

BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference

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

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MAY-JUNE 2002



Karen Smith receives National Distinguished Principal Award from Commissioner Sergi at the Annual Elementary Program Recognition Banquet on May 20th. Channel-8 Weatherman Geoff Fox (l) served as master of ceremonies.

KAREN SMITH NAMED 2002 NATIONAL DISTINGUISHED PRINCIPAL

Karen Smith, principal of the Walter A. Derynoski Elementary School in Southington, was selected as Connecticut's 2002 National Distinguished Principal. This prestigious national award is given by the National Association of Elementary School Principals (NAESP) and the U.S. Department of Education.

In her six years as a principal of Derynoski, Mrs. Smith has been the driving force behind a number of successful initiatives. Under her leadership, the school established the "Border Dialogues" Early Literacy Project. The program brings together pre-school, kindergarten, first and second grade teachers from Southington and surrounding towns to discuss issues of special interest to those who teach the youngest students. Mrs. Smith also spearheaded Derynoski's move toward inclusive classrooms. In her first year at Derynoski, an inclusion model was put in place which provides planning time for regular and special education teachers and paraprofessionals who collaboratively deliver instruction and support to learners of all ability levels.

Mrs. Smith has demonstrated an exceptional ability to find and build upon the strengths of her staff members and to win and keep the confidence and trust of all those with whom she works. Dr. Angelo Coppola, Associate Superintendent

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CIAC HOSTS FIRST-EVER WORKSHOP FOR ATHLETIC SECRETARIES

On May 20th, eighty athletic secretaries and ten athletic directors gathered at the CIAC office for an instructional workshop on the newly expanded CIAC website. The workshop was offered in response to the CIAC Board of Control's decision to require that all tournament forms be filed on-line beginning in the fall of this year. The workshop was designed to assist member schools in the transition to mandatory on-line filing by providing secretaries and athletic directors with step-by-step instructions on using the on-line tournament form system.

In her welcoming remarks, Assistant Executive Director Karen Packtor praised the secretaries for their "cooperation, flexibility and patience throughout the CIAC's transition away from a paper-driven operation to a predominantly electronic based-operation." "I think I have spoken to almost every one of you on the phone and not only have you been cooperative and open-minded, you have offered some very helpful and valuable suggestions. In fact, many of the improvements that we have made to the system are the result of suggestions made by all of you who are working in the trenches," said Packtor.



CIAC webmaster Matt Fischer, who designed the on-line eligibility and tournament form center, gave a one-and-a-half hour demonstration of the website. He provided a general overview of the site and discussed the new features that have been added. After a step-by-step demonstration of how to submit some of the more complicated tournament forms, the workshop ended with a half-hour question-and-answer period.

The response to the workshop was very gratifying. Athletic secretaries were delighted to have the opportunity to get a glimpse of the CIAC operation, to meet the legendary Judy Sylvester in person, and to interact with their colleagues from around the state!

Subject: Thanks!!!
Date: May 24, 2002 6:00PM
From: "Sandy Forehand"
To: <kpacktor@casiac.org>

Hi Karen,
I just wanted to thank y'all for a terrific seminar! I really enjoyed it. It was great to meet everyone.

Thanks again
Sandy Forehand, Staples H.S., Westport

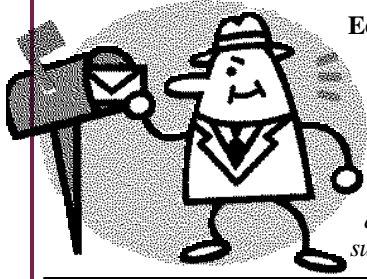
Subject: Tournament Seminar
Date: May 20, 2002 2:19 PM
From: "Patricia VanBramer"
To: <kpacktor@casiac.org>

Dear Karen:
Thank you so much for this morning's seminar. It was just wonderful. I came with over a dozen questions and Matt answered them all in his presentation. Being one of the "older crowd", I am not completely computer literate and often get lost easily at these type of meetings, but Matt was so clear and used language so "user friendly", I was able to keep up very nicely. Thank you, Matt - I think I'll try many of your hints next year! Being a Guidance secretary full time, tournament time is when I'm at my busiest at the school, so your helpful tips will make that job much easier.

Thanks again,
Pat VanBramer
Windeor Locke High School

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: One of the parents in my school came to me last month and begged me to ban all peanut products from my school. She claimed that her son is not only extremely allergic, but also has poor impulse control. Unless I took this drastic action, she claimed, her son would be likely to eat the wrong thing and go into anaphylactic shock. A sucker for parents in distress, I agreed and issued the edict. Now, all of the other parents are up in arms because any number of products have peanut oil. One parent is even threatening litigation over the claimed violation of her son's constitutional right to eat Tasty Cakes at snack time. Which parent prevails here?

Caught in the Middle

A. Dear Caught: You have the right to make reasonable rules for the operation of your school, and the courts will uphold such rules as long as they have some rational basis connected to a legitimate educational concern. The rule is different if constitutional rights are affected. Then you must show that your rule is required by a compelling need and that there is no other way to accomplish that compelling need. Here, however, the litigious parent is off-base. While her son's affection for Tasty Cakes is understandable, to date the courts have not conferred constitutional protection upon such preferences. Since your rule is designed to protect children, it will be upheld. As a matter of business judgment, however, you may wish to consider whether a less drastic alternative would be more reasonable.

Q. Dear Mailbag: One of my teachers lost it about a month ago, and she pushed a child to the ground. I suspended the teacher pending an investigation and reported the matter to DCF. The report just came back with a finding of abuse. The teacher has presented me with evidence of anger management training. Moreover, this teacher has done a good job for the last twenty years. The parent, however, has made an FOI request for all related information and has informed me in no uncertain terms that he will sue unless the teacher is fired. Is there a middle ground here, or is this teacher done for?

Looking to Do the Right Thing

A. Dear Looking: You are in a spot, because there is no safe course to follow. Even if you moved to terminate the teacher's employment, it is unlikely that a single incident as you describe would be cause for termination, especially in light of twenty years of good service. Once abuse is found, however, the relevant statute (Section 17a-101i) arguably contemplates termination. It provides for mandatory suspension "until the board of education acts pursuant to the provisions of section 10-151," the tenure law. Nonetheless, you can decide to impose a penalty short of termination. Please note, however, that the parent will be able to get access to the related documents. The Freedom of Information Commission and the courts have held that disciplinary records are not exempt "records of teacher performance and evaluation." You may want to share these records with the parent over a nice lunch with a little wine to smooth things over.

Q. Dear Mailbag: Last week, an upset parent (is there any other kind?) called me to complain that her daughter was being harassed by another girl as they walked home from the bus stop in the afternoon. Apparently, the perpetrator thinks that the victim has been coming on to her boyfriend. I called the perp's parent, who told me to butt out, because the dispute between her daughter and the "saucy vixen" was a personal problem and not a school issue. I am concerned, however, that the district will be liable if I don't do something. I want to butt in; should I?

Ready to Go

A. Dear Raedy: Yes. The ambit of the school district's responsibility here is not entirely clear, and generally we should not assert school authority over off-campus conduct. Since we expect this victim to walk home from the bus stop, however, we have the right to assure that she may do so in peace, whether or not she is a "saucy vixen." You can take the position that the walk home is an extension of the school day and that the perpetrator is subject to your directives during that time. Should she continue to harass the other girl, you are free to take disciplinary action.

ct news & notes

○ After months of work and study, Southern Connecticut State University has been given the approval to launch a doctoral degree program in educational leadership in the fall. The program, which leads to an Ed.D, is the first doctorate program to be offered at Southern, and the second to be approved at a Connecticut state university. Southern's Ed.D. will offer practical training in key administrative areas such as budgeting, personnel management and school law. Both the Southern and Central doctoral programs are geared to offset the shortage of qualified candidates for top school administrative posts.

○ Many more Connecticut schools are introducing foreign language to younger and younger students. In 1993, just six school districts and 14 schools in the state taught a foreign language to students below fourth grade. By 2001, these numbers had jumped to 31 school districts and 60 schools, according to the State Department of Education.

The Connecticut Principals' Center presents . . .

presents

The Annual CAS-CAPSS Convocation

September 18, 2002

Aqua Turf Club, Plantsville • 5:30 p.m.

Featuring:

Alan November
Internationally Acclaimed
Leader in Education
Technology

Theodore Sergi
CT Commissioner of Education



Back-to-School Cookout & Legal Update

August 15, 2002
CAS Office • Cheshire
3:30 p.m.

Featuring:

Tom Mooney
Shipman & Goodwin, LLC



For further information, contact Tom Galvin
at tgavin@casciac.org.

national news & notes

○ In a finding that raises hopes about the effective treatment of dyslexia, the results of a small study show that intensive reading instruction may reverse the abnormal brain activity that occurs in children with the learning disability. "It appears that although dyslexia has a demonstrable neurologic basis, it is not a neurologic disease," Dr. Panagiotis G. Simos of the University of Texas-Houston Health Science Center and colleagues report. "Rather, word reading difficulties most likely represent variations in normal development that can be reversed by means of reading intervention," the authors propose. "Our findings show that successful completion of an intensive remediation program in reading is associated with dramatic changes in brain activation profiles in children with very severe reading difficulties," Dr. Simos and colleagues conclude. According to Dr. Peter B. Rosenberger of Massachusetts General Hospital in Boston, however, it is too early to conclude that an intensive remedial program can reverse dyslexia. (Reuters Health)

○ A study commissioned by the National Institute on Alcohol Abuse and Alcoholism (NIAAA) Task Force on College Drinking found that college drinking is more extensive and destructive than previously thought. The study found that, on an annual basis, drinking by college students between the ages of 18 and 24 contributes to an estimated 1,400 student deaths, 500,000 injuries and 70,000 cases of sexual assault each year. The study also found that one-fourth of college students in this age group have driven under the influence of alcohol in the past year. "The harm that college students do to themselves and others as a result of excessive drinking exceeds what many would have expected," said lead author Ralph W. Hingson, Sc.D., Professor of Social Behavioral Sciences and Associate Dean for Research at Boston University School of Public Health. "Our data clearly point to the need for better interventions against high-risk drinking in this population." According to the task force, drinking rates are highest among incoming freshmen, males, members of fraternities or sororities and athletes. Students who attend two-year institutions, religious schools, commuter schools or predominantly or historically black colleges and universities drink the least. The task force's findings and recommendations, as well as other reports it has produced, are available at www.collegedrink-prevention.gov. (Source: Medscape)

○ Six years after the release of "Breaking Ranks: Changing an American Institution," the National Association of Secondary Schools Principals (NASSP) has just published *What the Research Shows, Breaking*

Ranks in Action. The report provides an analysis of the most current research and findings surrounding the recommendations in the original *Breaking Ranks* report. Since the release of *Breaking Ranks*, principals and other school leaders across the country have used the report to guide their school improvement efforts. The follow-up report provides practitioners a focused opportunity to review the recommendations outlined in *Breaking Ranks* in light of the most recent research. For additional information or to download a copy of the full report, visit www.principals.org/publicaffairs/pr_br_action040202.htm.

○ According to a new study, children who attend day care are plagued by colds, but it seems to boost their immunity. Once they get to elementary school, they experience far fewer minor illnesses than those who did not attend day care. Researchers found that kids who attended large day-care centers -- those that enroll more than 5 children -- had more colds during the first 3 years of life. However, they had less frequent colds during the school years until age 13. "This study gives credence to the hypothesis that immunity obtained in day care protects a child from colds later in life," says lead author Thomas M. Ball, MD, MPH. "But it also shows that whether children acquire immunity in preschool or elementary school, by the time they are 13, they seem to have similar levels of protection from viruses." (WebMD Medical News)

○ In spite of their concerns about national security and the economy, American voters continue to list education and school funding among their top priorities. And they're unlikely to vote for candidates who don't share their views, according to a poll being released this week. The second annual opinion poll, co-sponsored by the Public Education Network and Education Week, shows that Americans place education issues second only to jobs and the economy and ahead of other pressing concerns, including Social Security, health care, and the United States-led anti-terrorism campaign in Afghanistan. At a time when most states are reducing spending because of declining revenues, a majority of voters—53 percent—also want their elected officials to protect schools from budget cuts. Specifically, they want early-childhood education, class-size-reduction programs, teacher training, and teachers' salaries to be shielded from cuts. They are less concerned, however, about school facilities, after-school programs, and the arts. The report on the poll results, "Accountability for All: What Voters Want From Education Candidates," can be viewed at <http://www.publiceducation.org/download/2002PollReport.pdf>.

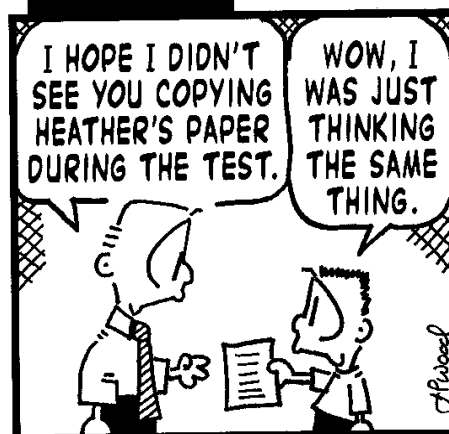
○ The average salary for elementary school principals in 2001-2002 was \$73,114, up only \$527 from last year's \$72,587. The average salary for middle school principals was \$78,176, a one percent increase over last year's \$77,382. These increases are the lowest since 1991-92 and fell substantially below the 2.8 percent cost of living increase for 2001-2002. According to a survey conducted by the National Association of Elementary School Principals, slow salary growth, combined with the stress of high stakes testing and tough new standards for schools, have added to the increasing nationwide shortage of applicants for the principalship. The typical principal has a master's degree; works nine-hour days and 54-hour weeks; is responsible for 425 students; and manages 30 professionals and support staff.

○ Statistics from the U.S. Department of Labor showed that, on average, elementary school teachers' wages rose by about 38% between 1990 and 2000, while those of high school teachers rose nearly 33%. Wages for all full-time workers rose about 40%, with engineers and firefighters' wages growing by 36%, and architects and physicians' wages increasing by 52%.

○ The "No Child Left Behind Act" calls for significant changes in the way schools will go about educating the nation's students, particularly in regard to increased accountability. In response to the new legislation, the Learning First Alliance -- comprised of twelve national education associations including NAESP and NASSP -- has published a summary of the key provisions in the new law concerning assessments, accountability, educator quality, reading and flexibility. It also offers information about the funding provided for all ESEA programs in the coming year. The paper can be downloaded through the Alliance's website at www.learningfirst.org/pdfs/nochildleft.pdf.

SCHOOLIES

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... more national news & notes

○ According to a recent survey by the Partnership for a Drug-Free America, drug use among teenagers remained steady last year with one glaring exception – a rise in the use of Ecstasy. The survey revealed that teen Ecstasy use rose 20% last year and has increased 71% since 1999. Marijuana remains the most popular drug among teens, with 41% having tried it. Inhalants, such as glue, were used by 18%, methamphetamines were used by 11%, cocaine or crack by 9% and heroin by 4%. Use of both alcohol and tobacco declined. Fifty-three percent of teens reported using alcohol over the past year, down from 58% in 2000. Twenty percent reported smoking cigarettes over the previous 30 days, compared with 34% in the 2000 survey. For additional information about the survey, visit www.drugfreeamerica.org.

○ A new study suggests that public housing projects, often believed to be terrible places for children to live, can actually have some positive effects. The study, conducted by researchers at Johns Hopkins University in Baltimore, shows that poor children who spent at least some time in public housing between the ages of 10 and 16 were more likely to be working as adults, and had spent less time on welfare, than those who were eligible for public housing but did not live in it. The study also found that for every year the

children lived in public housing, their annual earnings from ages 25 to 27 increased by more than \$1,800 above their peers' who had not lived in public housing. The researchers noted that the children in public housing still faced "obstacles of poverty" and were worse off on most measures than better-off youngsters not eligible for public housing. But they attributed that to their disadvantaged family backgrounds, not public housing. They conclude that living in subsidized housing may have improved outcomes for some children because it makes their families less transient and can relieve financial stress on the parents.

○ According to a recent analysis from Child Trends, a Washington-based nonprofit research center, mentoring programs can improve students' attendance in school, reduce the risk of drug use, and give students a more positive attitude toward life, but only if the relationship between the mentor and the child lasts for at least a year. Young people are also more likely to benefit from mentoring programs if they have frequent contact with their mentors, and if the mentors know the children's families. In fact, if a mentor knows a child's family, that child is more likely to have a higher grade point average and enroll in college than someone who did not have as strong a relationship with a mentor.

FLANNIGAN GRANTS FOR 2002 AWARDED

Sponsored by Big Y World Class Markets

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

The CAS Student Activities Board of Control (SABC) congratulates the recipients of the 2002 Thomas R. Flannigan Memorial Grants Awards. Eight outstanding student activities programs were awarded grants ranging from \$250 to \$1,000.

The following programs were selected from sixty-six applications at the elementary, middle, and high school levels. A total of \$5,000 was awarded from the requests totaling \$56,630.

P Mercy High School, Middletown

The *I Have a Friend Youth Center* provides tutoring two evenings a week to children ranging from six to thirteen years of age in a local public housing project. Sixty-five members of the McAuley Chapter of the National Honor Society and fifteen to twenty non-NHS members volunteer as tutors.

P Norwich Free Academy, Norwich

The *Project Outreach* program at NFA is a student volunteer and advocacy organization responsible for recruiting and placing several hundred student volunteers annually at sites in NFA and throughout the greater Norwich community.

P DePaolo M.S., Southington

The *Mural Club* is open to any student wishing to spend time with other students creating visual representations of the six pillars of character education. Currently there are 157 members representing every facet of the school's population, special education students as well as the gifted and talented, the artistically gifted and challenged.

P Capt. Nathan Hale M.S., Coventry

The *Vietnam Memorial Project* is an extensive series of events commemorating the 612 Connecticut servicemen who lost their lives in the Vietnam War. Grant funds will be used to publish the student-developed biographies of each soldier in a book to be released on Veteran's Day, 2002.

P John F. Kennedy M.S., Enfield

The JFK Community Service Club enrolls over 120 7th and 8th graders and performs a wide variety of community service activities throughout the year. Two major activities are planning and facilitating a Halloween Party in the fall and a "Senior Prom" in the spring for the residents of a local nursing home.

legal news & notes

○ In a case that pitted the rights of parents against the right of public schools to teach what they see fit, a federal judge ruled in April that a Fairfield student could indeed be failed for opting out of a middle school health class. U.S. District Court Judge Robert Chatigny ruled against Corky Leebaert, who chose not to attend health classes as a seventh-grader because he and his father objected to what was being taught in the class. The Leebaerts filed suit against the Fairfield Board of Education and the Town of Fairfield to remove from Corky's record the "F" grade that he received for not attending class. The board of education, in compliance with state law, allows parents and students to opt out of certain parts of the health curriculum that can create controversy, which Leebaert did. However, the board did not allow students to opt out of entire classes, thus effectively allowing parents and children to pick and choose what they want taught. Judge Chatigny ruled that the district's mandatory health curriculum served a legitimate state interest and was reasonably related to serving legitimate educational objectives. "Giving each parent a veto over required courses or lessons would undermine the state's authority to establish a minimum course of study for its youth," wrote the judge. (Source: Fairfield Minuteman, April 11, 2002)



P Colebrook Consolidated, Colebrook

Staff and students plan in an after-school program to create a community newspaper, something this rural northwestern Connecticut town lacks. The activity will promote writing and language development, increase computer and technology skill, and provide an opportunity for the entire student body to participate.

P Warren School, Reg. District #6

Students in grades 5 and 6 will work cooperatively to plan, prepare, plant, tend, and harvest vegetables and fruits from a schoolyard garden. The 70 families comprising the student body of Warren School will be invited to participate.

P Stratford Academy, Stratford

The *Wee Deliver* program in this K-2 school encourages all students to write letters via an in-school post office. Students work in the post office one day a week assuming actual postal positions. They are chosen for these positions based on the six pillars of character.

All award winners were recognized at a reception in Cheshire on May 20, 2002.

EDITORIAL:**"Dual Discipline" Works
Against A Safe School
Environment**

By Tom Galvin, Director
Connecticut Principals' Center



The NASSP has taken the position that "a dual discipline system" (i.e. perceived or actual separate discipline for special and general education students) inhibits the principal's ability to deliver a safe and effective learning environment." At the same time, steps to improve behavior through behavioral supports are encouraged.

At a recent hearing of the Senate Health, Education, Labor and Pension Committee on this issue, some conflicting opinions were expressed. Dr. Ronald Jackson, Dale County Alabama School superintendent testified that the minority of students who "sell drugs, attack teachers, etc." should be subject to the same discipline as other students. Kathleen Bound of the Center for Law and Education in Boston testified that the I.D.E.A. protection for special education students should not be omitted because of a small minority of discipline problems. Dr. George Sugra of the University of Oregon stressed the importance of "behavioral support rather than reactive discipline."

Behavioral supports including the use of alternative settings are extremely important and should be more widely supported and used. The CAS Legislative Committee has long advocated the wise use of alternatives to improve the safety of the school environment. But what about a hypothetical high school student named "Y"? He has a history of losing his temper and is involved in a high quality anger management program. While still in this program, another student foolishly cut into line in front of student "Y" in the high school lunch line. "Y" became angry, hit the "cutting" student and broke his jaw. If "Y" is a special education student, the school disciplinary reaction will depend upon the results of a manifestation hearing. If he is a regular education student, he will follow the penalty outlined in the school's policies. But what "should" happen is that "Y" be subject to the school's policy no matter what his status as a student. For the safety of all students, every student should know that a firm and consistent disciplinary "reaction" will occur in breaches of appropriate school conduct, especially in cases of violence.

This does not mean that "Y" should not have the benefits of "behavior supports." These should have been in place before the incident and should continue after the incident - as long as they are judged appropriate. In fact, if "Y" were a regular education student, he should also have the benefits of "behavioral supports," before and after the incident.

Protection of special education students should be strong and in place, not as a replacement for the enforcement of reasonable disciplinary codes, but as a support for students as they go through the process. The principal needs this clarity of understanding to provide the "safe" environment which is her obligation as the leader of the school.

**ALTERNATIVES TO SUSPENSION AND
EXPULSION COLLOQUIUM**

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

Principals, assistant principals, deans of students, and teachers from fifty-nine CAS member middle level and high schools gathered in the new CAS conference center on April 30, 2002, to consider alternatives to suspension and expulsion. Sponsored by the Connecticut Association of High School Principals (CAHSP) and the Assistant Principals' Committee of CAS, the purpose of the session was to follow-up on the Preliminary Report of the Task Force on Alternatives to Suspension and Expulsion released in February by the Governor's Prevention Partnership (GPP). Participants were welcomed by GPP staff member John Daviou who explained the process the task force had followed and the rationale for its recommendations. Next, they heard from a panel of five practitioners who worked in schools that had already implemented some innovative alternatives:

P Colleen Palmer, principal of Hamden High School, stressed the importance of being "data-driven" and of setting goals based upon the needs revealed by data analysis. The process in Hamden resulted in a one-year reduction in the number of suspensions from 1,300 to fewer than 1,000. Activities included putting freshmen into teams including one for those deemed "at risk," creating a student support center, having "serial" as well as Saturday detention options, striving for consistency among the high school's four houses, and talking about discipline frequently at faculty meetings.

P Sal Menzo, principal of Silas Deane Middle School in Wethersfield, shared the principles (high expectations for all, clear expectations for behavior, consistency, etc.) that guided a three year process that dramatically reduced the number of suspensions in this grade 7 and 8 school. A continuum of responses has been developed helping shift ownership for discipline away from teachers and administrators back to students. Components include the R.T.C. (responsible thinking classroom), teaming, personalization, a "life-skills" curriculum, ISS with "checkpoints" (ratings at 10:00, 12:00, and 2:00 determine whether the day is extended to 3:30), reflective essays, "team" readmit conferences, small group discipline sessions at start of year to go over rules and set goals, and a special focus on the transition from grade 6.

P Larry Sparks, principal of Avon High School, described another mission driven ("helping students to use their minds well") environment that utilizes data analysis to drive program responses. An increase in a previously negligible drop-out rate triggered quarterly review of discipline referrals, grades, and attendance to identify at risk students. The program response was the Valley Alternative Academy (VAA), a 3:00 to 7:00 p.m. on site alternative that has served over 100 students in its four years of operation with an 80% success rate. Larry also shared the results of a three-year-old community service option available to students in lieu of disciplinary Saturday school or suspension.

P Robert Cuvellier, a special education teacher at the Ellington Middle School, discussed the implications of the mid-90's adoption by Connecticut of the more stringent federal guidelines for determining which students with behavioral problems are entitled to special education services. This left many kids adrift in the mainstream without the supports necessary to succeed. Ellington's response has been to provide a locally funded matrix of support similar to what is mandated for qualifying special education students. This includes access to counseling, resource room, teachers as case managers, and close collaboration with parents.

continued on following page

Dear World

By Avril Johannes

Reprinted from *Chicken Soup for the Soul*

The principal of my son Scott's school called to say he had something important he wished to share with me and asked when he might be able to come over and visit. With Scott's graduation only a few weeks away, I presumed the principal's call must have something to do with that event, though the announcement of a teenager's prank crossed my mind. I awaited his arrival and assumed the news was good.

The news was very good indeed: Scott was to graduate valedictorian. In honor of my son's achievement, the principal asked me to write something for the occasion. I said I would be delighted. I was so proud of Scott and his accomplishments.

Sitting at my typewriter, I mulled over the events of Scott's life. Then I realized the true significance of his graduation. It meant he and his classmates would be entering a world of unknowns. We would no longer be there on a daily basis to guide him, advise him or care for him. And so, I wrote the following letter to the world:

Dear World:

Our children finish school today. It's all going to be quite strange to them for a while, and I wish you would treat them kindly.

You see, up to now they have been king of their roost and their parents have always been near to soothe their wounds and repair their feelings. Now things are going to be different. They are starting out on a new adventure. It is an adventure that may include war and tragedy and sorrow. To make their way they will require a great deal of faith, love, tolerance and understanding.

So, world, I wish you would look after them. Take them by the hand and teach them the things they will need to know, but please, world, do it gently if you can.

They will have to learn that not all people are just, that not all people are fair, and that not all people are true. But also teach them that for every villain there is a hero, that for every crooked politician there is a great and dedicated leader, and that for every enemy there is a good friend.

It will take time, world, but teach them that a nickel earned is of more value than a dollar found. Teach them to lose gracefully so that they will enjoy winning that much more.

Steer them away from envy, if you can, and teach them the secret of quiet laughter. Teach them to be strong inside so they can stand the hurt of failure and keep the desire to try again until they succeed. Teach them to be gentle with gentle people, and to be tough with tough people.

Teach them to follow their judgment and not the crowd. Teach them to listen to all people, but to filter all they hear through a screen of truth. Teach them to laugh when they are sad, but also teach them that there is no shame in shedding tears. Teach them there can be glory in failure and despair in success.

Teach them to disregard cynics and to beware of too much sweetness. Teach them to sell their brains and brawn to the highest bidder, but never to put a price on their heart and soul.

Teach them if you can, not to compare themselves with others, as there will always be greater or lesser persons. Teach them instead to surpass their own accomplishments.

Teach them there is a time to gamble, but there is also a time to pass the dice.

Treat them gently, world, but don't coddle them; only the test of fire makes the finest steel. Teach them to have sublime faith in themselves as this will give them faith in mankind.

This is quite an order, world, but see what you can do. They are such nice young people – our children.

Expulsion, continued from previous page

P David Germano, assistant principal at Southington High School, described an on-going and collaborative process that Southington High School is following to review and revise its code of conduct. Two products of this process to date are the After School Groups Program and the Community Service Program. The former substitutes one, three, or five two-hour group sessions run by counselors from the Southington Youth Services Bureau for one, three, or five days of suspension; the latter substitutes two, six, or ten hours of community service for one, three, or five days of suspension. As with other schools cited above, the process in Southington is goal-centered (examine productive alternatives to suspension, review the forty offenses listed in the discipline code, etc.) and data-driven.

Following the panel, participants took part in two separate break-out sessions with an agenda keyed to the task force recommendations. Rose Marie Cipriano, principal of Plainville H.S., Arlene Gottesman, principal of Jonathon Law H.S. in Milford, John Lineen, principal of Lincoln M.S. in Meriden, Jo-Ann Thomas, assistant principal of St Paul Catholic H.S. in Bristol, and Jack Leonard, assistant principal of Ellington H.S. (along with panelists Sal Menzo, Colleen Palmer, and Larry Sparks) served as facilitators for these sessions. Following lunch, facilitators and recorders reported-out the results of their discussions. A number of "best practices" were generated and, as this information is sorted and processed, will be shared in the bulletin and on the websites of CAS and the Governor's Prevention Partnership.

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middle school news

UNDERSTANDING SCHOOLS IN THE MIDDLE

A National Study of Middle Level School Leadership and Programs

A new report released by the National Association of Secondary School Principals provides important insights about the progress of middle level education, particularly for the last decade. The findings reported in the National Study of Leadership in Middle Level Schools provide a picture of middle level leaders and schools at the turn of the century. Highlights of the report include:

- ' The predominant organizational grade pattern at the middle level is 6-8. Most middle level schools have a student enrollment of fewer than 600 students and an average daily attendance between 90% and 95%. The per-pupil expenditure in most schools is less than \$5,000. Most middle level schools are regionally accredited and have teacher-pupil classroom ratios between 21 and 30 students. The majority of teachers are female and have secondary certification.

- ' The typical middle level principal is a White male, approximately 50 years of age. Female principals have considerably more years of teaching and non-administrative experience at all levels than male principals but they have fewer years as assistant principals before becoming principals. More than three-fourths of the principals were not assistant principals in their current schools.

- ' Interdisciplinary teaming is the predominant instructional design. Most middle level schools use teaming on a partial or full basis. Most team members have a team planning time and a personal planning time. They spend two to four hours a week in team planning. In most schools, student work is compiled in portfolios that are used internally for school improvement purposes.

- ' The percentage of schools where half or more of the teaching faculty are women rose from 62% in 1980 to 89% in 2000. As noted in 1992, this trend can be problematic for middle level students, who are seldom taught by males in the elementary setting, and rarely have male teachers in the middle level.

- ' The principals of 2000 are older than at any time in the 30-plus-year history of middle level education research. In 1965, 38% of the principals were 50 years of age or older and in 2000 50% are 50 or older. This aging leadership trend poses urgent problems for the preparation of principals to replace a cohort of school leaders soon to be retiring.

- ' If the trend in the number of hours a principal reports working in a typical week is any indicator, the job is significantly more demanding than ever before. Twelve percent of the

principals in 1965 reported working 60 or more hours at their job. In 2000, nearly half of the principals work 60 or more hours. Without question, the leaders of middle level schools spend more time on the job than did their predecessors.

- ' The amount of violence in middle level schools is about the same or slightly less than it has been over the past 10 years. Only 16% and 17% of the principals describe violence increasing against adults and students, respectively. In recent years numerous and varied practices were established to prevent and address school violence.

- ' Women have made significant gains into middle level leadership. Principals of ethnic minority origin are underrepresented in the middle level and this study provided no evidence to conclude that this would change noticeably in the near future.

- ' The percentages of principals with three or fewer years experience have increased steadily since 1980, while percentages of principals with 10 or more years experience has declined in that same time period. Not only is the principal cohort older than ever, it has fewer years of principalship experience than ever.

- ' Middle level principals of today feel positive about their roles as principals even though they work many more hours each week than before. They tend to be very satisfied with their relationships with students, teachers, and other administrators and generally satisfied with their working conditions and the results they are able to accomplish. Their frustrations are with lack of time, lack of resources, and increasing regulations and mandates from outside their schools.

- ' Essentially, almost all middle level schools provide a comprehensive set of required learning experiences in math, science, social science, language arts, reading, and physical education. Most provide a variety of exploratory and elective opportunities in the fine and performing arts and in industrial, technical, and consumer sciences. Service learning and character education are relatively new programs beginning to make a foothold in the landscape of middle level curriculum.

- ' Almost every middle level school uses technology for communication, managerial, or instructional purposes.

For further findings, visit: www.principals.org/publicaffairs/pr_mid_study040502.htm.



Six Teacher Traits for Student Success

Reprinted from *MidLines*, May 2002

Many teachers are natural facilitators of students' learning, Kathleen Elam observes. These teachers willingly serve as their students' guides, coaches, mentors, and advisors.

Elam describes the six characteristics these teachers share in the 2000 book, *Creating a Community of Learners Using the Teacher as Facilitator Model*. Elam advises other teachers to adopt, incorporate, and practice these basic principles:

1. **With-It-Ness.** Students want teachers to know their likes, dislikes, abilities, family structures, and how they react to relationships, praise, and correction, writes Elam in *Creating a Community of Learners*. Teachers who have with-it-ness gather information about their students on a regular basis and then use that information to plan instructional programs that draw on students' strengths.
2. **Understanding.** Students need teachers who listen to them inside and outside of the classroom, Elam writes. She advises teachers to empathize with students' intellectual, physical, social, emotional, and aesthetic needs.
3. **Interest.** Students must feel that their teacher cares about them, states Elam. Teachers can learn how students spend their after-school time, weekends, and holidays and then use what they know about their students' interests to create lessons that reflect them.
4. **Fairness.** Students want to be treated fairly. "Students must feel equally important to you and the classroom family," Elam writes. She suggests that teachers give students opportunities to make choices in the classroom. She also urges teachers to "strive to let each student experience success every day."
5. **Consistency.** "Students expect teachers to say what they mean and practice what they say," Elam writes. Teachers and students must create classroom guidelines together, and consequences should be meaningful and consistently applied. *cont'd*

Reflections

By Earle G. Bidwell, Assistant Executive Director

For principals, the end of the school year is a time of looking back, preparing annual reports and of personal reflection. Although no longer in a school, old habits for this writer are hard to break. For me some reflections go back to the events of the past year and others to the growth and changes the middle level division of CAS has experienced over the past two decades. Some of the changes are clearly substantive; such as the building and the addition to CAS headquarters, while others are more subtle, yet no less indicative of how middle level education has changed. For thoughts on the past year, see the annual report. For reflections on the past 20 years, read on.

When I first became active in CAS, it was as a member of the Middle Level Professional Studies Committee. Dick Lindgren was the committee chair and Michael Savage was the CAS liaison to the committee. Mike and John Daily were the only members of the executive staff and shared all of the duties now handled by Mike and seven assistant executive directors. The major responsibility of the committee was to produce one or two monographs a year on a middle level "hot topic." Today's Professional Studies Committee supports two issues of the journal "Impact," researches and writes position papers on the focus topic for each issue, has produced a popular video production "What is a Good Middle School", and is embarking on a new venture to recognize and publicize exemplary practices in member middle schools.

The Program Committee was in its infancy and worked together with the high school committee to plan and execute the annual CAS Fall Conference. One could tell the few middle level participants at the conference by the yellow dot on their nametags. In 2001-2002, the Middle Level Program Committee put on the Middle Level Fall Conference, selected the Teacher of the Year and the Middle Level School(s) of the Year.

There was a third middle level committee that was formed in the mid 80s; it was concerned with all other aspects of middle level and was named the Member Services Committee. Perhaps its most notable accomplishments were the very popular "Middle Level Yellow Pages" and the Student Leadership Conference. The "Yellow Pages" solicited one-page descriptions of activities and lessons from member middle schools and published them in a loose-leaf notebook format to all schools. It was a good way to share successful practices and network with other middle level educators. The committee also planned the first leadership conference on the campus of the University of Hartford. The committee has evolved today into two active groups, the first dedicated to the highly successful student leadership conference that has developed a theme approach and the second to the development of a fine arts conference that provides hands on art experiences for middle level artists working with some of Connecticut's top working artists.

The early Middle Level Board of Control provided oversight and direction to the previously mentioned committees and activities in the early 1980s. Meeting once a month, the board established goals, heard reports and generally supported the work of the groups under its auspices. Renamed the Connecticut Association of Middle School Principals (CAMSP), the board has taken on a different role. While still retaining oversight responsibilities, the committees are well established and, for the most part, work independently. CAMSP now meets jointly with the Advisory Board of the Center for Early Adolescent Educators, the teacher division of the middle level organization. Together, they plan and execute workshops for middle level educators and are proactive in major issues confronting middle schools today such as the teacher shortage and high stakes testing. The boards are also much more involved with networking with regional and national organization such as the New England League of Middle Schools, National Middle School Association and the National Association of Secondary School Principals.

As one new to the principalship in 1982 and working in a small school as the only administrator, I looked forward with great anticipation to the monthly committee meetings and subsequent board meetings. They were wonderful opportunities to network with other middle school principals, learn the ropes and develop what have turned out to be lifetime friendships. I learned as much at the dinners that followed the meetings as I did at the meetings themselves. It was a rare evening that there were not at least ten or twelve principals and assistant principals sharing a meal at a local restaurant. While CAS still provides opportunities for committee members to have dinner after meetings, fewer educators are able to stay. The demands of the job have grown to the point that it is becoming increasingly necessary for principals to return to school for evening functions, board meetings, conferences or just a chance to do the mountains of paperwork that accompany the job. More than one middle level committee comes to CAS at 3:30, works to 5:30 and leaves for other meetings.

Another noticeable difference is the makeup of the CAS committees. I vividly remember Blanchette Bailey, Carole Iwanicki, Constance Beaudry, Janet Salavka and Ginny Rebar from my first few years, as they were about the only women administrators working on CAS middle level committees. Male principals primarily carried out the CAS middle level work. A look at the latest rosters show that there were 62 educators active in middle level works in 2001-2002. Of that number, 52% are women, 58% are principals, 21% teachers, 11% assistant principals and 10% central office or other educators.

The face of the association's middle level has certainly changed in the past 20 years but so has the principalship and middle level education in general. It is CAS's desire to continually modify and adjust programs and benefits in order to bring services and support to our member schools.

The **National Middle School Association** (NMSA) and the **National Association of Elementary School Principals** (NAESP) have adopted a joint position paper encouraging schools to take steps to ease students' transition from elementary to middle school. The paper, which serves as a "call to action" for parents, teachers, principals and counselors, sets forth specific recommendations which can be implemented during the challenging period of transition that for many students is associated with "a decline in academic achievement, performance motivation, and self-perception." The paper suggests that the concerns most often expressed by students entering middle school focus on the routine of the new school: finding their way around and getting to class on time, dealing lockers and combination locks, and mixing with older students – issues that can be easily solved if they are addressed. NAESP and NMSA are calling upon schools at both levels to adopt transition plans to "restore the strong sense of belonging the entering middle school student once felt in elementary school." The paper calls for transition programs that include:

- a sensitivity to the anxieties accompanying a move to a new school setting;
- the importance of parents and teachers as partners in this effort;
- the recognition that becoming comfortable in a new school setting is an ongoing process, not a single event.

To read "Supporting Students in their Transition to Middle School" in its entirety, visit <http://www.nmsa.org/news/transition.html>.

Traits, continued

6. Sincerity. Teachers must be genuine. "Students must be able to trust their teacher with their opinions and feelings," Elam states. She stresses the importance of maintaining a safe and family atmosphere in the classroom. "Realize that many students need a friend and are extremely vulnerable," she writes.

When teachers are guided by these principles, according to Elam, their students will become partners in the learning process. Then, she observes, the classroom becomes a place where real and lasting learning occurs.

(Original Source: *National Dropout Prevention Center*)

elementary school news

TEXAS CONVENTION BIGGEST AND BEST YET

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

They say things are bigger and better in Texas and this year's Annual Convention was no exception. It featured a larger exhibit hall, a wider variety of sessions, and more educational resources than ever before.

Bertice Berry was the keynote speaker at the Second General Session and told the over 5,000 convention attendees that it was laughter that helped her survive an impoverished childhood in Wilmington, Delaware. She went on to achieve a doctorate in sociology and gained national attention as an author and lecturer. Education, she said, saved her life. Teachers gave her the self-confidence and direction she needed. "Everybody is different and everybody has a different learning style and diversity in the classroom only enriches one's education and makes us more tolerant of those around us."

Another convention keynoter was world famous neurosurgeon Ben Carsen. In fifth grade Ben thought he was a "dummy." Living in poverty with a single mom with only a third grade education, relying on his mother's belief in him and his own determination, he did not allow himself to use his African-American identity or poor background as an excuse for failure. Instead he

went on to become a world-renowned neurosurgeon who has saved countless lives.

Each day the convention offered numerous workshop sessions which attracted conventioners to a variety of hot topics in education. Nights were filled with activities or just the enjoyment of San Antonio's beautiful River Walk. A popular attraction was NAESP's Welcoming Gala which was held at the Institute of Texan Cultures and which offered a night of food, dancing and fun. This was where conventioners went to socialize and get to know one another. The evening included a mariachi band, country line dancing, Texas cuisine, and armadillo races.

On Monday evening the CT delegation was treated to a dinner co-sponsored by CAS and USA Today. UConn Huskies paraphernalia were raffled off throughout the evening and everyone went home with something that reminded them that, just one week, before the Huskie girls walked off with the NCAA title here in San Antonio.

The President's Reception ended the four-day convention and everyone concluded that this is one convention everyone will remember for years to come.

Karen Smith, *continued from page 1*

describes her as a woman of "integrity, honesty, compassion and flexibility." "Mrs. Smith displays exceptional interpersonal skills as an administrator and supervisor," says Coppola. "She shows sincere respect for students, staff, parents and colleagues. It is easy to observe the rapport she has with those with whom she comes in contact."

Colleen Saucier, a parent and PTO president, praises Mrs. Smith's 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 instills a sense of pride in everyone connected with the school," says Saucier. A caring and committed administrator, Mrs. Smith places tremendous importance on the social and emotional welfare of her students. She works tirelessly to ensure that no child "falls through the cracks." "She always addresses the children by name, and in a school of over 700 students, that is no easy feat," continues Saucier.

A woman of spirit and substance, Mrs. Smith displays an unrivaled energy and enthusiasm for her work. "It's hard to avoid getting caught up in her excitement over new ideas and new programs," says Patricia Mazarella, principal of neighboring South End Elementary School. Her every word and deed reflect the school's motto of "Children First." "There is a sense of harmony and well-being at Derynoski School because the principal cares. 'Children First' is not just a motto. It is

a way of life," says Dr. Coppola.

Mrs. Smith's successes as a building administrator are best described by Patricia Salerno, a teacher at Derynoski. "Karen's energy, work ethic and pride in Derynoski are contagious," says Salerno. She enables each member of the staff to work as an individual as well as a team player. Her commitment to achieving her educational goals, dedication to her students and staff and leading by example have allowed Derynoski Elementary School to come full circle."

Mrs. Smith earned both a bachelor's and master's degree from Central Connecticut State University. A 33-year veteran educator, she began her professional career in 1969 as a 4th grade teacher in Clinton, CT. She later taught grades 7 and 8 at John F. Kennedy Junior High School in Southington and, in

1990, assumed the position of assistant principal at Illing Middle School in Manchester. She returned to Southington in 1992 as principal of William Strong Elementary School. In 1996, after 4 years at Strong, she assumed the role of principal of Derynoski, the position she now holds.

Mrs. Smith was honored by CAS at the Annual Elementary Program Recognition Banquet held at the Aqua Turf Club on May 20th. In October, she will travel to Washington, D.C., to participate in a two-day national recognition event along with National Distinguished Principals from each of the other fifty states and the District of Columbia.

The National Distinguished Principals program is made possible through the corporate sponsorship of VALIC, a member of American International Group, Inc. (AIG).

According to a recent survey by the National Association of Elementary School Principals, compensation for elementary principals varies considerably by geographic region. The figures below reflect average salaries for the 2001-2002 year.

Region	Amount	Comparison to National Ave.
New England	\$76,579	+4.7%
Mideast	\$87,338	+19.5%
Southeast	\$67,458	-7.7%
Great Lakes	\$74,476	+1.9%
Plains	\$66,455	-9.1%
Southwest	\$64,352	-12.0%
Rocky Mountains	\$63,048	-13.8%
Far West	\$85,385	+16.8%
Nationwide Average	\$73,114	

ciac news

○ Male Athletes Disproportionately Involved in Sexual Assaults

Nineteen percent of sexual assaults reported to judicial-affairs offices were committed by male student-athletes, who made up only 3.3 percent of the total male student body, according to a study of 30 NCAA Division I universities by sports sociologist Todd W. Crosset of the University of Massachusetts at Amherst. [The Chronicle of Higher Education, 4/19/02]

○ Could Mentors Help Prepare Coaches?

Eric Sondheimer of the Los Angeles Times has a simple idea that may help young coaches, generally hired solely for their experience as players, learn the art of coaching. He writes: "School districts have mentor programs for young teachers, in which they are observed and trained by master teachers. The same idea can work with coaches. There's an endless reserve of mature, knowledgeable retired coaches who'd be willing to help if asked. Their wisdom is sorely needed. . . . Old coaches don't fade away and disappear. They keep going to sporting events as spectators, waiting and wishing someone would call for advice. It's time to make the call." [Los Angeles Times, 5/28/02]

○ VT Wrestler Sanctioned for Use of Illegal Chokehold

A Vermont high school senior who used an illegal wrestling chokehold has been stripped of his state championship and his school has been placed on probation. A report released on April 9 by the Vermont Principals' Association concluded that the student at Mount Anthony Union High School in Bennington, VT., used the move, described as a "sleeper hold," to render his opponent unconscious during a 160-pound championship match in February. It was the fourth time within a year the wrestler used the chokehold, association officials said. Three witnesses signed statements claiming that, before the Vermont state meet, the student in question said, "I will choke [my opponent] out and then pin him." "This is very serious misconduct," wrote W. Scott Blanchard, the association's executive director. "Never before have we encountered a situation in which a competitor took action that placed others at such substantial risk. Never before have we encountered a situation in which a coaching staff's

KUDOS!!!

The following ice hockey teams will receive a letter of commendation for zero major penalties during the 2001-02 ice hockey season.

School	# of successive years w/ no penalties	School	# of successive years w/ no penalties
Shepaug Valley, Washington	1	New Milford	2
Newington	2	Fairfield	1
Norwich Free Academy	1	Farmington	2
Ridgefield	1	Wm. Hall, W. Hartford	4
Rocky Hill	1	New Canaan	4
Stamford	1	Wethersfield	1
Joel Barlow, Redding	1	Xavier, Middletown	2
Conard, W. Hartford	5	Milford	1
Darien	4	North Branford	1
Enfield	4		

response to placing athletes at risk was so disturbing." Mount Anthony Union High School was declared ineligible to host the state wrestling championships for one year.

○ Native Americans Not Offended, According to Poll

Despite vocal activists and their largely successful protests -- more than 600 schools and minor league teams have dropped Indian nicknames since 1969 -- a recent poll says most Native Americans are not opposed to the use of ethnic nicknames. According to a recent Sports Illustrated-commissioned poll:

- 83 percent of Indians and 79 percent of fans said pro teams should not stop using Indian nicknames, mascots and symbols.
- 81 percent of Native American respondents said high school and college teams should not stop using Indian nicknames.
- 75 percent of Indians and 88 percent of fans said the use of Indian names and symbols does not contribute to discrimination against Indians. [The Free Press, 3/11/02]

Is Girls' Golf on CT's Horizon?

The United States Golf Association conducted a survey on the trends of girls' high school golf. Here are some interesting findings.

- Forty percent of schools in the United States have a girls' high school golf team.
- Each state has, on average, 139 schools with a team and each team averages 6.5 players per team.
- Fifty-two percent of state athletic associations that have girls' teams competing in their state championships have 100 or more girls participating.
- Ninety-one percent of state athletic associations reported that if the schools in their state did not have a girls' team, then girls were allowed to play on the boys' team. Fifty-seven percent of those states require girls to play from the same tee markers as boys when competing on the boys' team.

National Federation Issues Clarification on Coaches Education Programs

The National Federation has issued a memorandum in response to growing confusion regarding various coaches associations and coaching education programs. The memo explains that, currently, there are three national coaches associations in the United States: the National Federation Coaches Association (NFCA), the official coaches association of the NFHS; the National High School Athletic Coaches Association (NHSACA); and the National High School Coaches Association (NHSCA). Since last fall the National High School Coaches Association from Easton, Pennsylvania has been sending letters to school administrators promoting a coaches certification program for \$25.00 per coach. This is NOT the NFHS Coaches Education Program or a program that any of our state associations currently require or use. We do not know the quality or effectiveness of this program and ask that you communicate with your member schools to encourage them to ask

continued on following page

... more ciac news

CIAC Board Increases Tournament Ticket Prices

At its meeting on April 25, 2002, the CIAC Board of Control voted to increase all adult ticket prices by \$1 (from \$6 to \$7) for all final games. The decision was made based upon the following considerations:

1. The cost of running tournaments increases each year. Fees for game officials and tournament workers has increased over 3% each year for the past several years.
2. Rental fees for facilities has increased substantially in recent years. Also, there are more high schools that are now charging rental fees to use their facilities.
3. Most CIAC sports committees insist on medical coverage at tournament sites.
4. The cost for security at tournament games has hit hard this past year. Most early round games are now being staffed with police and additional school security.
5. The CIAC is using, almost exclusively, college sites for all final tournament contests which cost substantially more money.
6. Insurance coverage for tournament games will continue to increase at exponential proportions during the next few years.
7. Additional tournaments have been sponsored that are not great revenue generating sports at the present time.
8. The need for additional game officials officiating individual games has been increasing in the recent past. There appears to be a need to do so because of safety concerns and the improved skill level of athletes.

The new prices become effective July 1, 2002. All student (K-12) and senior citizen ticket prices remain at \$5.00 per event at all tournament games. All children 10 and under will be admitted free.

NF Clarification, continued

questions and obtain answers before they consider becoming involved in this program. Consider asking the following questions:

- P How is the course delivered?
- P What materials does the coach receive?
- P Is the course approved by the National Council for Accreditation of Coaching Education (NCACE)?
- P How often is the course revised and updated?
- P Is this course required for interscholastic coaches in any state?

LINDY REMIGINO INDUCTED INTO NATIONAL HALL OF FAME

Lindy Remigino, long-time girls' track coach at Hartford Public High School, will become only the second Connecticut coach ever to be inducted into the National High School Sports Hall of Fame.

Remigino has spent his entire coaching career at Hartford Public High School, his alma mater. Beginning as a physical education teacher in 1953, Remigino has coached cross country and indoor and outdoor track, winning 85.5 percent of Hartford's dual meets in that time.

Remigino has coached his track teams to 31 state championships - 10 indoor titles and 21 outdoor titles. He has also guided Hartford to 25 city championships, including the last 18.

Sports Illustrated named Remigino one of the 10 best high school track coaches in the country in 1973 and he was named again by Runners World magazine in 1983. Twice he has been named Connecticut coach of the year for track.

An Olympic Gold medalist, Remigino competed in the 1952 Summer Olympic Games in Amsterdam, Holland. There he won gold medals in the 100 meters and 4x100-meter relay. That same year he was named All-American in the 100-meter dash.

The 2002 induction ceremony will take place during the National Federation's annual summer meeting in July.

In 1998, John "Whitey" Piurek, long-time coach and athletic director, made history as the first CT coach inducted into the National Hall of Fame.



Coach Remigino
2001



Olympian, 1952

Editor's Note: The following comments were written by Joe Madaffari, athletic director at Brien McMahon High School in Norwalk, in response to an editorial criticizing the CIAC's decision to eliminate the so-called "mercy rule."

In a recent editorial Cablevision criticized a decision made by the Connecticut Interscholastic Athletic Conference concerning high school baseball.

That decision was to eliminate the so-called mercy rule. The mercy rule means if one team is winning by at least ten runs, the game should end at the fifth inning rather than continuing for seven innings.

I'm Joe Madaffari, athletic director for Brien McMahon High School in Norwalk and a member of the state baseball committee. Unlike Cablevision, I support the elimination of this rule. Why? Well, let's first look at the high school baseball season. It's short: only eight weeks. Usually 20 games, not counting playoffs. During an average game a coach will use between 9 and 14 players, leaving a half a dozen students who seldom get a chance to come off the bench. Even fewer players get to play if a game goes only five innings instead of the whole seven.

If one team ends up dominating the game and winning by a wide margin, this often gives both teams the chance to play their second string because the game's outcome isn't an issue. In other words, going all seven innings, ensures more game experience for everybody. Kids who put so much time and effort into baseball -- practice five or six days a week, a lot of sweat and spirit -- deserve all the opportunity to play in a game. Critics like Cablevision say the lopsided scores that can result if a mercy rule isn't in effect are bad for kids and their morale. That's where coaches can make a difference -- by exposing all team members to playing time.

It's our job to teach kids to be resilient, to take both winning and losing in stride, and to come back next time ready for action. Seven inning games can help us do that.

ciac news

WHERE PRIDE STILL MATTERS

By David Brooks

NOTE: The following article is reprinted from the June 2002 issue of Men's Health Magazine. It has been edited for length.

Like most middle-aged American fathers, I drive to work lamenting the decline of Western civilization -- the erosion of standards, the lack of responsibility, the inability of morning disc jockeys to shut up. But something happened one morning last summer that lifted my spirits from gloomy to positively rosy, I dropped my two eldest kids off at John McCarthy's baseball camp in Washington, D.C.

There were 150 6- to 12-year-olds sitting on some wooden bleachers, their little baseball hats on their heads, their gloves in their laps, when McCarthy opened camp by outlining his priorities. The first was playing safe. "Safety is your responsibility. I will not tolerate unsafe behavior," he said with a stern authority that had the kids rapt. Then he talked about neatness -- in 2001! He pulled forward one of his coaches. "Look how he wears his uniform. Neat, shirt tucked in. You will wear your uniform properly and look sharp." Later he pulled out another coach. "Look at the way he shines his shoes. A good shoeshine is a foundation for everything else."

Then he started introducing his 30-odd assistant coaches, who were in a line behind him. Some were college players with impressive athletic and academic records. Others were high-school kids who started at McCarthy's camp when they were 8 or 9. McCarthy said of one young coach, "I always remembered him because he came up to me at the end of each day and said 'Thank you.' Politeness is important to me." McCarthy went on to describe how one

coach had impressed him because he always made eye contact when he spoke. Another drew praise because he came early to help prepare the field.

McCarthy went down the line and asked each coach what book he was reading. Then he dared to talk about the difference between being a successful player -- thinking, hustling, encouraging -- and merely winning.

I left and headed off to my office feeling that something unusual had happened. Here was a man willing to stand up in front of an audience week after week and actually talk unironically about honor and character and saying thank you.

Why do coaches talk so confidently about character when so many others are morally tongue-tied? First, they still command authority. The same kids who've decided it's cool to dismiss teachers or parents will still listen to a coach. Go into a high school and watch the dynamics of a classroom. Very often it's the rebel flouting authority who's the coolest. But then go into a locker room. Nobody wants to be around the guy scoffing in the back. Everybody admires the team players.

If you listen to coaches talk, or if you read through some of their advice books, you'll notice a consistent echo of chivalry. They tend to be fanatical about assuming personal responsibility and not blaming others for bad breaks.

In his book *Leading with the Heart*, Mike Krzyzewski, coach of the Duke University basketball team, tells of a time when, as a cadet at West Point, he was walking down the sidewalk and somebody stepped in a puddle, splashing mud on his shoes. Seconds later, an upperclassman barked at him for being dirty. Krzyzewski's first impulse was to blame the guy who'd

splashed him, but then he realized it was his fault. He should have turned around immediately to go clean up. That's a story he tells his players about accepting responsibility when bad luck happens.

Coaches are also zealous about work and preparation. The typical coach was once the kid who didn't have as much talent as some of the others, but figured he could bull his way to the top through hard work. Those guys are still at it, which is why so many of the best coaches are up nights studying game films, and are sweating through their clothes while pacing up and down the sidelines like madmen.

Finally, good coaches believe in loyalty. So many relationships in life are conditional. You can change jobs, switch parties, or leave neighborhoods. But the best coaches give the impression that team loyalty is inviolable. That's because, while the rest of us work with keyboards or machinery, coaches work with people. Their tools are individuals. They often feel fiercely protective of them.

My own kids sometimes have trouble with the rudimentary techniques of cleaning up their rooms. But during the weeks they are at Coach McCarthy's baseball clinic, you can see my eldest son and daughter out in the backyard polishing their cleats. When we found them some fluffy polishing mitts to help them do a better job, they were as happy as if they'd been given a new bat.

The ultimate lesson good coaches offer is that if you demand that people live up to a rigorous code of honor, they are excited by the challenge. Unless I'm mistaken, kids are quietly ecstatic to find authority they can respect, learn from, and admire.

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