



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

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MARCH 2003

CHRIS DAILEY KEYNOTE AT SCHOLAR-ATHLETE BANQUET



University of Connecticut women's basketball associate head coach Chris Dailey will be the keynote speaker at the 20th Annual Connecticut Association of Schools' Scholar-Athlete Banquet scheduled to be held May 4, 2003 at the Aqua

Turf Club in Southington. The event, hosted annually by CAS/CIAC and sponsored by the McDonald's Owner/Operators of Connecticut and Coca Cola, honors one male and one female from each member high school who have excelled in both academics and athletics.

Associate head coach Chris Dailey is in her 18th season with the UConn women's basketball program. Arriving in Connecticut in the summer of 1985 along with head coach Geno Auriemma, Dailey served as primary assistant coach from 1985-88. In September of 1988, she was promoted to associate head coach. Dailey has been instrumental in working with Auriemma to build the UConn team into a national power, which has garnered three national championships. She is also the coordinator of UConn's highly successful recruiting efforts.

In Auriemma's absence during the entire 1997 BIG EAST Conference Tournament, Dailey served as head coach, leading Connecticut to its fourth consecutive BIG EAST Tournament Championship. This marked the second time that a Dailey-directed UConn team earned the BIG EAST tournament title. UConn's 1989 team won its first league tournament crown under her direction.

Dailey graduated from Rutgers University with a bachelor's degree in health and physical education. She received her master's degree in educational administration from UConn.

A native of New Brunswick, NJ, Dailey is no stranger to collegiate basketball success.

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THOUGHTS ON RETURNING FROM SAN DIEGO by Mike Buckley, Ph.D., Assistant Executive Director

When the pace of change outside the organization is more rapid than the pace of change inside, the organization is at risk. (Schlechty)

Driving north from San Diego on I-5, I encountered a border patrol station where all cars are subject to random search. Just past the checkpoint was a highway warning sign depicting a fleeing woman and child, a startling reminder of the steps residents on both sides of our southern border are taking to either get into this country or keep one from entering.

Sequestered in New England, this boundary struggle is far removed from my daily life, yet it speaks volumes to some essential questions of citizenship we all need to raise with the children in our charge. What do "we" have that "they" want? How is it that we have so much and they have so little? What are the effects of the contrast between "fortress America" and "send me your teeming masses yearning to be free"?

Rod Davis, in *A Rio Runs Through It*, states it well: "Borders are but bores - a drone of dates, legend, and latitudes in history classes. And yet in the present, the borders are condensations of all that a country is, was, and will be."

Hosting the 87th Annual NASSP Convention in San Diego, so close to the confluence of the two worlds of the western hemisphere, seems appropriate given the context of rapid changes - global, national, and local - that mark the principal's journey (the theme of this year's conference).

NASSP Executive Director Dr. Gerald Tirozzi, in his welcome address, spoke eloquently on "the good, the bad, and the ugly" of President Bush's 2004 budget request and the historic education reforms of the *No Child Left Behind* legislation that it is intended to support. More importantly, he issued a call-to-action to all school leaders to support a public statement entitled *A Reciprocal Agreement: A Statement from Middle Level and High School Leaders*, which outlines the

funding and resources secondary schools will need to meet the federal requirements of *No Child Left Behind*. Dr. Tirozzi challenged all secondary school leaders to make their voice heard by sending the "reciprocal agreement" to their U.S. senators, representatives, and governor. The Board of Directors of the CT High School Principals Association (CAHSP), at its March meeting, endorsed this "agreement" and urges all CT school leaders to visit the Principal's Legislative Action Center (PLAC) on the NASSP website (www.principals.org) to take this step.

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The Connecticut Association of Schools

presents

The 2003 CAS Principals of the Year



Paul Stringer

Principal, Weaver H.S. - See page 5

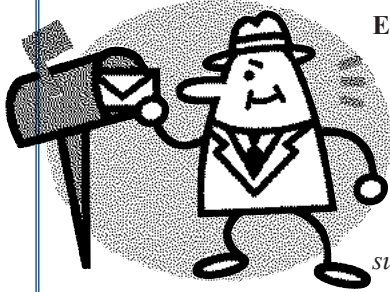


Dick Huelsmann

Principal, East Hampton M.S. - 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: I am a little concerned about one of my teachers. She has been spending hours in the guidance office going through student files. Yesterday, I caught her reading a file on an emotionally disturbed kid who has a chaotic home life, including a recent divorce and a bankruptcy. While she admitted that the student was not in any of her classes, she claimed that she wanted to understand the student better, in case she and the student get into it in the hall. This teacher, however, is quite a gossip, and I am concerned that she just wants to be in the know. Can I tell her to knock it off?
Just Curious

A. Dear Curious: Of course. We all know that student files are confidential. We also know that teachers may review student files. That right, however, is subject to the limitations set out in FERPA, the federal law that governs confidentiality of student information. Under that law, a teacher (or other "school official") has the right to review personally identifiable student information in the file only if the school district determines that he/she has "legitimate educational interests." You may well determine that the possibility that this teacher may run into this student in the hall does not constitute such a "legitimate educational interest."

Dear Mailbag: I am ripped. My assistant told me that a parent has been spreading the word that I use cocaine, and even said so at a PPT meeting last week. When I confronted the parent, she simply shrugged and said that she was just reporting what she had "heard through the grapevine." I don't buy it for a minute, because this parent has been on my case ever since I suspended her little darling for swearing at a teacher. I want to sue her for all she is worth. What are my chances?

Vindication Wanted

A. Dear Vin: Let me start with some bad news. Under defamation law, "public figures" can recover for defamatory statements only if a false statement is made with malice or with

reckless disregard for the truth. Moreover, in Connecticut, educators at least down to the rank of teacher are "public figures." That said, you may have a shot here, given the possibility that you could establish that the parent is maliciously out to get you. A related question is whether the school district may have an interest in protecting you. Strictly speaking, your claim is personal, and the district need not get involved. The district, however, may have an interest in protecting the reputation of its administrators, and by extension of the school district. You should inform the superintendent of your concerns and see what you can come up with.

Q. Dear Legal Mailbag: I thought I heard that the Freedom of Information Commission has imposed new rules concerning voice mail and e-mail. I would hate for some parents to get a hold of my e-mail. I admit to being intemperate in my use of adjectives to describe some of the parents I deal with. Should I just delete my "Sent Items" before I embarrass myself and the school district?

Poison Pen

A. Dear Poison: You can't go that far. The Freedom of Information Commission is currently considering new rules for both e-mail and voice mail, and any such ruling may impose new requirements, especially for voice mail. It is already established, however, that e-mails written in the course of public employment are "public records," and the public has the right to a copy of any such e-mails as long as they exist. The question for you is how long you are obligated to retain such e-mail communications. Formal communications that are similar to traditional documents, such as internal memoranda or correspondence with parents, are considered either "less than permanent" or "permanent" records, and they must be reduced to hard copies and/or retained for the period for such documents as set forth in the Record Retention Schedule of the Public Records Administrator. "Transitory" messages, such as routine communications among co-workers similar to telephone conversations, however, may be deleted at will. Don't get carried away.

■ Congratulations to Brittany Ballinger, a senior at Portland High School, who has been named a state honoree in the 2003 Prudential Spirit of Community Awards program. Now in its eighth year, the Spirit of the Community Awards is a nationwide program honoring young people for outstanding acts of volunteerism. More than 24,000 high school and middle level students submitted applications for this year's program, which is conducted by Prudential Financial, Inc. in partnership with the National Association of Secondary School Principals (NASSP). Brittany tutored disadvantaged children at a low-income housing project, and then conducted a campaign to provide them with school supplies and a 1,600-book library. As a state honoree, Brittany will receive \$1,000, an engraved silver medallion, and an all-expense-paid trip in May to Washington, D.C., where she will join fellow volunteers from around the country for several days of national recognition events.

2002 CMT-3 Results

The state's students made nominal gains on the third grade reading test administered in September 2002. An average of 61% of students met or exceeded the state goal on the Reading, Writing and Math tests in grades 4, 5 and 6. Behind, requires calculating test results at the advanced level. The following are now used in Connecticut's reporting system: Advanced level. The 2002 CMT-3 results include:

- Percentages of students reaching the state goals across the nine tests ranged from 55.9% to 68.1%. In the majority of cases, this was an increase over the 2000 and 2001 results.
 - Statewide participation rates increased from 92 percent in 2000 to 96 percent in 2002. While the state's largest and poorest cities still had the lowest participation rates (ERG I), they also had the greatest improvements in participation again this year. The participation rate in ERG I has increased from 82 percent in 2000 to 91 percent in 2002.
 - The rates of participation in the standard CMT-3 increased for the total population, 2 to 3 percentage points for special education students in limited English proficient (LEP) programs.
 - Achievement gaps decreased slightly, with black, Hispanic and American Indian students.
- To view a detailed report of the 2002 CMT results, visit www.ct.gov/education.

2002 STATE RESULTS BY CONTENT AREA

Content Area	Grade	Percent at or above State Goal (Level 4 + Level 5)	Avg. Scale Score (100-400)
Mathematics	4	60.1	248.7
	6	61.1	255.1
	8	56.1	250.7
Reading	4	55.9	246.0
	6	64.1	251.5
	8	68.1	252.6
Writing	4	61.5	254.2
	6	60.8	250.1
	8	60.0	248.4

& notes

■ The New "Social" Studies: In New Haven, social development is as much a part of the curriculum as reading and writing. Standards for teaching social development have been established for kindergarten through high school. First-grade students are expected to write stories in language arts, learn about living and non-living things in science, and "learn ways to calm down" in social development. Sixth graders learn to "summarize and analyze texts" in language arts, "describe, model, and classify geometric shapes" in mathematics, and "practice peer pressure resistance skills" in social development. New Haven is so committed to teaching social development that it has created a district-level department to oversee social skills instruction in all of the city's schools. The goal is to help children become emotionally intelligent and control impulses and anger so they can solve problems in nonviolent ways.

eneration of the Connecticut Mastery Test (CMT-3) of students statewide achieved state goals across the because the new federal legislation, No Child Left d, proficient and basic level, five levels of performance ced, Goal, Proficient, Basic, Below Basic. Highlights of

As a state, we should expect to be making more visible progress. I'm disappointed that our overall growth rate the last two years has been so small, even though many districts and schools have made significant gains.
 Ted Sergi, Commissioner of Education

cent in 2002. ased dramatically: about 1 percentage point for the ucation students, and more than 5 percentage points s. anic and poor students making greater gains. http://www.state.ct.us/sde/c23_press_release.pdf.

**BLE 1
 TIENT AREA FOR ALL STUDENTS**
 Percent of Students by Performance Level

State Goal Range		Proficient (Level 3)	Basic (Level 2)	Below Basic (Level 1)
Advanced (Level 5)	Goal (Level 4)			
21.4	39.0	20.1	9.6	9.7
20.4	40.7	20.7	10.1	8.1
21.8	34.3	20.6	12.8	10.5
19.2	36.7	12.8	10.3	21.0
18.9	45.3	10.0	8.0	17.8
22.7	45.3	10.1	7.1	14.5
19.7	41.9	19.8	10.9	7.7
22.6	38.2	22.3	9.5	7.1
21.2	38.8	18.8	11.8	9.4

national news & notes

■ The Education Commission of the States has just launched a new database which tracks states' progress in meeting the goals and requirements of the *No Child Left Behind Act*. The database is updated daily, providing a real-time "snapshot" of how states are measuring up. Color-coded maps and charts identify where states are and where they need to be, and show how states compare with one another. To access this database, visit www.ecs.org/ecsmain.asp?page=NCLBsurvey.

■ All 50 states, the District of Columbia, and Puerto Rico submitted their accountability plans for review under the "No Child Left Behind" Act on schedule, Secretary of Education Rod Paige announced last month. The plans, which detail how and under what timelines states are to ensure that all students perform at the "proficient" level on state tests, were due to the federal Department of Education on Jan. 31. The plans also must address how states intend to close achievement gaps between disadvantaged students and their more advantaged peers. Thus far, the department has approved the accountability plans for five states: Colorado, Indiana, Ohio, Massachusetts, and New York.

■ Marijuana is the most widely used illicit drug among U.S. youth, according to the 2001 National Household Survey on Drug Abuse. To help dispel the myths about marijuana and to help keep youth off drugs, the National Youth Anti-Drug Media Campaign offers two online resources that educators can use in their drug prevention efforts. One resource, www.theantidrug.com, is an award-winning site for parents and other adult influencers with information on keeping youth drug free. The other, www.teachers-guide.org, is a site for educators with tips, tools, and resources to help teachers incorporate drug prevention into their curricular instruction.

■ As the teacher shortage looms large, states are finding innovative ways of attracting qualified individuals into the teaching ranks. North Carolina created the Teacher Cadets, a highly touted program offered throughout the state to rising high school seniors with a strong academic record and interest in teaching as a career. What does a cadet do? Teach. In a real classroom with real children. The program connects aspiring teachers with classroom teachers. The high school cadets also take courses and network among like-minded students set on pursuing a teaching career. The Cadet program is run by the North Carolina Foundation for Public School Children and funded by the state's General Assembly. For more information, visit www.ncae.org/structure/teachercadet.shtml.

Nearly all US parents believe they can spot depression in their teenagers, but in fact two thirds of adolescents are never diagnosed and are at increased risk for suicide, according to survey results released last month. In the survey of 900 parents of adolescents, 90% said they were confident they could tell if their own child was depressed or suicidal. But researchers from Columbia University in New York, which helped sponsor the survey, said statistics show that only a third of depressed teenagers are ever diagnosed by a parent, a physician, a teacher or other adult. Parents usually do not read the symptoms correctly because they can be subtle, child psychiatrist Dr. David Shaffer said. And teenagers will go to great lengths to conceal their distress, he added. The researchers have announced the release of a screening test that will be made available free of charge to certain schools to help screen adolescents for depression. (Reuters, Feb. 20)

NCLB Summit
 The National Association of Secondary School Principals (NASSP) is sponsoring a summer institute to help middle and high school administrators understand and implement the requirements of the *No Child Left Behind Act*. The NASSP School Leaders Institute, which will be led by renowned educators, will shed light on some of the challenges of the legislation and offer opportunities to begin resolving them. Anyone interested in this leadership development opportunity can download the registration brochure at www.principals.org/pdf/cpd_brochure.pdf.



... more national news & notes

■ School officials in Lebanon, PA, are considering a plan which would grade parents on their involvement in their kids' schooling. Superintendent Marianne Bartley said the district wants to make sure parents are sending their children to school ready-to-learn. Under the voluntary plan, parents would be graded on attendance at parent-teacher conferences, returning permission slips and other forms sent home with children, and whether their children come to school healthy and properly dressed. Teachers would send the forms home with student report cards. "Failing parents" could get adult mentoring and other assistance.

Just what does "highly qualified" mean?

Resources Available

Under the new Elementary and Secondary Education Act (ESEA), teachers must be "highly qualified" by the end of the 2005-2006 school year. For example, elementary school teachers must have obtained full state certification or passed teacher licensing exams and hold a license to teach in the state, among other requirements. Paraprofessionals also must meet certain qualifications. Looking for more specific guidelines on what it means to be "highly qualified?"

■ Visit the National Education Association's (NEA) website at www.nea.org/esea/seateach.html#teacher. The NEA posts direct instructions on what it takes to pass muster and how to obtain necessary qualifications for K-12 teachers and paraprofessionals. The website also provides a "quiz" for teachers and paraprofessionals to take to see whether they are qualified under the law, and if not, what they need to do and by what deadline to qualify.

■ The Department of Education has released an updated version of its guidance on "highly qualified" teachers to help states and districts comply with provisions of the "No Child Left Behind" Act of 2001. The department had released initial guidance last June. The update reflects the final regulations for the law, which were released late last year. Among the changes, the revised guidance clarifies the requirements for teachers who enter the profession through alternative, or nontraditional, routes. It also specifies that to be "highly qualified," middle school teachers must demonstrate competence in all of the academic areas in which they teach.

legal news & notes

■ Free agency and signing bonuses, two labor practices popular in professional sports, won't be available to teachers anytime soon in two states. The Nebraska Supreme Court ruled last month that school districts cannot offer signing bonuses to teachers outside of the districts' negotiated salary schedules. Meanwhile, the North Dakota Supreme Court ruled that a school counselor could not negotiate his own salary, because such positions were covered by the teachers' union contract. (Education Week, January 8, 2003)

■ On February 28, 2003, the full Ninth Circuit held that schools that lead students in the Pledge are in violation of the Constitution, slightly modifying a June 2002 ruling issued by a three-judge panel of the Ninth Circuit that declared the Pledge of Allegiance unconstitutional. This ruling would have forced public schools in Alaska, Arizona, California, Hawaii, Idaho, Montana, Nevada, Oregon and Washington State to ban the recitation of the pledge in the classroom as of March 10, 2003. However, within days of the ruling,

the 9th Circuit put on hold its ruling, pending an appeal to the U.S. Supreme Court. The stay gives the California school district involved 90 days to ask the Supreme Court to review the ruling.

The lawsuit, initiated by Michael Newdow, a parent of a student attending public school and an atheist, alleged that Congress unlawfully endorsed religion when it added the words "under God" to the pledge in legislation passed under the Eisenhower administration. The 3-judge panel of the 9th Circuit agreed with Newdow and held that the pledge unlawfully endorsed religion. The decision made it unlawful for schools to engage in leading students in the Pledge of Allegiance. However, after the public uproar as a result of the decision, the Court stayed the ruling deciding that it should not take effect until the entire 9th Circuit had the opportunity to review the case. Last month, by a vote of 15-9, the 9th Circuit declined to hear the case thereby allowing the decision of the 3-panel judge to stand and lifting the stay.

Get A Tax Credit for Your Learning Vacation

Here's good news for those of you who are teachers or professionals who need to learn another language. If you take a foreign language class this coming summer or fall for academic credit, you may qualify for a tax credit, even if your course of study takes you abroad.

According to Jim Weikart, partner in the New York-based Weikart Tax Associates, The Lifetime Learning Credit applies to ALL undergraduate and graduate education, even if it involves such fun topics as sports, games or hobbies. The tax credit is 20% of the first \$10,000 spent on tuition -- up to \$2,000 per family per year.

To qualify, the course or courses must be sponsored by a post-secondary institution eligible to participate in the federal student loan program.

Unfortunately, room, board and travel expenses do not qualify -- only tuition and course-related expenses paid directly to the institution.

The amount of your credit is gradually reduced if your 2003 modified adjusted gross income for 2003 is between \$41,000 and \$51,000 (\$83,000 to \$103,000 if you file a joint return). In other words, you cannot claim a lifetime learning credit if your modified adjusted gross income is \$51,000 or more (\$103,000 if you file a joint return).

To document your credit you must:

- 1) keep receipts of your payment.
- 2) have a written record verifying that you took the course.

\$ Tip: The IRS is unforgiving if you make a mistake, so check with your tax adviser to make sure you qualify for this credit.

More Information

For details on how to learn a language in a foreign country plus a list of current courses, contact Languages Abroad at (800) 219-9924 or www.languagesabroad.com. This company sends students of all ages to schools in 50 countries where they can learn one of 30 languages.

(Source: Wall St. Journal)

STRINGER NAMED HIGH SCHOOL PRINCIPAL OF THE YEAR

Congratulations to Paul Stringer, principal of Weaver High School in Hartford, who was named the *2003 Connecticut High School Principal of the Year*. After only three years at Weaver, Stringer, with unrelenting support from his staff, has rescued a school that was plagued with student discipline problems, low teacher morale, and high truancy and drop-out rates.

Described by Superintendent of Schools Robert Henry as "innovative and dynamic," Stringer was hand-picked by former superintendent Anthony Amato to take over the struggling school, which, in 1999, was on probation and in jeopardy of losing its New England Association of Schools and Colleges (NEASC) accreditation.

Upon assuming the principalship of Weaver, Stringer undertook a rigorous self-examination and swiftly engaged the students, staff, and parents in a collaborative journey toward improvement. Stringer has worked alongside the faculty and staff to implement new programs, improve student and staff morale, enforce student discipline policies, and strengthen the bond between the school and its community. Never afraid to roll up his sleeves, Mr. Stringer has been known to make personal "housecalls" to the homes of truant students.

CAS Executive Director Mike Savage remarks, "Recognizing that schools with the greatest needs require leaders with the greatest skills, Superintendent Amato had the good sense to assign Paul to this critical leadership role."

Low-key and self-effacing, Stringer downplays his efforts and gives credit for Weaver's turn-around to his students and staff. "We recently had our accreditation visit from NEASC and were fully accredited," says Stringer. "This was a testament to the hard work of the students and staff who took upon the tasks of recapturing their school."

Since his arrival at Weaver, Stringer has spearheaded a number of successful initiatives, including the School/Community-Based Health Center, which will provide health services to the students and families of Weaver High School. He has expanded tutoring and intervention programs for at-risk students and has developed new programs to improve CAPT scores. He also established the "Staff Member of the Month" program, which has helped to foster a positive school climate with high staff morale.

Says Superintendent Henry, "His enthusiasm for the job infuses his students and staff with tremendous motivation and instills in them an appetite for the joys of learning."

Baxter Atkinson, Stringer's colleague and principal of Mark Twain School in Hartford, praises Stringer's ability to empower his staff to be partners in the decision-making process. "He makes others feel that they are a contributing part of the whole picture," says Atkinson.

According to Sandra Inga, a science teacher at Weaver, one of Stringer's greatest strengths is his ever-present concern for the welfare of his students. "Clearly, students are Mr. Stringer's primary focus. He can be found cheering students on at every sporting event and academic awards ceremony," says Inga.

Stringer is fearless in his pursuit to provide quality educational programs which allow ALL his students to perform at high levels. "Mr. Stringer challenges his staff to remain focused on the goal of providing every student with an exciting, in-depth and challenging education," says Inga.

Recently, Stringer has undertaken a whole-school reform effort to transition from a comprehensive high school to a "Smaller Learning Community" comprised of four theme-based academies. This dramatic shift should ultimately bring about higher graduation rates, lower dropout rates, improved test scores and a climate of collegiality where students and staff feel connected and supported.

A respected educational leader at the state, regional and national levels, Stringer serves on the advisory board of the Principals' Leadership Network at Brown University and was recently appointed to the board of directors of the National Association of Secondary School Principals (NASSP), a prestigious national organization serving middle level and high school administrators. An active member of CAS since 1998, he currently serves on the CAS Board of Directors, the CIAC Boys' Basketball Committee and the CAS Urban High School Principals' Committee.



Paul Stringer



TO: Members of the Education Committee
FROM: Connecticut Association of Schools
DATE: February 28, 2003

The Legislative Committee of the Connecticut Association of Schools would like to register its support for bills such as HBO576 which will provide gradual access to full motor vehicle operation privileges for sixteen and seventeen year old operators. In particular, we are in favor of restricting the hours of operation and to limit the number of passengers each operator is allowed to transport.

There is significant statistical evidence that young drivers have more accidents due to their immaturity and limited driving experience. This evidence should be taken very seriously in order to protect our young drivers and provide more safety on our roads.

The Connecticut Association of Schools represents close to 1,000 schools and principals including all public and parochial high schools.

San Diego Charter High School Sets High Tech Example

By Tom Galvin, Principals' Center Director

Working and learning in a high tech environment in a renovated former U.S. Navy building in a desolate closed Navy yard, 380 high school students in San Diego are enjoying a unique educational experience. High Tech High School is home to a diverse student body chosen by lottery for an education which integrates technology and academics. According to the CEO/president Larry Resenstock, the school is based on a response to the question "What is a good high school?" Students report that their teachers work together (with scheduled common planning times) to connect learning using essential themes. Classrooms are hard to find; high tech work areas are everywhere.

A Monday afternoon finds the entire school in "advisories" that extend to 4:00 p.m. - followed by a rush to a pick up-soccer game including students and faculty. A student late to a bus is admonished for failing to check his email for scheduled times. The school itself is replete with displays of projects completed in integrated classroom settings. All classes focus on the development of projects related to the learning objectives of each class.

In the course of the day, students move with ease between seminars, lab, work spaces and a centralized commons known as the "Great Room." It is clear that the older the student the more time is spent in the work and lab areas - with the exception of time spent in college courses taught by area professors to juniors and seniors on site.

During their school years, students organize and present their work in cumulative "digital portfolios," providing concrete evidence that they

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The Blueberry Story: The Teacher Gives the Businessman a Lesson

By Jamie Robert Vollmer

"If I ran my business the way you people operate your schools, I wouldn't be in business very long!" I stood before an auditorium filled with outraged teachers who were becoming angrier by the minute. My speech had entirely consumed their precious 90 minutes of in-service. Their initial icy glares had turned to restless agitation. You could cut the hostility with a knife.

I represented a group of business people dedicated to improving public schools. I was an executive at an ice cream company that became famous in the middle 1980s when People Magazine chose our blueberry as the "Best Ice Cream in America".

I was convinced of two things. First, public schools needed to change; they were archaic selecting and sorting mechanisms designed for the industrial age and out of step with the needs of our emerging "knowledge society". Second, educators were a major part of the problem: they resisted change, hunkered down in their feathered nests, protected by tenure and shielded by a bureaucratic monopoly. They needed to look to business. We knew how to produce quality. Zero defects! Continuous improvement! In retrospect, the speech was perfectly balanced - equal parts ignorance and arrogance.

As soon as I finished, a woman's hand shot up. She appeared polite, pleasant -- she was, in fact, a razor-edged, veteran, high school English teacher who had been waiting to unload. She began quietly, "We are told, sir, that you manage a company that makes good ice cream."

I smugly replied, "Best ice cream in America, Ma'am."

"How nice," she said. "Is it rich and smooth?"

"Sixteen percent butterfat," I crowed.

"Premium ingredients?" she inquired.

"Super-premium! Nothing but triple A." I was on a roll. I never saw the next line coming.

"Mr. Vollmer," she said, leaning forward with a wicked eyebrow raised to the sky, "when you are standing on your receiving dock and you see an inferior shipment of blueberries arrive, what do you do?"

In the silence of that room I could hear the trap snap. I was dead meat, but I wasn't going to lie.

"I send them back."

"That's right!" she barked, "and we can never send back our blueberries. We take them big, small, rich, poor, gifted, exceptional, abused, frightened, confident, homeless, rude and brilliant. We take them with ADHD, junior rheumatoid arthritis, and English as their second language. We take them all! Every one! And that, Mr. Vollmer, is why it's not a business. It's school!"

In an explosion, all 290 teachers, principals, bus drivers, aides, custodians and secretaries jumped to their feet and yelled: "Yeah! Blueberries! Blueberries!"

And so began my long transformation. Since then, I have visited hundred of schools. I have learned that a school is not a business. Schools are unable to control the quality of their raw material; they are dependent upon the vagaries of politics for a reliable revenue stream; and they are constantly mauled by a howling horde of disparate, competing customer groups that would send the best CEO screaming into the night.

None of this negates the need for change. We must change what, when and how we teach to give all children maximum opportunity to thrive in a post-industrial society. But educators cannot do this alone; these changes can occur only with the understanding, trust, permission and active support of the surrounding community. For the most important thing I have learned is that schools reflect the attitudes, beliefs and health of the communities they serve, and therefore, to improve public education means more than changing our schools; it means changing America.

Urban Component Added to Mentor-Mentee Program

by Tom Galvin, Principals' Center Director

The Principals' Center Mentor-Mentee Program has added an urban component this year, extending the program much further into urban districts than in the past.

Workshops for the urban component are both separate and combined with the state-wide program. On January 8th there was an urban workshop with Attorney Tom Mooney, partner with Shipman & Goodwin and professor at UConn's Neag School of Education. A "Fireside Chat" on data is planned for April 3rd with Dr. Phil Streifer of the Neag School of Education on the use of data to improve instruction. On May 14th, Dr.

Joseph Hoff will present a workshop on "Creating a Culture of High Achievement."

In addition to these urban programs, the urban members met with state-wide mentors and mentees on February 6th. They had a choice between a program by Diane Alverio and Ann Baldwin on "Media and Good Public Relations" and a program on the achievement gap presented by David Maloney, assistant principal of Branford High School. A workshop on "Human Capital" was presented as part of the program by Dr. Larry Nocera and Dr. Tom Russo, both administrators on

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Arts Workshops Well Received

By Tom Galvin, Principals' Center Director

The Connecticut Department of Education, through the arts consultant, Dr. Scott Shuler, and The Principals' Center recently co-sponsored two workshops titled "Quality Schools Need Quality Arts Programs."

Presenters included, in addition to Dr. Shuler, Lynn Collings and Jeanne D'Angelo, teachers-in-residence for the BEST program in art and music; and Cindy Rehm and Richard Wells, arts supervisor for the Simsbury Public Schools. The program was divided into two modules with the first centering on a "Quality Arts Curriculum" including vision and strategies to approach common issues. The second module centered on Quality Arts Technology including ideas for supporting the needs of arts teachers.

The workshops were so well attended that a follow up program may be planned in the near future.



**SDE Arts Consultant
Scott Shuler**

San Diego, continued from page 1

Michael Fullan's keynote to the second general session, "Leading in a Culture of Change," was both daunting and inspirational. Daunting was the reality conveyed that the complexity of change dooms most single school/single school leader initiatives to failure; inspiring were the successes cited of some large scale reform efforts. Key to the latter is connecting schools and the district, principals and central office personnel (particularly superintendents!) in symbiotic ways in order to build school capacity (i.e. the collective power of the full staff to improve student achievement). Put another way, neither centralization nor decentralization works by itself; connection with the wider environment is critical for success, and every person is a change agent.

Phil Schlechty, Founder and CEO of the Center for Leadership in School Reform, argued similarly that school leaders must learn to create organizations that are capable of functioning in a competitive environment (The most significant new monies in the next federal education budget go to vouchers.), that are change adept and not change inept (Do you remember American Motors and Eastern Airlines?), and that have the capacity to build communities as well as to serve them. Significantly, both Schlechty and Fullan state unequivocally that, while you can mandate compliance, you must earn commitment and attention. How similar are the tasks of school leaders marshalling their reform troops and classroom teachers seeking the engagement of students. How much of the negative attention being paid to schools today relates to the proportion of classrooms where compliance is more operative than commitment?

middle school news

Mr. George W. Bush
President of the United States
1600 Pennsylvania Avenue, NW
Washington, US 20500

March 1, 2003

Dear Mr. President:

You are to be commended for your support of "No Child Left Behind," arguably the most important piece of educational reform legislation in decades. In a time when the federal government is facing major challenges with the economy, homeland security and Iraq, it is gratifying to educators that so much attention is being given to educating our nation's children. The overriding premise of the legislation is very similar to the mantra endorsed by those who work at the middle level: "all children can learn." This statement must be central to any mission and vision in our nation's elementary, middle and high schools. Furthermore, the research and literature strongly indicate that schools that believe and practice it experience high degrees of success in student performance.

As with any legislation, the success of "No Child Left Behind" (NCLB) will be largely dependent on the financial support it receives and the degree of implementation possible with available resources. To that end, I urge you to use the considerable influence of your office to push for full funding for all aspects of the plan. If we are to truly close the gap between those who are succeeding and those who are not, full funding of Title I is essential. It is a well-known fact that poverty is the single greatest deterrent to school success, and full funding is critical to success in high poverty schools. Title II is equally important if we are to recruit and train teachers and administrators to meet the rigorous challenges outlined in the legislation.

It is gratifying to learn that there are provisions for financial support for educational best practices based on scientific research. While the U.S. Department of Education has identified some of these programs, equally important is the funding in Title V that allows SEAs and LEAs to fund state and local initiatives that are proving to be successful. Hopefully, accountability for these dollars will be viewed broadly rather than narrowly, as the state and local efforts are analogous to medical research. While not every initiative will necessarily be successful, the impact of each is cumulative and furthers the body of knowledge necessary for significant breakthroughs. These breakthroughs are the tools to set U.S. education apart from systems such as the one in France that minimize the achievement gap by leveling the playing field at a low common denominator of achievement by legislating "what" is taught and "when."

Accountability is essential to growth and progress and certainly has a significant role in NCLB. As you know, Connecticut schools have been held increasingly accountable through the Connecticut Mastery Test, the Connecticut Academic Performance Test and mandated reporting through the Strategic School Profile. All of these initiatives have proven to elevate the expectations and the performance of Connecticut students. As the accountability measures of NCLB are developed, modified, and expanded, it is hoped that there will be an increasing emphasis on qualitative as opposed to quantitative aspects. Supporting high performing students and engaged citizens is more important than the frequency of testing or whether they all use the same test.

Finally Mr. President, school success is indeed tied to teacher quality. A highly qualified teacher in every classroom is not only a goal but also a necessity. While NCLB mandates highly qualified teachers in every classroom, the definition needs to be expanded to include the same high expectations for the delivery of instruction that are currently being applied to the acquisition of knowledge about content. As National Middle School president Debby Kasak wrote in a press release from the association dated September 23, 2002, "There must be a balance on teacher preparation programs... Prospective teachers must develop content knowledge of their subject, but they also must learn instructional skills. Focusing predominantly on content knowledge at the expense of professional preparation 'methods' training will be less effective in the overall learning of middle level students." With the plethora of knowledge about "how" people learn, more attention needs to be given to this aspect of schooling at all levels.

"No Child Left Behind" legislation has the potential to change schooling in America for the better. Having been initiated and supported by your administration and an overwhelming bi-partisan majority of both houses of congress, there is reason for optimism. However, there is a tremendous amount of work to be done to transform the legislation into reality in schools. The defining steps are in the hands of the crafters and promoters of the legislation. Essential to success are full funding for all aspects of the program, and the promised "solutions based on accountability, choice, and flexibility in federal education programs."

Respectfully,
Earle G. Bidwell

Assistant Executive Director, Connecticut Association of Schools

"Arts in the Middle"

*The Annual Middle School
Hands-on Arts Conference*

**University of Hartford
May 20, 2003**

Check the website
www.casciac.org for details
or to download a registra-
tion form.

**SAVE THE
DATE!**

■ **Reminder:** "CAS Middle Level Exemplary Teaming Practices" applications are due in the CAS office by March 21st.

■ **Looking Ahead:** The popular "Emergency Middle School Training" program will be offered again this summer at the CAS Conference Center. Led by experts from the New England League of Middle Schools, the two day program will provide practical advice for teachers new to the middle level.

High Tech, continued from page 5 are meeting school and state standards.

The school, as any other institution, is not without its problems. A tri-semester extended school year has been changed to match other San Diego schools' two semester programs. The transcript is written along standard lines for college admission purposes. Some inter-scholastic sports have been added to meet student interest. And "No Child Left Behind" may affect the freedom of the school in hiring and assigning teachers according to experience and background rather than certification. The staff is confident the latter won't be an issue.

Finally, internships, though difficult to schedule, provide an "authentic" experience to the student's experience. The staff analyzes placement sites for their learning potential, observes students and works with the outside mentors to deepen and extend their students' school-based learning.

... more middle school news



DICK HUELSMANN NAMED TOP MIDDLE LEVEL PRINCIPAL

Congratulations to Richard Huelsmann, principal of East Hampton Middle School, who was named the 2003 Connecticut Middle School Principal of the Year by the Connecticut Association of Schools (CAS). A 34-year veteran educator, Huelsmann has served the East Hampton school system and its community for nearly his entire professional career. East Hampton Superintendent John

DeGennaro calls Huelsmann "student-oriented and a team player." "This honor is extremely well-deserved. Dick has given many fine years of service to the East Hampton students, staff, and the entire community," says DeGennaro.

Described by physical education and health teacher Linda Wallace as "the finest principal I have ever known," Huelsmann has had a unique and abiding influence on the students of East Hampton Middle School.

"Students affectionately refer to him as 'Detective Huelsmann' because of his presence in the school and because of how well he knows them," says PTO President Debra Robinson.

Wallace praises Huelsmann's ability to keep his students' interests foremost in his mind. "For Dick, keeping students central to his every decision is critical," she remarks.

A steadfast advocate for young people, Huelsmann also works tirelessly on behalf of his staff. Teachers agree that he has succeeded in building a climate where they feel both supported and appreciated. "He is a good listener," praises Wallace. "By listening and understanding, he finds ways to solve problems, help students and parents, and support teachers."

Huelsmann is viewed by his faculty as a gifted administrator who possesses both a strong mind and compassionate heart. "He leads his staff with intelligence and integrity, but also with compassion," says Wallace.

Throughout his long and distinguished career in education, Huelsmann has been a passionate supporter of the middle school philosophy. During his tenure at East Hampton, he successfully transformed a junior high school into an effective middle school which now serves as a small, caring community of learning where team leadership is prized and parents are fully engaged in the lives of their students. Says Peggy Schaedler, Language Arts teacher at the middle school, "In keeping with his middle school philosophy, he maintains a positive rapport with students, frequently visits classrooms, participates in lessons, and communicates with [students] on a one-to-one basis."

A low-key but forthright leader, Huelsmann has been the driving force behind many successful initiatives at East Hampton Middle School. Under his leadership, the Safe Schools Committee was established to ensure that ALL students learn in an environment where they feel safe, supported, and respected.

A respected leader in middle level education in Connecticut, Huelsmann has been an active and energetic member of CAS since 1984. In addition to serving as chair of the board of directors of the Connecticut Association of Middle School Principals, he currently serves on the CAS Board of Directors, The Center for Early Adolescent Educators' Advisory Board and the Principals' Center Advisory Board.

CAS Executive Director Mike Savage lauds Huelsmann as "one of the most influential middle level leaders in the history of our association." "As chair of the middle level board," says Savage, "Dick has emerged as a strong and respected voice, not just among our middle level membership, but within the association as a whole. Under his leadership, the middle level division has flourished, having achieved a renewed sense of purpose and direction."

Huelsmann earned a bachelor's and master's degree from the University of CT and obtained a certificate of advanced graduate study from St. Joseph College in West Hartford, CT. He began his professional career in 1968 as a chemistry teacher at East Catholic High School in Manchester. In 1974, after serving as science department chair and director of student activities at East Catholic, he was appointed assistant principal at East Hampton High School. Three years later, in 1977, he became principal of East Hampton Middle School, the position he has held for over twenty-five years.

elementary school news

Rosemarie (Rosie) Young Candidate for President- Elect of NAESP



Rosemarie (Rosie) Young

If We Can Dream It - Together We Can Make It Happen!

Professional Experience

- Principal, Watson Lane Elementary, Louisville, KY - 18 years
- Counselor - 5 years
- Teacher - 5 years
- Graduate level instructor, Bellarmine University

Leadership Experience/Professional Affiliations

- NAESP Zone 5 Director, 2002-2003
- NAESP State Leaders, Federal Relations, Annual Conventions, Delegate Assembly
- Kentucky Association of Elementary School Principals State President, President-Elect, Vice-President, Conference Planning, Budget, Nominations, Resolutions, Legislative Committees
- Member: Association for Supervision and Curriculum Design, Phi Delta Kappa, National Staff Development Council, Delta Kappa Gamma

"Together we can do great things for our nation and our children. We must build the dream of what our schools can and should be and work together to ensure the success of every school and child. If we can dream it, together we can make it happen! I have the skills, experience, energy, and passion to speak on behalf of principals and our students in this mission and would welcome and champion the opportunity to do so. I am asking for your vote to lead our learning community of leaders in the advocacy and support of our children and our schools."

News & notes . . .

■ **Free Essentials Guide Available:** Need a guide to help you develop plans for ensuring the safety of students and for reacting to a crisis? Well now you can...for free. NAESP is offering its members the opportunity to download a free copy of *Creating Physical and Emotional Security in Schools*, the seventh publication in the *Essentials for Principals* series. Simply go to www.naesp.org/free/essentials.pdf to get your free copy.

■ **NAESP Upgrades Legal Benefits:** Last year, NAESP significantly improved the Legal Benefits Program for all current

Active, Life, and Emeritus members, including up to \$1,000,000 for individual professional liability and up to \$10,000 for legal fees for job-protection defense claims (following a \$500 deductible). Accrued legal benefits coverage for current members as of June of last year also automatically doubled in value. NAESP's Legal Benefits Program, formerly known as the Legal Assistance Program, safeguards members against unexpected legal expenses due to actions that may be directed against them. For an overview of these member benefits, visit www.naesp.org/memberservices.

NCAA Announces New Academic Requirements for Incoming Freshmen, Effective August 1

High school athletic administrators should be aware that changes have been made in NCAA Division I freshman-eligibility standards, effective August 1, 2003.

A package of reform measures designed to improve the graduation rates of Division I student-athletes was approved by the NCAA Division I Board of Directors this past October.

Highlighting the reform measures are changes that will increase the number of high school core courses required by prospects to participate in sports as a freshman from 13 to 14, will maintain the requirement for a 2.000 grade-point average in core courses and will extend the sliding-scale relationship between standardized test scores and core-course GPA by eliminating the minimum test score currently in place.

Students entering any college or university during the 2003-04 or 2004-05 academic years may meet the initial-eligibility requirements under either the new rule or the old rule. Students first entering a collegiate institution on or after August 1, 2005, however, must meet the new 14 core-course rule.

For students entering college in 2003-04 or 2004-05, their initial eligibility will first be evaluated under the new rule. If students are ineligible under the new rule, the NCAA Initial-Eligibility Clearinghouse will automatically re-evaluate the student's academic record under the former rule to obtain his or her best possible result. It is not possible, however, to mix-and-match rules. As an example, a student cannot use the 13 core-course standard of the former rule and the sliding scale from the new rule.

The breakdown of core-course requirements is the same in the new rule except that the new rule will require three years (instead of two) of additional courses from any of the following: English, mathematics, natural/physical science, social science, foreign language, nondoctrinal religion/philosophy, or computer science.

Computer science will be eliminated as an acceptable core-course area for students first entering any college or university on or after August 1, 2005.

The new rule significantly changes the initial-eligibility index, or sliding scale. The former rule required a minimum 820 score on the SAT in combination with core-course GPAs of 2.5 or higher. The new rule extends the SAT requirement down to 400, with an ever-increasing core-course GPA. For example, a 500 SAT score would require a core-course GPA of 3.30.

High school administrators were mailed a package of materials by the NCAA on January 1, 2003. The NCAA will not be mailing the NCAA Core-Course Review Playbook as in years past, since high school administrators now are able to update their school's list of NCAA-approved core courses via the Internet.

Reprinted from the NFHS News/February 2003

New NCAA Division I Freshman-Eligibility Standards

Former Rule	New Rule
13 Core Courses:	14 Core Courses
4 years of English	4 years of English
2 years of mathematics (Algebra I or higher)	2 years of mathematics (Algebra I or higher)
2 years of natural/physical science (1 year of lab if offered by high school)	2 years of natural/physical science (1 year of lab if offered by high school)
1 year of additional English, mathematics or natural/physical science	1 year of additional English, mathematics or natural/physical science
2 years of social science	2 years of social science
2 years of additional courses (from any area above or foreign language, nondoctrinal religion/philosophy, computer science)*	3 years of additional courses (from any area above or foreign language, nondoctrinal religion/philosophy, computer science)*

* being eliminated as core course in 2005

JUDGE RULES IN FAVOR OF MSHSAA IN "MULTIPLIER" SUIT

COLUMBIA, MO -- A suit brought by five Missouri high school students requesting declaratory and injunctive relief from a Missouri State High School Activities Association rule concerning the use of a "multiplier" when determining classifications for tournaments was denied. The suit sought to overturn MSHSAA By-law 312-d, which went into effect for the 2002-03 school year and which calls for the enrollments of all nonpublic schools to be multiplied by a factor of 1.35 for classification purposes.

The court cited many operational differences between public and nonpublic schools. It concluded that MSHSAA had "clearly demonstrated" a substantial interest in competitive equity with grouping member schools for competition in district and state tournaments, holding that the multiplier for nonpublic schools did not violate equal protection provisions of either the Missouri or U.S. Constitutions.

In reaching the 21-page decision, Judge Ellen S. Roper stated that "the schools who voted for the multiplier could have reasonably concluded from all of the information provided and adduced here that nonpublic member schools have displayed a long-term, continuing and increasing statistical success in MSHSAA district and state championships which substantially exceeded their membership ratio in the association; that utilization of student enrollments only for classification purposes was no longer effective; that previous changes recommended by two special ad hoc committees had failed to restore equity; that a 1.35 multiplier would only affect nonpublic schools in or near the top of their existing classes, and that nonpublic schools in or near the top of their existing classes could and do compete with schools in the next-higher class during the regular season." The judge further stated that the schools voting for the multiplier "have not acted arbitrarily and capriciously. If anything, they have demonstrated great restraint for 10 years and a willingness to resist separate championships and first try less-intrusive measures to restore equity. No nonpublic school affected moves up more than one class, and the subject multiplier is simply another permissible tool to address equity in grouping schools like the existing tools of classification, different enrollment breaks and the multiplier which doubles the enrollment of single-gender schools before classification."

"The court issued a very helpful and timely decision for the MSHSAA and our membership," said MSHSAA Executive Director Becky Oakes. "We are grateful for the court's further consideration in this matter and are pleased that the democratic process of the association has again been reaffirmed."

. . . more ciac news

ALERT: Softball Coaches

The "Worth 3DX" is on the ASA list of banned bats. Worth has manufactured several "spin-off" bats in that line that begin with the same initial markings, specifically the 3DXB, 3DXE and 3DXFP. These three models of bats are LEGAL (provided they have the permanent ASA certification mark). The only banned bat would be a Worth 3DX, with no additional letters or identifier. It's important that school administrators, coaches and umpires look at the "fine print" when checking these particular bats.

■ A judge has blocked a ruling from a state athletic association that had declared the nation's most celebrated high school basketball player ineligible after he accepted two sports jerseys valued at \$850. LeBron James, a senior at St. Vincent-St. Mary High School in Akron, Ohio, who is expected to be the first pick in the professional-basketball draft this summer, had been declared ineligible to play on Jan. 31 by the Ohio High School Athletic Association. It said Mr. James had violated state amateur rules that prohibit students from accepting gifts that capitalize on their athletic fame. The association ruled that in accepting two sports jerseys from a sports store in exchange for pictures of the player that now hang on the store's walls, Mr. James had forfeited his amateur status. That decision came four days after the association had cleared Mr. James of any violation for accepting a \$50,000 sport-utility vehicle from his mother on his 18th birthday. But a Summit County, Ohio, judge, ruling on a challenge brought by Mr. James, issued a temporary restraining order on Feb. 5 allowing the player to return to his team, at least temporarily, after he sits out one game. A preliminary hearing to decide whether to grant a permanent injunction or go to trial was set for February 19th.

■ The sudden deaths of three students in New York City public schools within a single week has sparked controversy over the 1.1 million-student district's failure to meet a state-mandated deadline for providing all schools with heart defibrillators. The New York legislature passed a law last spring that required every public school in the state to have at least one automated external defibrillator in place by Dec. 1 and an employee trained to use it. The potentially life-saving device uses an electrical shock

to restart a normal heartbeat in someone who has experienced sudden cardiac arrest. The law did not provide schools with money to buy the devices or to train staff members to use them. In all three deaths recently reported in New York City, the students simply collapsed and died.

■ In an effort to more effectively market its programs for coaches, officials, spirit coaches, and fine arts coaches, directors and judges, the National Federation of State High School Associations (NFHS), effective immediately, has changed the names of its five professional organizations by incorporating the NFHS acronym and logo into each group's official title. The new names for these five organizations are NFHS Coaches Association (formerly National Federation Coaches Association or NFCA), NFHS Officials Association (formerly National Federation Officials Association or NFOA), NFHS Spirit Association (formerly National Federation Interscholastic Spirit Association or NFISA), NFHS Music Association (formerly National Federation Interscholastic Music Association or NFIMA) and NFHS Speech, Debate and Theatre Association (formerly National Federation Interscholastic Speech and Debate Association or NFISDA). In the speech and debate association, the NFHS incorporated theatre into its name as well.

■ The NCAA is cracking down on sideline excesses. Basketball referees who want assignments to the NCAA tournament must now control the bench. On February 24, the Division I men's tournament committee, headed by Arizona athletics director Jim Livengood, told conference commissioners to nominate only officials who enforce sportsmanship on the sidelines. Refs may have seen this change coming. For instance, by last week they had called 24 technical fouls on Big Ten coaches, as opposed to nine at this time last year. [USA Today, 02/25/03]

■ Secretary of Education Rod Paige said last month that he would "move forward" only on the unanimous recommendations of the commission examining Title IX. Fifteen of the 23 recommendations passed without dissent. However, the eight non-unanimous proposals include some of the most highly charged, including those that let colleges:

- 1) omit nontraditional students (largely female) from the count of people entitled to sports opportunities;
- 2) omit walk-ons (largely male) from the count of people granted sports opportunities; and
- 3) count available slots on teams rather than actual participants.

NFHS Reiterates Warning About Supplement Use

In light of the recent death of Baltimore Orioles pitching prospect Steve Bechler, the National Federation of State High School Associations (NFHS) once again urges high school athletes and their parents to consult with their physicians before using any supplement, particularly any containing the potentially harmful ingredient ephedrine, which has been linked to heatstroke and heart trouble and was in a dietary supplement that Bechler's death was not complete at this time, it is a fact that he was taking a supplement with ephedrine, and we know that ephedrine has been linked to heatstroke," said Robert F. Kanaby, NFHS executive director. "There is no possible positive reason for taking supplements that would justify their use when weighed against this tragedy."

■ On February 28 the FDA proposed that all ephedrine products carry warning labels. "This is not the end of the story," said Health and Human Services (HHS) Secretary Tommy Thompson, adding that an outright ban remained possible. The American Medical Association recommends such a ban, and the U.S. armed forces stripped ephedrine from all commissaries and military exchanges after more than 30 service personnel died while taking it. (See related item page 11)

Who's counting? . . .

72%

Percentage of Americans who agree with Augusta National Golf Club's stand against admitting female members, according to a survey commissioned by the club.

\$2,400,000,000

Cost to New Yorkers of hosting the 2012 Olympics, according to officials with the city's bid committee

\$6,500,000,000

Cost to New Yorkers of hosting the 2012 Olympics once infrastructure costs are added.

2

Number of U.S. cities whose taxpayers are still paying for stadiums that have been torn down.

[Source: Athletic Business, Jan. 2003]

. . . more ciac news

2003-04 NFHS Sports Rules Changes

■ **FOOTBALL:** Beginning with the 2003 high school football season, the receiving team on scrimmage kicks no longer will lose possession of the ball when a foul by the receiving team occurs on its side of the expanded neutral zone prior to the end of the kick. This change in post-scrimmage kicks was one of nine rules changes approved by the National Federation of State High School Associations (NFHS) Football Rules Committee at its January meeting. For other rules revisions for the 2003 season, visit <http://www.nfhs.org/rules-football.htm>.

■ **SPIRIT:** The National Federation of State High School Associations (NFHS) Spirit Rules Committee has recently adopted a change affecting transitional stunts. Effective with the 2003-04 season, the braced, bent-leg tick-tock (liberty to liberty) stunt will be permitted. This will be an exception to the transitional stunt rule, which requires physical contact to be maintained between the top person and the base(s). For other spirit rules changes, visit www.nfhs.org/rules-spirit.htm.

■ **VOLLEYBALL:** Following more than five years of discussion, the NFHS Volleyball Rules Committee approved the rally scoring format for high school volleyball at its January meeting. In rally scoring, points are awarded on each play, regardless of which team serves, as opposed to the traditional sideout system. Responsibility to decide when to implement the rally scoring rules rests with the individual state associations (states may elect to use rally scoring in 2003-04), but they must apply the rally scoring format no later than the 2004-05 school year. For additional information on rally scoring, visit http://www.nfhs.org/press/volleyball_rules_changes03.html.

■ **SOCCER:** Few changes were made by the NF Soccer Rules Committee this year, among them were three changes regarding fouls and misconduct. Article 2 of Rule 12-3, which stated that a player could not place a hand on an opponent in an effort to reach the ball, was deleted. Also, "Simulating a foul" was added to the list of unsporting conduct in Rule 12-8-1(f). For more information, visit www.nfhs.org/press/soccer_rules03.html.

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THE LOWDOWN ON EPHEDRINE

Q: What is ephedrine?

A: Chemically kin to speed, it's the active ingredient is the herb ephedra, or ma huang, a traditional Chinese supplement. It appears in commercial products like Ripped Fuel and Xtreme Ultra Orange. Companies promote it as an energy booster, an aid to athletic performance and a "fat burner."

Q: How popular is it?

A: Millions use it. Consumers spent \$1.3 billion on ephedrine products in 2002, according to the Nutrition Business Journal.

Q: Does it improve athletic performance?

A: No. According to a Rand study released on February 28, there is sparse evidence that ephedrine -- and no evidence that the herb ephedra -- boosts achievement in sport.

Q: Does it "burn fat"?

A: Maybe. Users shed about two pounds per month, on average, but no study has ever followed participants for longer than six months. Twelve months is the standard period for gauging a drug's value in weight loss.

Q: What are its effects?

A: "They're amphetamines, and we have known for decades what amphetamines do," says Ray Woosley, dean of the University of Arizona School of Medicine. They cross the blood-brain barrier and stimulate the nervous system. But they also raise heart rate and blood pressure.

Q: What are its risks?

A: Adverse effects seem common, and include rapid heartbeat, headaches, nausea, insomnia, vomiting and trouble urinating. Rand researchers found a computer file of more than 18,000 such events from a single maker of ephedrine products, Metabolife. Moreover, in susceptible individuals ephedrine boosts the chance of heart attack, stroke and seizure. The FDA knows of at least 100 deaths linked to the drug. Dr. Paul Shekelle, the physician who headed the Rand study, said, "It is more likely than not that there is a relationship" between such deaths and ephedrine, "although the available evidence falls short of the conventional level of scientific proof." No one knows the long-term risks of ephedrine.

Q: What is a high dose?

A: Over 300 milligrams (mg.). It can trigger a dramatic surge in blood pressure and irregular pulse. At a hearing in October 2002, Sen. Richard Durbin (D-IL) noted that ill effects can occur in healthy young people, including those who don't exceed the recommended dosage.

Q: Which groups are at greatest risk?

A: Children, pregnant or nursing women, anyone suffering from glaucoma, anorexia, high blood pressure, heart disease, diabetes, stomach ulcers or kidney failure.

(Source: Character Counts! Sports e-newsletter)

Study looks at effects of drug-testing athletes

Results from a study of high school drug-testing provide evidence that random testing of student athletes can significantly reduce drug use.

The pilot study was conducted by researchers at the Oregon Health and Science University in Portland, Ore., at two public high schools in the 1999-2000 school year. They found that athletes at the high school with mandatory, random drug testing reported drug use at a rate only about one-fourth of that at the other school.

Of the 135 athletes subject to random testing at Wahtonka High School in Dalles, Ore., 5.3% said they were using illegal drugs, according to confidential survey responses. That proportion compared with 19.4 percent of the 141 athletes surveyed at Warrenton High School. Warrenton High, a school with like demographics near Astoria, did not do such testing.

Student athletes subject to random drug tests also were only one-third as likely to use performance-enhancing substances such as steroids.

The study also found that though reported drug use was down at Wahtonka High, their attitudes toward drug use were less negative than students at Warrenton High.

Athletes who were tested viewed drug use as less risky and believed a large number of students at their school were using drugs.

continued on page 12

ciac news

Dailey, continued from page 1

Chris was a four-year forward (from 1978-82) for the nationally-ranked Rutgers Scarlet Knights. She served as a team captain in her junior and senior years, and, as a senior in 1981-82, she helped lead her Rutgers squad to the AIAW Division I National Championship. During her four years at Rutgers, the team compiled a record of 108-23 (.824).

Prior to coming to Connecticut, Dailey served as Cornell's assistant basketball coach (1982-83) before returning to her alma mater as top assistant under head coach Theresa Greutz (1983-85).

In 1992, Dailey was inducted into the Rutgers University Lady Knight Hall of Fame. In the winter of 2002, Dailey was inducted into the prestigious New Jersey Sports Writers' Association Hall of Fame alongside Bobby Valentine, Jorge Posada, Andre Tippitt and Carl Banks. She also was honored with the NJSWA "Distinguished Service to Basketball" award. Most recently, in June of 2002, the Saint Franciscan Life Center presented Dailey with the Clare Award for her leadership, commitment to athletics and service to the community.

Dailey is a 1977 graduate of St. Peter's High School, New Brunswick, NJ, where she earned All-State basketball honors and was inducted into the school's Hall of Fame. She resides in Ellington, Conn. (Source: UConn website)

Urban, continued from page 6

the Glastonbury Public Schools.

The urban mentors and mentees will also meet with the state-wide group on April 3rd. Committee members and other experienced principals will present a program entitled "Experience is the Best Teacher."

In addition to the above, The Principals' Center is providing a program on legal issues presented by Attorney Mooney on March 12th in Bridgeport. Administrators, new and experienced, and administrator aspirants have been invited to this program.

The mentor-mentee program is partially supported by a State Department Reader's Digest Grant. Linda Hartzler is the Center's consultant in the program.

Drug-testing, continues from page 11

Linn Goldberg, the study's coordinator, said those findings could mean that the athletes reasoned that because their school had adopted a drug-testing policy, many of their classmates must be using drugs. But if the athletes didn't observe any harmful effects in other students, Mr. Goldberg said, they perhaps assumed drug use was not risky.

Funded by the National Institute on Drug Abuse, the study is part of the Student Athlete Testing Using Random Notification study. The three-year study began in the 2000-01 school year at 13 public high schools in Oregon that were divided between schools where athletes were tested for drug use and those where they were not.

Now in its final year, the study was suspended by the federal Office for Human Research Protection in October. The agency said researchers did not get the proper consent from students, and expressed concerns about the researchers' involvement in the testing procedure.

After making changes, the researchers are waiting to see if the study is reinstated. Last June, the U.S. Supreme Court ruled public school students in any competitive after-school activity could face mandatory drug testing.

Rules Changes, continued from page 11

■ **FIELD HOCKEY:** The NF Field Hockey Rules Committee has adopted a change concerning shots on goal during penalty corners. Effective in the 2003-04 season, Rule 10-1-6 has been revised to state that no shot on goal shall be made by an attacker from the penalty corner hit or from a pass deflected by a teammate unless the ball is controlled by the attack - not the defense - prior to the shot. To view all 2003-2004 field hockey rule changes and clarifications, visit www.nfhs.org/sports/fhockey_rules_change.htm.

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