, activity, or strategy; and three letters of recommendation (one of the letters must be written by a student or parent who has benefited from the program).

For additional information, visit www.nmsa.org.

Application deadline is February 24, 2003.

Middle Matters Online, an electronic newsletter co-sponsored by NAESP and the National Middle Schools Association was successfully launched in late November. It is designed specifically for leaders of students ages nine to 14. Read the premier issue by visiting <http://www.middlemattersonline.org/>.

Alcohol, continued from page 6

become binge drinkers. The consequences of illegal alcohol consumption quantify that it is not just a harmless rite of passage. Rather, it is the one common factor in the top four leading preventable causes of death in teens: drinking and driving crashes, homicide, suicide, and drowning.

It is clear that educating young people about the risk of alcohol use is not enough. As CCSUD points out, young people don't produce, market or profit from alcohol - adults do. Adults control where, when and how young people get access to alcohol; what laws are enacted; and whether they are enforced. Action by adults is essential to change Connecticut's social norms which support, condone, and, often, encourage underage drinking. While there is no single solution to the problem, CCSUD feels that there is much that can and should be done. They offer a wide range of programs and services to assist communities in reducing illegal alcohol consumption. For information on how you or your school community can access these services, call The Connecticut Coalition to Stop Underage Drinking, 1-800-422-5422, ext. 14.

elementary school news

On the Horizon . . .

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

There are a number of exciting CAESP-sponsored programs "on the horizon" -- don't miss out!

■ Student Leadership Conferences

Underway: This year's elementary level Student Leadership Training Conferences are scheduled for Tuesday, March 11th at Asnuntuck Community-Technical College in Enfield and Tuesday, March 18th at Naugatuck Valley Community-Technical College in Waterbury. Registration materials have recently been sent to all CAS member schools. Registration will be on a first come, first serve basis.

Our schools are continually in need of successful, positive student leaders who can guide their peers and serve as role models. The purpose of these student leadership conferences is to provide students with an opportunity to engage in activities designed to foster leadership skills in areas such as productive thinking, decision-making, and communication.

Principals are urged to register their 4th and 5th grade students early because both conferences are always oversubscribed. Registration fee is \$50.00 per member school, which covers six students, an advisor chaperone and parents. There will be a special workshop for parents focusing on "The Role of Parents in Fostering Leadership." Registration forms must be returned to CAS no later than February 11, 2003. No registrations will be accepted on site.

■ **Volunteer Recognition Banquet:** The Connecticut Association of Elementary School Principals (CAESP) is holding it's

3rd Annual Parent Volunteer Recognition Banquet on March 26th at the Aqua Turf Club, Southington, at 6:00 p.m.

The program once again is designed to give public recognition to parents or others who have made major contributions to our schools. Each school may recognize up to 3 volunteers. This gives principals and staff an opportunity to say "thank you" in a very special way to those who give of their time to the school all year long.

All Connecticut elementary schools have already received banquet reservation forms, which must be returned by February 24, 2003.

Co-chairpersons for this event are Louis Pear, Gina Vance and Paula Erickson. Commissioner of Education Dr. Theodore Sergi will be the guest speaker. Schools that already have plaques will have their latest honorees added. Schools attending for the first time will receive a plaque with their honorees inscribed and each year CAS will add new names. Each school will receive a souvenir program booklet and each honoree will receive a framed certificate and a personal gift from CAS.

As was the case last year, the committee expects that the vast majority of schools will participate this year. Your early response will both determine your school's seating location and be of help to the committee in many ways.

For further information on any of these events, please contact Dr. Robert Carroll, Assistant Executive Director for elementary education at the CAS office: (203) 250-1111 or bcarrroll@casciac.org.

Elementary Fall Conference Huge Success

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

This year's fall conference held at the Farmington Marriott featuring Peter Yarrow, of *Peter, Paul and Mary* fame, and Dr. Elaine McEwan was a huge success. Dr. McEwan was the morning keynote. Her topic "Ten Sure-Fire Strategies for Raising Reading Achievement in Your Schools" kicked off this conference attended by over 150 elementary school principals and teachers. Dr. McEwan is the author of "The Principal's Guide to Raising Reading Achievement" and numerous other books on unmanageable students and parenting.

Yarrow was the luncheon keynote and the title of his talk was "Creating Climates of Respect Within the School Community." Peter also played his newest hit song, "Don't Laugh at Me," on his guitar. He uses the song to create a climate of respect in schools across America. It's arresting lyrics, "Don't laugh at me, don't call me names; don't get your pleasure from my pain," brought his audience to it's feet in applause. This song serves as an anthem for the growing movement to build safer and more respectful environments for children. CT now has over 600 K-12 schools using Peter's program.

Katherine Bishop, principal of Daisy Ingraham School, Westbrook, and Edie Franzi, principal of Central School, Simsbury, were co-chairs of the conference. Dr. Gary Rosato, chair of CAESP, and Peter Yarrow presented a plaque to Connecticut's First Year Principal following lunch. The recipient of the award this year was Sharon Beitel, principal of Booth Free and Burnham Schools in Regional District #12. The award was given for demonstrating exemplary instructional leadership and managerial & organizational skills; for implementing creative and innovative practices; and for being a risk taker and a visionary with the ability to deal with adversity.

continued on page 12

CAS Hosts Northeast Conference

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

Representatives from nine Northeast State Associations attended the Northeast Regional Council hosted by the Connecticut Association of Schools (CAS) and the Connecticut Association of Elementary School Principals (CAESP). The council meetings were held December 5th - 7th at the Mohegan Sun Hotel & Conference Center in Uncasville. The following states were represented: Connecticut, Massachusetts, Vermont, Rhode Island, Maine, New Hampshire, New York, Pennsylvania and Delaware.

The Thursday session opened with a welcome reception and dinner. Dr. Gary Rosato, chair of CAESP, and Kit Bishop, state leader and chair of the event, welcomed everyone. The after-dinner keynote speaker was Dr. Paul Young, president of the National Association of Elementary School Principals (NAESP). He spoke on the reauthorization of the Elementary and Secondary Education Act legislation and policies. Dr. Young informed the body that the act redefines the federal role in K-12 education and will help close the achievement gap between disadvantaged and minority students and their peers.

Friday was devoted to workshops. John Reardon, a consultant on raising children, conducted the morning workshop. Mr. Reardon brings over 36 years of experience as a teacher and school administrator. He wrote several books among which are *Diamonds Will Sparkle* and *All-Star Dads*. The topic of his workshop was "Raising Children and Having Fun." He told his audience that, with the increasing pressure on schools, principals, teachers and students in the areas of performance and accountability; the missing piece to the puzzle is the involvement of parents.

The afternoon workshop featured Attorney Thomas Mooney who chairs the Education Practice Group at Shipman & Goodwin, a Hartford law firm that represents over 70 boards of education. In addition, Mr. Mooney is adjunct professor of law at the University of Connecticut School of Law and Professor in Residence at the Neag School of Education at the University of Connecticut. Attorney Mooney gave a legal update on school legislation and significant recent legal developments. Topics he included were the implementation of the *No Child Left Behind Act*, specifically the provisions on homeless education, school choice, and student transfer from unsafe schools. In addition, Mr. Mooney reviewed legal issues concerning participation of children with disabilities in extracurricular activities, student drug testing, and other constitutional issues.

Saturday's sessions consisted of business meetings and state reports. Zone 1 Director Dana Folcom and Zone 2 Director Bonnie Tryon conducted the meetings. Michael Savage, Executive Director of CAS, thanked everyone for attending this year's council meeting hosted by Connecticut.

Attendees from Connecticut were: Jacqueline Norcel, Edie Franzi, Kit Bishop, Gary Rosato, Edward Handi, Gail Karwoski, Michael Savage and Robert Carroll.



Left to right: Gary Rosato, chair, CAESP Board of Directors; Bob Carroll, CAS Asst. Executive Director; and Ed Handi, member of the CAS Board of Directors

BYUS NAMED ELEMENTARY ASSISTANT PRINCIPAL OF THE YEAR

Congratulations to Helen Byus, assistant principal and supervisor of reading and language arts at Roaring Brook School in Avon, who was named Connecticut's 2003 Elementary Assistant Principal of the Year by the Connecticut Association of Schools (CAS). A thirty-three year veteran educator, Mrs. Byus has had a unique and abiding influence on Roaring Brook's students, staff and community. Says Roaring Brook teacher Nancy Usich, "Trust me when I say that Helen is the heartbeat of Roaring Brook School."



Mrs. Helen Byus

A passionate student advocate, Mrs. Byus has an extraordinary ability to relate to and empower her students. "Watch Helen interact with the children and you will see her make each child feel special," says Avon parent Randy Leaning. In all that she does it is clear that the welfare of her students is foremost in her mind. Usich describes Byus as student-focused in all manners, beginning with her child-friendly office. "All the children are eager to visit Mrs. Byus' office to read their writings to her. They leave clutching a special certificate she awards them," says Usich.

Roaring Brook Principal Dr. Crisanne Colgan describes Byus as "an intelligent and articulate educator who is deeply committed to the education of young children." In her ten years as assistant principal at Roaring Brook, Mrs. Byus has been the driving force behind a number of successful initiatives. Under her leadership, the school established the annual Readers/Writers Exposition, a week long extravaganza which brings the entire Avon community together to celebrate the accomplishments of young readers and writers. Mrs. Byus also spearheaded Roaring Brook's Writer-in-Residence program.

A steady listener and tireless leader, Mrs. Byus is respected among staff, students, and parents alike. She displays a positive attitude which inspires all those with whom she works. She is lauded for her ability to generate community support for and involvement in school programs, and to foster a positive school climate with high staff and student morale. She has created an atmosphere in which the staff feel both supported and appreciated. Says Usich, "Helen has never forgotten what it was like to be a teacher. On many occasions, she can be seen relieving a teacher of a duty just to give them a much needed break."

Byus has a passion for and expertise in reading and language arts. A recognized and respected reading consultant, she was called upon to serve on the statewide advisory committee for the revision of the language arts component of the Third Generation CMT.

Byus earned a bachelor of science degree from Texas Technological University and, after relocating to Connecticut, earned a master of arts degree from Saint Joseph College and a sixth-year certificate from Central Connecticut State University. She began her teaching career at Roaring Brook School in 1969 and worked as a loyal and enthusiastic member of the Roaring Brook staff for seventeen years. She left Roaring Brook in 1986 to assume the position of Supervisor of Language Arts Curriculum (K-5) for the Torrington Public Schools. After six years there, she returned to Roaring Brook to take on the dual role of assistant principal and supervisor of reading and language arts.

11 Dec 2002

CIAC Central Office
Realty Drive
Cheshire, CT

To Whom It May Concern:

My name is Susan Loock and I have recently completed the Fall 2002 Coaches Certification Course. I would like to take the time to pay tribute to the CIAC as an organization, but more specifically to the epitome of a spokesperson, Fred Balsamo.

I have been coaching club teams that participate in USA Swimming and this is my first high school experience, having accepted a position as head coach for a brand new high school (Woodland Regional). I found myself with a diverse group of non-swimmers and a far more complex system as far as administrative paperwork and day-to-day drama!

I reflect back now and realize that just about everything Fred said COULD happen DID happen. I was unprepared in many ways and without Fred's support and vast experience to draw from, I am certain that my first season could have had a dramatically different outcome.

I have more certifications through CT Swimming and USA Swimming than are imaginable, but found this course and Fred in particular, to be thought provoking and applicable to my everyday dilemmas.

Thank you for the opportunity to gain such valuable knowledge and establish a network of formidable mentors.

Sincerely,
Susan Loock

A.D. ALERT

As you may be aware, the National Federation of State High School Associations recently entered into a trademark license agreement with Rawlings Sporting Goods Company, Inc., whereby Rawlings will be placing an NFHS shield design mark (or possibly other NFHS marks) on certain types of balls. Please do not confuse this license with the certification mark requirement set forth in NFHS playing rules (the "Authenticating Mark Program"), which continues to exist. The certification marks are available for use by all manufacturers who wish to participate in the program, so long as those manufacturers' products meet the NFHS specifications as set out in the Authenticating Mark Manual.

In fact, the license agreement between the NFHS and Rawlings specifically states that the license is NOT a substitute for the certification requirements, nor is it intended to exclude any ball manufacturer from utilizing the certification marks. The trademarks that Rawlings may use pursuant to its license are NOT the same as the certification marks. Finally, the fact that Rawlings will manufacture NFHS-licensed balls to be sold at retail does NOT mean that those balls have met certification requirements. Rawlings, like any other manufacturer, must still meet the certification requirements and utilize a certification mark in order for its balls to be used in high school contests played under NFHS rules.

Overuse Injuries -- Introduction to an Educational Campaign

By Barry Goldberg, M.D.

Reprinted from the CT State Medical Society's December 2002 issue of SportsMed

Over the past two decades there has been a significant increase of overuse injuries in all ages. These injuries represent recurrent, small amounts of stress on a part of the musculoskeletal system that exceeds the capacity of a given structure to recover completely. An inflammatory reaction occurs as the body attempts to repair the process, but if the stress continues more disabling injuries can occur, many of which can result in a lifelong permanent injury. It is a great misfortune that exercise, sports, and sports specific training, done in the name of health and performance can result in injuries that will not allow a child or adult to exercise in general and per-

form optimally at their sport. The reasons for the increase of overuse injuries are many:

- More and more is better; more running, heavier weight lifting, more swimming, more pitching will improve performance and fitness. There is no evidence this is correct.
- Lack of understanding of the need for the body to recover from stress. Exercise and sports stress the musculoskeletal system. This is beneficial as the body adapts to the exercise stress and coordinates and strengthens the sport movement. The same activity when done excessively, without permitting the body

continued on page 12

Highlights: CIAC Board Meetings November 21 & December 12, 2002

- The board assessed a member school a fine of \$500 for two violations of the CIAC disqualification/ejection policy (\$250 per violation). The violations occurred when two boys soccer players each participated in a game after having received three yellow cards in a previous game.
- The board denied by unanimous vote, the request of a member school principal to play in a Sunday ice hockey tournament. The board expressed a commitment not to proliferate any additional Sunday play for any contests, in any sport. Present CIAC policy permits Sunday play only for regular season postponed games in football, and finals in league championships, and CIAC tournament contests.
- The board denied a request by a member school principal to be allowed a four-person "team of one" in the sport of gymnastics team (regulations currently allow up to three members).

continued on page 12

FALL 2002 CIAC SPORTS CHAMPIONS

■ FOOTBALL

	<i>Champion</i>	<i>Runner-up</i>
Class LL:	West Haven	Greenwich
Class L:	Ridgefield	Windsor
Class MM:	Staples, Westport	Seymour
Class M:	New Canaan	Ledyard
Class SS:	Hillhouse	Montville
Class S:	Ansonia	Notre Dame, Fairfield



Ansonia vs. Notre Dame, Fairfield - Class S Championship

■ GIRLS FIELD HOCKEY

	<i>Champion</i>	<i>Runner-up</i>
Class L:	Pomperaug	Greenwich
Class M:	Branford	Farmington
Class S:	Shepaug	Granby

■ GIRLS SWIMMING

	<i>Champion</i>
Class LL:	Greenwich
Class L:	Cheshire
Class M:	Branford
Class S:	Darien

■ GIRLS VOLLEYBALL

	<i>Champion</i>	<i>Runner-up</i>
Class L:	Maloney	Fairfield
Class M:	Darien	New Canaan
Class S:	Morgan	Griswold

■ BOYS CROSS COUNTRY

	<i>Champion</i>
LL :	Manchester
L :	New Milford
MM :	Ledyard
M :	Joel Barlow
SS :	Griswold
S :	Shepaug Valley

■ GIRLS CROSS COUNTRY

	<i>Champion</i>
LL :	Danbury
L :	Fitch
MM :	Wilton
M :	Nonnewaug
SS :	Griswold
S :	Litchfield

■ BOYS SOCCER

	<i>Champion</i>	<i>Runner-up</i>
Class LL:	Naugatuck	Newtown
Class L:	East Lyme & Wethersfield - CO-CHAMPS	
Class M:	Nonnewaug	North Branford
Class S:	NW Catholic & Lyman Memorial - CO-CHAMPS	

■ GIRLS SOCCER

	<i>Champion</i>	<i>Runner-up</i>
Class LL:	Fairfield & Southington - CO-CHAMPS	
Class L:	Farmington	New Canaan
Class M:	Avon	Waterford
Class S:	Stafford	Rocky Hill



ciac news

Highlights, continued from page 11

- The board denied a proposal by the CIAC Boys Lacrosse Committee to (1) move from two divisions to three divisions; and (2) to establish divisions based on school enrollment as opposed to ability.
- The board approved a proposal by the Boys Golf Committee to sponsor Girls Golf. There are presently 35 schools sponsoring girls golf. This number meets the qualifying standard (20% of member schools). Girls Golf will be a CIAC-sponsored sport effective in 2003.

Fall Conference, continued from page 8

McEwan also held morning and afternoon workshops on the topic, "Teach Them All to Read: Catching the Kids Who Fall Through the Cracks." JoAnn Frieberg, executive director of Operation Respect CT, Inc. gave workshops on the "Operation Respect CT: The 'Don't Laugh at Me' and 'Respect Me' Initiatives."

Other workshops attended by CT principals and teachers were: "How to Work Less, Play More, and Still Get the Job done in a Normal School Week" by Jill Pancoast, vice president, The Breakthrough Coach; "Putting Theory into Practice: Social Development at Chester Elementary School", presented by Jane Cavanaugh, school social worker, Hank Stockmal, principal of Chester Elementary School and a committee of teachers and PTA president. Another successful workshop was "Moving Beyond the Traditional Math Program", presented by Cathy Osiecki, district math resource teacher for Middletown.

The Connecticut Association of Elementary School Principals (CAESP) will hold its spring conference - featuring Dr. Ralph Fletcher - on May 5, 2003. Next year's fall conference will feature Dr. Katie Wood Ray, author of "Wondrous Words." This conference is scheduled for November 12th. Both conferences will be held at the Farmington Marriott.

Injuries, continued from page 10

to recover appropriately, can lead to serious injuries.

- Attaining a high-level of sports performance is of great value. Athletic skill has become greatly valued in our society both economically (college scholarship, salaries of professional athletes) and as a source of prestige. Overuse injuries prevent optimal current and future participation because an injured athlete cannot improve conditioning or performance.
- Traditional, established, time-honored habits that represent the "no pain, no gain" work ethic. The harder you work and the more often you work, the better the result. Our society has shown in many areas that more is not always better. Sports and exercise are no exception. This time-honored concept is not correct.
- Persistent pain in a localized area is often not afforded medical attention until a serious injury results.

The above reasons have resulted in an increase of overuse injuries. Any part of the musculoskeletal system can be involved including bone, joint, tendon, ligament, muscle and others. The result is:

- stress fractures
- growth plate injuries
- arthritis
- unstable joints
- inflamed or torn tendons
- stressed or torn ligaments

- muscle pain, weakness and tears
- many others

The most obvious and publicized overuse injuries have occurred to pitchers at the youth league and high school, college and professional levels. Sports Medicine physicians across the country have been increasingly diagnosing more serious shoulder and elbow problems in younger athletes. Youth league pitchers have presented with injuries only previously seen at the college and professional level. These are injuries that could potentially limit or prevent any future pitching as well as preclude the normal use of the upper extremity.

The Committee on the Medical Aspects of Sports of the CT State Medical Society strongly encourages a stop to the practices that result in overuse injuries. Over the next year an educational campaign will be initiated to assist adults and children to avoid overuse injuries. We will also have several articles in upcoming SportsMed publications that will address the overuse injuries. It is important to discuss with a private physician or team physician what represents inappropriate training, and what preventative techniques can be undertaken to reduce overuse injuries. Be alert for other educational materials and media through which the CT State Medical Society will increase public awareness on this important issue of debilitating overuse injuries.

INVESTORS IN CT YOUTH	GOLD SPONSORS Baden Bob's Stores Coca-Cola IGA Toyota	SILVER SPONSORS Big Y Konika Martin Screen Print McDonald's 	BRONZE SPONSORS CIGNA ConnectiCare Connecticut Clean Energy Fund Connecticut Light & Power Connecticut Lighting Centers Just Kid, Inc. NBC-30 / SchoolPop Westfield Corporation
			

The Connecticut Association of Schools
30 Realty Drive
Cheshire, CT 06410

NON-PROFIT ORG
U.S. POSTAGE PAID
NEW HAVEN, CT
PERMIT NO. 561