



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference

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



VOL. 76 / NO. 2

NOVEMBER 2001

CONNECTICARE TO SPONSOR VOLUNTEER RECOGNITION PROGRAM

By J. Robert Ford
Director of Development

ConnectiCare, with more than 300,000 Connecticut customers, has agreed to sponsor the March 20, 2002, school volunteer recognition program. This event, in its second year, is an annual celebration which gives public recognition to individuals who have made outstanding contributions to Connecticut's schools.

ConnectiCare spokesperson Kimberly Kann said, "We are very supportive of the volunteer effort as it relates to assisting Connecticut's schools. We look forward to playing an active role in making this recognition program an evening to be remembered by hundreds of volunteers."

Robert Carroll, CAS Assistant Executive Director for Elementary Education, has invited Commissioner of Education, Ted Sergi, and Governor Rowland to participate in the evening's ceremonies.

ConnectiCare, Inc.
One of America's highest rated health plans

RETIRED BERLIN AD JOINS CAS-CIAC STAFF

The Central Office is pleased to announce that newly retired athletic director George Hall has joined the CAS-CIAC staff! George is working part-time as an interim assistant to Anne Malafronte, director of Unified Sports®.

George retired this past June after thirty-six years of distinguished service to the Berlin Public Schools. He began his career in 1965 as a social studies-English teacher. Over the years, George coached four varsity sports to a combined 399-208 record. He was the 1986 CHSCA Girls' Tennis Coach of the Year. He served five years as Social Studies Department Chairperson and was Berlin's Athletic Director for 23 years.

During George's tenure as AD, Berlin's varsity athletic programs grew from eight to twenty-two. Ten middle school programs were introduced and state-of-the-art athletic facilities were built and renovated.

George was a faithful and avid supporter of the Unified Sports® program from the moment of its inception in 1992. He offered Berlin's facilities every year for statewide and regional programs. Under George's leadership, fully budgeted Unified Sports® programs and coaching staffs were put in place at Berlin's McGee Middle School and Berlin High School.

"In keeping with his drive to expand athletic opportunities for his students, George was one of the first athletic directors in the state to join the CIAC Unified Sports® Program. We are pleased to have an individual of his talent and expertise stepping in to direct this very worthwhile program," said CIAC Executive Director Mike Savage.



George Hall

AP Committee Welcomes New and Aspiring Assistant Principals

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

On October 15, 2001, The Assistant Principals' Committee of the CT Association of High School Principals (CAHSP) hosted a workshop for new and/or aspiring assistant principals. Over two dozen attendees heard a panel of veteran practitioners share experiences and offer advice on a variety of aspects of the assistant principalship.

Sally Biggs, assistant principal at South Windsor High School, spoke to the topic of organization. "Only touch it once!" was her suggestion for managing the mountains of paper that cross the desk of the assistant principal. Take control of your time! by designating specific time blocks each week for the scheduling of PPTs, keeping your

own calendar rather than having a secretary scheduling your appointments, and avoiding closing the door when possible when meeting with people ("Some people want to stay all day!"). She also cited her use of a palm pilot and dictaphone in encouraging the use of technology to help manage the workload.

Linda Yankowski, assistant principal at Tolland High School, addressed the importance of an effective induction program for new teachers. "Hire well! and take the time now rather than later!" she urged. The year-long program for new teachers at Tolland High School begins before school opens with the basics (bathrooms, coffee, *continued on page 6*)

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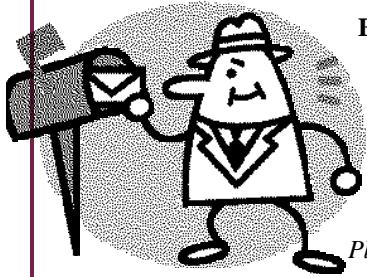
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LEGAL MAILBAG

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



Editor's Note: As part of a new feature in the *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: Last week I got an anonymous telephone call, and the caller told me that one of my students is an illegal immigrant and should be expelled. I know enough not to rely on anonymous callers, but when I talked to the student (who is in third grade), he readily admitted that his father told him not to say anything to anybody because his family is here illegally. I don't want to break the law, but it would pain me greatly if I had to turn this fine young man in to the authorities. Must I? *No Tattletale*

A. Dear No: You do not have to inform the authorities, and whether or not to do so is a business judgment. Disclosing information about students is generally subject to the restrictions set out in FERPA, the federal law that prohibits disclosure of personally identifiable student information. Here, however, the information you received is not contained in the student's records, but rather was received from an outside source. Accordingly, should you so choose, you could disclose the call to the INS so that it may investigate. In any event, the student remains entitled to school accommodations. As long as the student is actually residing in your district, his immigration status is not relevant for the purposes of school accommodations.

Q. Dear Mailbag: One of our special education students wants to participate on the football team. He is physically disabled and couldn't possibly compete on the team, so the PPT decided to make him the manager of the team. What they forgot, however, is that he has special transportation that leaves right after school. What's the best way to break it to him and his parents that he can't participate? *Just Being Practical*

A. Dear Practical: You will have to rethink your position. Under IDEA '97, the PPT is responsible for making provision for students to participate in extracurricular activities. It is important for the members of the PPT to be realistic in meeting this responsibility. Moreover, it is advisable not to include the specifics of the activity in the IEP, because any promise made in the IEP is binding and subject to the "stay-put" provisions of IDEA if there is disagreement over changing the activity. Here, the actions of the PPT are binding. Absent parent agreement to change the IEP, you are, in a word, stuck.

Q. Dear Legal Mailbag: The board of education is all worried that the curriculum is outdated, and it created this stupid committee of parents and teachers to develop recommendations for change. Unfortunately, the superintendent named me chair of this committee, like I didn't have enough to do. Last night, we were just getting started when this rude reporter from the local rag showed up and insisted that we had to let her attend our meeting. She was very stubborn, and I almost had to use physical force to get her to leave. She can't crash the "party," can she? *Concerned Conscript*

A. Dear Concerned: The Freedom of Information Act (FOIA) gives people, which includes reporters, the right to attend public meetings. The law was expanded some years back to provide that a committee meeting is a public meeting if the committee is "of, or created by" a public agency. Therefore, any curriculum committees, technology committees, search committees and other parent committees created by a board of education are subject to the requirements of the Freedom of Information Act, which include posting and public access. Significantly, this result obtains even if a minority (or none) of the committee members are members of the board of education. In your case, the public (including the reporter) may attend meetings of the curriculum committee, except for those portions of meetings privileged to executive session (if the business of the committee would ever involve such a topic). A letter of apology, or perhaps even lunch with the reporter, may be necessary to avoid a complaint with the Freedom of Information Commission. Be brave.

ct news & notes

○ According to a survey by the Connecticut Association of Public School Superintendents, the 2001-2002 school year began with about 450 classrooms across the state being led by teachers who were granted temporary emergency certificates. The survey, which covered 155 of the state's 166 public school systems, found 658 teaching vacancies, 68 administrative vacancies and 10 unfilled superintendents' positions.

○ In the wake of the September 11th attacks, the U.S. Department of Education has awarded Connecticut \$500,000 to provide counseling for students and teachers, to hire substitute teachers, and to retain experts in crises management. Grants were also awarded to Maryland, New Jersey, New York, Virginia, and Washington, D.C. The State Department of Education is still working out a plan for disbursement of the funds but it is likely that most of the money will be directed to those southwestern Connecticut districts that are closest to New York City. State department of Education spokesperson Tom Murphy said that as much as 20% of the money could go to all school districts to help develop plans to better respond to any future school tragedies.

○ Further fallout from the September 11th terrorist attacks . . . the State Department of Education is developing a system to instantly notify school districts statewide of emergency messages from the governor's office or the state police. Such a system is necessary to better communicate with school systems in such instances where state offices are closed or when highways are shut down. The system will rely on the Internet to immediately send emergency messages to school districts. The Connecticut Association of Public School Superintendents is working with the state department on the new system.

○ The Department of Higher Education has responded to the growing teacher shortage by expanding the highly successful Alternate Route to Certification program. In addition to its original 8-week summer session, ARC has launched a second session on weekends from fall to spring. As a result, the number of ARC graduates grew this year from 170 to 275, more than 90% of whom are teaching this fall. With financial help from the state legislature, satellite ARC programs will be launched in 2002 in New London, New Haven and Bridgeport.

... more ct news & notes

O Profile of CT residents

Of the 3,300,970 residents of Connecticut:

- K** 905,960 (27%) are children under the age of 18; 1,949,930 (59%) are adults aged 19-64; and, 445,070 (13%) are 65 and over;
 - K** 326,910 (9.9%) are non-citizens;
 - K** 1,496,490 (45%) are adults without children;
 - K** 1,721,330 (52%) are female;
 - K** 2,578,810 (78%) are white; 388,030 (12%) are African American; and 276,310 (8%) are Hispanic.
- (Kaiser Family Foundation State Health Facts, www.statehealthfacts.kff.org)

among regional universities while Fairfield University was ranked 4th. Wesleyan was down a notch, from 10th to 11th place among liberal arts colleges. Yale remained tied with Harvard in second place among national universities. For the second consecutive year Princeton was ranked the number one university.

O Following significant increases in alcohol, tobacco and marijuana use in the 1990s, a recent survey of Connecticut students in grades 7-10 reported dramatic decreases in the use of these substances. The survey, conducted last spring by researchers from the University of Connecticut Health Center, involved 9, 130 students representing 21 school districts throughout the state. The greatest decreases were among gateway drugs – tobacco, alcohol, marijuana and inhalants. Compared to a similar study conducted in 1997, cigarette use among 7-8th graders dropped by almost one half and by one third among 9-10th graders. The news was not all good, as there was a small increase in the percentage of students reporting use of ecstasy. Furthermore, Connecticut youth continue to drink and use marijuana at higher rates than their peers nationwide. For further information, visit the Department of Mental Health and Addiction Services website at <http://www.dnhas.state.ct.us/sig/studentsurvey2000.htm>.

O Connecticut was one of eight states to receive a federal grant to help states and districts improve training and professional development for early childhood educators and caregivers. Connecticut received \$1.54 million of the \$9.6 million that was awarded through the new Early Childhood Educator Professional Development Program. The money will be used to fund "Project Stars," which will serve four low-

income Connecticut communities: Bridgeport, New Haven, New Britain, and Meriden. The project consists of three components. The first component will introduce preschool teachers and supervisors to a research-based program, Literacy Environment Enrichment Program (LEEP). The second component will be led by the Connecticut Charts-A-Course (CCAC) team. CCAC will provide adapted CDA modules to entry-level early childhood practitioners. The third component is the Faculty Institute which will include faculty from twelve higher education institutions. The institute will seek to ensure that faculty share a common knowledge of scientific-based research in the area of children's literacy development, and encourage them to incorporate it into their curricula. For more information visit <http://www.ed.gov/PressReleases/10-2001/10052001a.html>.

O The Connecticut Department of Mental Health and Addiction Services received national recognition in 2000 by receiving the "Most Improved State" award from the U.S. Department of Health and Human Services. DMHAS received the award for its success in deterring retailers from selling tobacco products to minors. Connecticut has the largest reduction of the buy-rate (percentage of retailers willing to sell tobacco to youth under 18) in the nation, going from 70% in 1996 to 17% in 1999. (Source: *Connecticut Clearinghouse Courier*, Fall 2001)

O Last month the state board of education approved a plan to lower the minimum passing score on the state's teacher competency test in mathematics, thereby making it easier for high school math teachers to earn their certification. The board voted 7-1 to lower the passing score on the Praxis II in math from 141 to 137. The change applies to anyone who took the test within the last six months. The board is also planning to launch the state's first test-preparation program to assist teacher candidates who may be having difficulty with the test. The moves come in the wake of a statewide shortage of qualified high school math teachers. According to state figures, Connecticut schools are short at least 100 math teachers – 87 at the high school level and 13 at the middle school level.

O Connecticut's colleges and universities scored well in U.S. News & World Report's rankings this fall. The University of Connecticut jumped from 38th place among national universities to 28th this year. Quinnipiac University was rated 13th

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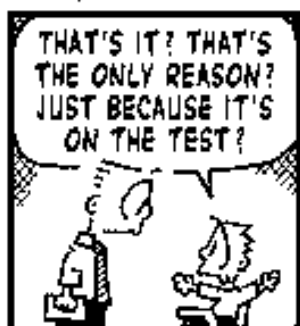
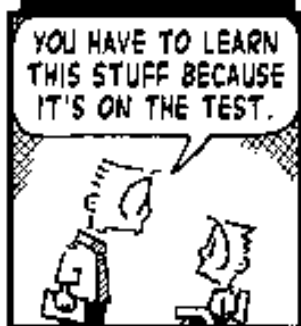
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THE BULLETIN

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MR. WOODHEAD

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national news & notes

○ A new study suggests that the teaching profession brings an increased risk of serious immune system diseases such as multiple sclerosis and lupus. University of Connecticut researchers examined 11 years of death certificates and found that the incidence of death from some autoimmune diseases among K-12 teachers was more than twice as high as that of people in other professions. The study showed that 2.3% of schoolteachers' death certificates listed one of 13 autoimmune diseases as a cause of death, compared with only 1.7% of death certificates for other professions. The increased risk was statistically significant for four diseases: multiple sclerosis, rheumatoid arthritis, systemic lupus, and Sjogren's syndrome. Teachers who died between the ages of 35 and 44 were twice as likely to die of complications from autoimmune diseases. Among high school teachers of that age, the rate was even higher. Autoimmune diseases are often chronic, but not fatal. The study seems to bolster the theory that if someone is genetically susceptible to a certain disease, environment could trigger the onset. Experts agree that more research is required on the link between teaching and the onset of autoimmune diseases.

Five leading education groups have issued a report to help prepare states for the new testing and accountability measures included in the federal education bill slated for final passage this fall. The American Association of School Administrators, National Association of Elementary School Principals, National Association of Secondary School Principals, National Education Association, and National Middle School Association released a new independent commission report that offers nine requirements

for states to design tests that promote better teaching and learning. The new report, entitled "Building Tests to Support Instruction and Accountability," can be accessed online at <http://www.naesp.org/comm/prss10-23-01.htm>.

Data from the National Survey of Salaries and Wages in Public Schools, conducted annually by Educational Research Service (ERS), revealed that the average salaries reported by school systems for senior high school principals in 2000-01 was \$83,367; for junior high and middle level principals the average was \$77,382; and, the average salaries paid assistant principals in 2000-01 were \$67,593 (senior high level) and \$63,709 (junior high and middle level). Find out more about administrator salaries – such as, how much do salaries vary by school level, geographical region, district enrollment size, and district per-pupil expenditure level; are annual increases in salaries of principals and assistant principals keeping pace with increases in the cost of living – by visiting: www.principals.org/news/nl_salaries501.html.

California Governor Gray Davis recently signed into law a bill that allows nearly 200,000 teachers and over 20,000 classroom aides to attend the University of California for training in reading and math instruction. The Mathematics and Reading Professional Development Program will cost the state \$80 million next year and \$580 million total during the next four years.

High Stress: Driving Principals Out Of Business. A survey conducted by the Association of California School Administrators revealed that 90 percent of districts reported shortages of high school principal candidates, with 73 percent

reporting shortages of elementary principal candidates. According to the report, while the California Commission on Teacher Credentialing has more than 34,000 people on file with administrative credentials in California, "more than enough to fill the 23,000 school administrative positions," many of those educators are seeking administrative positions as teacher mentors or curriculum directors, jobs with less overall responsibility. The "biggest hurdle" for recruiting principals is salary, according to the survey.

Girls' math achievement tends to be higher in districts with female role models in their schools than in ones that don't have them, a study concludes. In an analysis of test scores in Texas, researchers at Texas A&M University found that test scores for girls were higher in districts that had large percentages of women teachers. And girls' achievement was even higher in districts where the superintendents were women. The researchers reviewed math scores on the Texas Assessment of Student Skills for 3rd through 8th graders, scores on the state's high school exit exam, and results on the SAT college-entrance exam. They found that girls' math achievement was about the same as boys' in elementary schools, but started to fall behind that of boys after 8th grade—a finding similar to the results of other studies. In examining high school scores, the researchers found that girls' scores on the exit exam and the SAT were the highest in districts with high percentages of female teachers and with a woman superintendent. While administrators have little impact on what happens day-to-day in classrooms, their leadership provides role models for girls to follow and may be an ingredient in helping to close the test-score gap between girls and boys.

legal news & notes

○ A challenge to Louisiana's high-stakes testing system met with defeat in the U.S. Court of Appeals for the 5th Circuit. According to the paper, *Parents Against Testing Before Teaching* argued that flaws in the state's public education that denied students promotion because of their failure on a state test was a violation of the due-process guarantees under federal and state law. While the group contends it is not against standardized testing, it has attacked the Louisiana system as "unfair and punitive to students," writes the paper, because students "have not been adequately prepared to pass the exams." In a unanimous opinion, the three-judge panel rejected the plaintiff's appeal. The group plans to appeal the ruling.

○ School administrators can seize, detain, and question students without reasonable suspicion, said the Supreme Court of California. In *In re Randy G.* (No. S089733), Randy G., a public high school student in California, claimed that the school resource officer (SRO) at his school illegally pulled him from class and detained and questioned him. According to Randy, his deten-

tion, which led to a pat down search by the SRO that yielded a knife, was unlawful because the SRO lacked facts to warrant reasonable suspicion. Unreasonable searches and seizures violate the Fourth Amendment. California's high court, passing on the issue of whether the SRO had reasonable suspicion, decided that reasonable suspicion is not necessary to detain and question a student. It held that as long as students were not detained in an arbitrary and capricious manner in violation of the due process clause of the Fourteenth Amendment, school officials -- be they principals, teachers, or SROs -- could lawfully stop and question a student. The court reasoned that school officials must have broad authority over student behavior and school safety to ensure safe and orderly learning environments. Further, because students are required to attend school and are under the constant supervision and direction of school officials, stopping and questioning a student would not limit the liberty interest over and above the restrictions students already experience. (Source: *Cases In Point*, Oct. 2001)

Insights from Teens

The following are insights from teenage members of the Phoenix (Arizona) Youth and Education Commission, an advisory council to the mayor, who took part in a discussion about ways to improve their schools:

- students can't learn unless schools are safe and teachers are happy to be there;
- teachers at their schools are tired, overworked and taking second jobs to make ends meet;
- smaller classes would improve schools;
- the statewide AIMS test tests whether teachers can cram specific information into their heads, not how much they know;
- the teens want up-to-date textbooks, a good library, computers and enthusiastic teachers, not big-screen TVs in every classroom or huge football arenas;
- lunch should be longer, at least an hour, with a healthy food choice.

The Ct Association of High School Principals
Assistant Principals' Committee

Presents

Is it Me or Is it The Building?

By Dr. Kenneth R. Roy

*Dealing With Environmental Issues That
Impact Employer/Employee Safety*

Monday, November 26, 2001
3:30 P.m. / Cas Office

Items to be addressed include administrative responsibilities concerning radon gas, drinking water, indoor air quality, EMFs, noise, chemical spills, evacuation planning, building security, construction/demolition, and other OSHA/EPA/NFPA issues.

Ken Roy is K-12 Curriculum Director of Science and Safety for the Glastonbury Public Schools and President of National Safety Consultants. He is also an authorized OSHA instructor for general industry, a syndicated safety compliance columnist, and author of numerous publications on education and safety. Ken currently serves on the Laboratory Safety Institute's Board of Directors, as chairperson of the NSTA Science Safety Advisory Board, and as the International Safety Project Officer for ICASE.

To register for the workshop, contact Mike Buckley at (203)250-1111 or mbuckley@casciac.org.

THE BALANCING ACT



Dr. Joseph Hoff presented a two-day seminar to a lively group of school administrators at CAS on October 24 and 25. The full day sessions centered on the work of the principal, including meetings, time management and instructional leadership. The seminar was sponsored by the Connecticut Principals' Center.

Dr. Hoff is planning to return to Connecticut in the spring of 2002 with the title: "The Difficult We Do Right Away; The Impossible Takes a Bit Longer."

Dr. Hoff is president of Encounters in Excellence and presents programs nationally and internationally. (See related article page 7)

CANHS CORNER . . .

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

CANHS Update

By Brendan Neagle, Senior, Southington High School
NHS State Newsletter Editor

"The purpose of the Connecticut Association of National Honor Societies is to foster unity and co-operation among Honor Societies throughout the state," said Thomas Baldwin, President of the CANHS executive board. According to CANHS Executive Director Donald W. Gates, the Executive Board is organized in order to add a support system for the states' honor societies.

Elected at the statewide conference last May, the board consists of Thomas Baldwin, Vice President Kayte Holztum, Secretary Colin Missett, State Newsletter Editor Brendan Neagle and Middle School Representative Lauryn Ossola. The board is assisted by an advisory board led by Don Gates, Maria Colacrai, Mary Beth Jordan, Robert Krom, Cherie Marceau, Susan Ventresca, Barbara Colegrove, and Renate Ringstad.

The board has planned a series of events for the year to promote the unifying of the state's honor societies. For the first time, the CANHS will organize a statewide service project in cooperation with the American Red Cross. Each National Honor Society (and NJHS) has been asked to contact its community's local chapter of the Red Cross to explore the needs of these particular chapters and help where most needed. This May, at the CANHS conference, the leading chapters in this effort will be recognized.

On October 15, ninety people attended the state's Honor Society Advisors conference, the most in the event's short history, only attesting to the fact that the CANHS is quickly growing. After the opening remarks, the advisors broke up into groups of schools of similar size (small schools, medium schools, etc.), and discussed concerns, issues, asked questions of each other and shared ideas. All the advisors then joined together to share the topics of their discussions.

The advisors found all shared similar concerns and challenges. "We found that many of us had similar questions, concerns with measuring character," asserted Dana Mathews of Hamden High School, reporting for the large schools. The issue of measuring character was one that occurred repeatedly throughout the conference for it seems this is the single most difficult virtue to judge objectively. Many commented on legal issues concerning denial of admission to the organization or dismissal. Perhaps most symbolic of the mission of CANHS were the words of Roxane Lyndbrin of Derby High School reporting for the small schools: "We ... talked about projects we could perhaps work together on with area towns, as a means of getting our kids cooperating together."

Also present at the conference were several advisors who had either just begun a chapter or were in the process of doing so. The discussions helped them in resolving such issues as writing by-laws, finding meeting times, and developing resources. Mr. Krom, an experienced advisor at J.F.K. Middle School, shared with middle school advisors a copy of his school's by-laws to give them a preliminary idea of how to begin. "The new people were concerned with how to get started and which way to go," said Mr. Krom.

The Connecticut Association of National Honor Societies is a fast-growing organization whose goal is to build a support system for the National Honor Societies throughout the state. This year, the newly-elected executive board is prepared to offer a series of events designed to foster the cooperation among the Honor Societies statewide. Thomas Baldwin believes that alone one can make a difference within our communities, but together, the Connecticut Association of National Honor Societies can truly make a lasting impact.

Assistant Principals, *cont'd from page 1* etc.) and aims at providing each with the support system to survive and then thrive. Regular meetings are held with Linda, other administrators, and with specialists, and veteran teacher volunteers open their classrooms for observations. The key is maintaining a close, personal touch.

Art Arpin, assistant principal at Hamden High School, stressed the importance of gaining and sustaining a positive working relationship with parents. "While most parents will be supportive and work with you, even those who are difficult are advocating for their kids the best way they know how." Art emphasized the public relations part of the job ("Your voice may be the first or only one from school that the parent hears.") and the importance of maintaining a calm, even perspective. Be clear about what happened, the consequences that resulted, and your expectations; avoid talking about other students; make sure you keep the teacher in the loop.

Dave Maloney, assistant principal at Branford High School, encouraged participants to take care of themselves. "This is a very stressful position and you can't manage others if you can't manage yourself." Make sure that you're part of a team ("When do you meet with your boss? I meet with mine every Monday morning.") and do some things that contribute to a balance in your work life. Recognize teachers for the good things they've done at the start of every faculty meeting. Send a positive note to a teacher and make a positive phone call home every day.

A lively discussion and "swap session" followed the panelists' presentations. Issues raised included dealing with the difficult teacher (trust your instincts and focus on what's best for the student), managing the "drop-in" parent (you don't have to answer on the spot and it may be best to consult with others first), alternatives to suspensions (consider community service), keeping track of the myriad of questions and requests that come at the assistant principal non-stop (carry an index card in your pocket when you leave the office), and attendance (I'll send you a copy of our policy). Jack Leonard, assistant principal at Ellington High School, concluded the session with some wisdom for all present to heed:

- S** It's easier to ride the horse in the direction that it's going.
- S** Pick your hill to die on.
- S** Keep it simple.
- S** Keep an open mind.
- S** Times change, kids change.
- S** Relationships are the most important thing.

middle school news

Old Saybrook Middle School Wins Leadership Award

By Earle G. Bidwell, Assistant Executive Director

In a recent ceremony at the Old Saybrook Middle School, students were presented with the Arthur Director Leadership Award. Named for the founder of Connecticut Lighting Centers and benefactor of Connecticut youth, the award is given annually to the middle school that shows superior application of the concepts learned at the CAS Student Leadership Conference at Quinnipiac University. The OSMS leadership team of Colleen Huysman, Ram Odedra, Nisha Odedra, Brendan Rafferty, David Shurtleff, Christopher Palmieri and advisor Tim Wood came back from the conference with a determination to make a difference in their school. Armed with some new techniques and unquenchable enthusiasm, they set about to "...make students feel part of the school and eliminate the feeling of being an outsider." They felt that if they could make acts of kindness, such as rotating among lunch tables so that classmates are not sitting alone, the norm at OSMS, they would see a significant difference in how their peers treated each other.

They also decided that if they were going to make a difference in their school, the best group to help would be the entire student body. Consequently, they visited every homeroom in the school asking how the entire school community could eliminate bullying, recognize heroes, and make the school better. Among the hundreds of responses was to create an award to recognize heroes in the student body called the Student Leader Award. This award is now given monthly to one student from each class who is recognized for such qualities as honesty, respect for others and school property, community service, leading by example and involvement in school activities. For these, and other initiatives, this team was selected from among over 40 schools that sent delegations to the leadership conference.

The recognition ceremony was opened by Eighth Grade President Ryan Charles and featured the concert band in stirring renditions of the National Anthem and Cascadia Celebration by Steve Hodges. Among the speakers for the day were Principal Michael Rafferty who told the audience of eighth graders that of several awards garnered by OSMS in the past few years, this one was "the best," because it was earned by the students.

In an address to the students, Earle G. Bidwell, assistant executive director of the Connecticut Association of Schools, conveyed his admiration of OSMS students for being "risk takers." He indicated that when one thought of risk takers,

continued on page 7

Upcoming Middle Level Events

DECEMBER 2001

- 12/5 Prin. Center Teacher Evaluation Workshop
4:00-7:00 CAS Dr. Kathleen Butler
- 12/12 Prin. Center Teacher Evaluation Workshop
4:00-7:00 CAS Atty. Thomas Mooney
- 12/19 Prin. Center Teacher Evaluation Workshop
4:00-7:00 CAS Atty. Mooney

JANUARY 2002

- 1/8 Principals' Center Workshop
Dr. Edward Iwanicki 4:00-7:00 CAS
- 12/15 & 29 NELMS - CEAE Terrific Teams
Workshops 4:00-7:00 CAS

FEBRUARY 2002

- 2/26 Prin. Center Eval. Workshop
4:00-7:00 CAS Dr. Kathleen Butler

MARCH 2002

- NATIONAL MIDDLE SCHOOL EDUCATION MONTH
- 3/1-5 NASSP Convention. Atlanta
- 3/4 & 3/18 NELMS - CEAE Terrific Teams
Workshops 4:00-7:00 CAS
- 3/7-9 NMSA Urban Conf. Pittsburg
- 3/6 & 13 Prin. Center Workshop: "Legal Update in
Sp. Education" Atty. Freedman
- 3/7 Prin. Center Teacher Evaluation Workshop
CAS 4:00-7:00 Dr. Butler
- 3/12 CAS Middle Level Student Leadership
Conference Quinnipiac
- 3/19 CAS Assistant Principals' Conference
Sheraton Waterbury
- 3/20 Prin. Center Teacher Evaluation Workshop
CAS 4:00-7:00 Atty. Mooney
- 3/24-27 NELMS Annual Conference Providence, RI

... more middle school news

A Team Approach to Affecting Positive Change

By Earle G. Bidwell, Assistant Executive Director

An archangel once asked the Creator where the angel should hide the "Secrets of the Universe." On the highest mountaintop? "NO" was the reply. On the bottom of the deepest ocean? "No," boomed the voice. In the center of the earth? "No" again was the response. "Well then," asked the angel, "where shall I hide them so no one will ever discover these mysteries?"

"Hide them in such a place where no human will ever look. Hide them in such a remote place that no one will stumble upon them. Hide them in such a place that truly will escape all who quest for the great secrets."

So the angel did... he hid them inside each of us!

"In order to begin our search to understand one of the secrets of the universe - how to change - we need to look within ourselves." These are but a few of the many words of wisdom to which the participants of the Middle Level Fall Conference were treated by keynoter Dr. Joseph Hoff. Addressing the topic "A Team Approach to Positive Change," Dr. Hoff challenged all to "...look in the mirror to see how we might better confront the challenge of transition." Furthermore, he explained, "We need to be in touch with the purposes, processes and people that will determine just how successful the results of our collaboration will be. The definition of an effective TEAM essentially is Together Each Achieves More."

The President of Encounters in Excellence, Inc., Joe Hoff, has brought positive role models to over 300,000 preadolescent and adolescent learners. He is a frequent presenter at state, national and international conferences because of his research and practical experience on school-based change, organizational empowerment and school-based change, organizational empowerment and K-12 leadership, instruction and communication. Joe certainly inspired, amused and informed a very appreciative audience.

The keynote address was followed by several high-powered breakout sessions.

pThe ever-popular Dr. Kathleen Butler from The Learner's Dimension and Saint Joseph's College didn't disappoint. Several participants commented on the practical information they learned about learning styles and how they will be applying it in their classrooms.

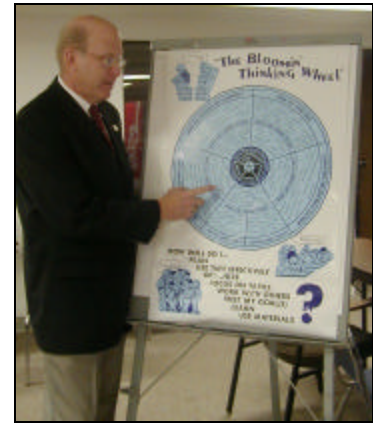
pExecutive Director, Dr. Robert Spear, of the New England League of Middle Schools, CAS' partner in the Fall Conference, led two sessions on how to involve parents in the life of the school.

pThomas Mooney Esq., one of the foremost authorities on school law and a longtime friend of the Connecticut Association, provided valuable insights into school related legal issues confronting educators and parents today.

pCharlene Giannetti, co-author of Parenting 911, Cliques and The Roller Coaster Years, spoke to the nature of the early adolescent and how adults can be supportive.

pDr. Bob David from the National Middle School Association rounded out the program.

An awards program capped off the day. Old Saybrook Middle School's Principal Michael Rafferty, the CAS 2000 Principal of the Year and Chairman of the Program Committee, presented the CAS 2001 Principal of the Year award to Preston Shaw, Principal of the Griswold Middle School in Jewett City. Next was the 2001 Teacher of the Year, Frank Keen of Middlesex Middle School in Darien who was introduced by his predecessor China Gates-Dillon of Timothy Edwards Middle School in South Windsor. Accepting the 2001 School of the Year award for the Tolland Middle School were Principal Thomas Cronin and Committee Co-chair Mary Adamczyk.



Keynote Speaker Dr. Joseph Hoff

The Connecticut Association of Schools and the New England League of Middle Schools is indebted to our corporate partner Prentice Hall, the world's leading publisher of academic and reference textbooks, for their generous support of the Fall Conference. Prentice Hall and New England and New York District Manager Robert W. Gokey have long been supporters of middle level education in Connecticut and of the Association.



Old Saybrook, continued from previous page

they often thought of those who take physical risks such as sky-divers or those who swim with and study sharks; yet in everyday life there are social risks and emotional risks that are just as real and intimidating. He commended the leadership team and the student body for taking these kind of risks to make their school and community a better place. Mr. Bidwell also commended Mr. Director and Mr. David Director, President of Connecticut Lighting Centers for their unselfish support of the CAS Student Leadership Conference. Without the support of these men, it would not be possible to provide such a high quality training program for the youth of Connecticut. The ceremony concluded with the presentation of a plaque by Arthur Director, commemorating the leadership team's accomplishments, and a check to help further their work.



New England League of
Middle Schools
&



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elementary news

Glastonbury Principal Named "Outstanding First Year Principal"

by Robert Carroll, Assistant Executive Director

Jeff Kitching, first year principal of Hopewell School in Glastonbury, is this year's winner of CAS' "Outstanding First Year Principal Award." The award was presented to him by Commissioner of Education Ted Sergi at the Connecticut Association of Elementary School Principals (CAESP) Fall Conference held on November 9 at the Heritage in Southbury.

When CAS asked Jeff how he felt about being singled out for this top CAS award, he responded, "I drive to work each day excited about my job and the day ahead. Not many people have the opportunity to say that. I can honestly say that on 99% of the nights I drive home feeling the same way. This is a great school in a dedicated school district and in my mind this award came to the entire staff of Hopewell School; they made it happen and all of them deserve to share in this honor."

Jeff took over the leadership role in a K-5 school that was experiencing dramatic student population growth and significant teacher and administrator turnover. From the very beginning, Jeff set a positive example and tone for his school. He and his staff placed a real emphasis on Character Education. Whether it was the one-to-one 'Building Buddies' program, the small group discussions between teachers and students, or the staff skits highlighting the six character traits, Hopewell became immersed in Character Ed.

Jeff also improved the procedures, practices and policies of the school. He established a new budget process, wrote new special education procedures and redesigned both the organization and the layout of the main office. He played a key role in the selection of a new and more demanding mathematics curriculum. His technology skills served as an exemplary to classroom teachers and he was actively involved in integrating technology into everyday classroom instruction.

One of the tenets of Jeff Kitching's approach to school leadership has been his commitment to staff collaboration. He initiated a plan for grade level team meetings and also sought to include specialists in the school's efforts to educate the whole child. Jeff also shaped the school environment in such a way as to insure outstanding results on the Connecticut Mastery Test, and he did it without teaching to the test.

Jacqueline Jacoby, superintendent of schools in Glastonbury said of Kitching, "Jeff deserves this award and the community of Glastonbury is proud of him. He has a multiplicity of experiences as an educator and is highly regarded as a teacher, administrator, and colleague. He knows his field and embraces change, understands the teaching/learning process, evaluates personnel fairly, utilizes strong organization management skills and is approachable. In addition



Outstanding First Year Principal Jeff Kitching

to his professional skills, what make him truly an outstanding administrator are the personal qualities and beliefs from which these talents flow. Jeff has integrity. He has humanity. He is a solid decision-maker whose decisions integrate both institutional and human needs."

Edward Schofield, assistant superintendent of schools also had much to say about this year's award winner, "Jeff Kitching has transformed his school. In one short year, Jeff has reshaped the morale and climate of the school. He established close ties with his parent community and reached out to the wider Glastonbury community as well. There is unanimity about his success as a first year principal here in Glastonbury."

Robin Fogarty to Keynote CAESP Spring Conference May 6th

Dr. Robert F. Carroll, Assistant Executive Director

The Connecticut Association of Elementary School Principals (CAESP) is hosting its spring conference this year at the Hartford Marriott, Farmington on **May 6th**. The keynote speaker and presenter is Dr. Robin Fogarty, an authority in brain research who has lectured extensively across America and Europe on the use of multiple intelligence in the classroom. In her talks, Dr. Fogarty provides real guidelines that serve as a bridge between theory and practice in the intelligence-friendly classroom.

A leading proponent of the thoughtful classroom, Robin has taught at all levels, from kindergarten to college. She is recognized worldwide as the teachers' teacher and has trained educators around the globe. She has served as an administrator and consulted with state departments and ministries of education in the United States, Puerto Rico, Russia, Canada, Australia, New Zealand, Great Britain, Singapore and the Netherlands.

In an interview with CAS, Robin shed some light on what she plans to talk about with her Connecticut audience at this year's Spring Conference. "The multiple intelligences (MI) approach taps into the unique profile of intelligences of each learner. The education community should embrace the MI theory because it provides a natural framework for inspired practice. The MI classroom should be abuzz

with activity as all eight of the intelligences are given fair time in the curriculum for authentic, relevant opportunities for development. This does not mean that every lesson needs to show evidence of all eight intelligences, but rather that the learning is structured in naturally integrated ways that call upon various intelligences."

When asked what she sees as an intelligence friendly classroom Robin replied, "The intelligence friendly classroom is part of the noble vision of schooling that has led many of us into the field of brain research. It is the reason that we do what we do. It's about children, and it's about helping those children be as smart as they can be in every way they can be. The intelligence friendly classroom just makes sense."

Dr. Fogarty has authored over thirty educational resource books. Her publications include *Brain Compatible Classroom*, *How to Raise Test Scores*, *Integrating the Curricula with Multiple Intelligences*, *Blueprints for Thinking in the Cooperative Classroom*, *Problem Based Learning and Other Curriculum Models for the Multiple Intelligence Classroom* and *How to Teach for Metacognition*.

All elementary school principals and teachers should mark their calendars and take part in what promises to be one of CAESP's best conferences.

Creatine Creating a Stir

Even though creatine is thought to be among the most popular nutritional supplements used by high school student-athletes, no official survey of high school users has ever backed that assumption -- until now. A Mayo Clinic survey released late last year found that 8 percent of high school student-athletes in the Rochester, Minn., area admit using the controversial muscle-enhancing supplement. Researchers found that of the 328 boys and girls surveyed with anonymous questionnaires, 26 boys and one girl acknowledged taking the supplement. Most of them, however, either didn't know what dosage they consumed or downed up to five times more than the recommended daily dose. Almost 80 percent of the teens using creatine said they believed the protein supplement improves their athletic performance.

While creatine has not been "conclusively proven" to make someone a better athlete, says Jay Smith, one of the study's researchers, a University of Kentucky neurobiologist claims the supplement protects the brain against certain damage caused by blows to the head. Researcher Stephen Scheff stops short of recommending the supplement, but he does suggest that football players and other contact-sport athletes might benefit from taking creatine a few days before engaging in their chosen activity. "In our studies [of rodents], it reduced damage by up to 50 percent, which is rather unheard of in the field of neuro-trauma," Scheff says in a report of his finding, which appeared in *Annals of Trauma*.

(Source: *Athletic Business*, April 2001)

CIAC POSITION ON FOOD SUPPLEMENTS INCLUDING CREATINE

The CIAC fully endorses the policies of the National Federation of State High School Associations regarding the use of supplements by athletes.

" School personnel and coaches should not dispense any drug, medication or food supplement except with extreme caution and in accordance with the policies developed in consultation with parents, health-care professionals, and senior administrative personnel of the school or school district.

" The use of any drug, medication or food supplement in a way not described by the manufacturer should not be authorized or encouraged by school personnel and coaches. Even natural substances in unnatural amounts may have short-term or long-term negative health effects.

" In order to minimize health and safety risks to student-athletes, maintain ethical standards, and reduce liability risks, school personnel and coaches should never supply, recommend or permit the use of any drug, medication or food supplement solely for performance enhancing purposes.

BEYOND HIGH SCHOOL

The following is a glimpse of the probability of competing in athletics beyond the high school level.

Men's Basketball

- Less than one in 35, or approximately 2.9 percent, of high school senior boys playing interscholastic basketball will go on to play men's basketball at an NCAA member institution.
- Less than one in 75, or approximately 1.3 percent, of NCAA male senior basketball players will be drafted by a National Basketball Association (NBA) team.
- Approximately one in 3,400, or approximately .03 percent, of high school senior boys playing interscholastic basketball eventually will be drafted by an NBA team.

Women's Basketball

- About 3.1 percent, or approximately three in 100, of high school senior girls' interscholastic basketball players will go on to play women's basketball at an NCAA member institution.
- About one in 100, or approximately 1.0 percent, of NCAA female senior basketball players will be drafted by a Women's National Basketball Association (WNBA) team.
- Approximately one in 5000, or approximately .02 percent, of high school senior girls playing interscholastic basketball eventually will be drafted by a WNBA team.

Football

- About 5.8 percent, or approximately one in 17, of all high school senior boys playing interscholastic football will go on to play football at an NCAA member institution.
- About 2.0 percent, or approximately one in 50, of NCAA senior football players will be drafted by a National Football League (NFL) team.

continued on page 11

On November 2nd, the CIAC sent out 4,628 e-mails regarding fall tournament pairings. E-mails are sent only to those individuals who subscribe to the CIAC sports e-mail lists. People on the CIAC sports e-mail lists receive information, pairings, results and schedules directly via e-mail. To sign up for a sports list, visit:

<http://www.casciac.org/listserve.html>

Closing The Fitness Gap

While the U.S. Department of Education has focused substantial attention on closing the achievement gap, a new federal grant program is trying to close the fitness gap. The Department of Education has issued \$4.8 million in grants to improve physical education in schools. The initiative was adopted last year through the department's spending bill at the behest of Sen. Ted Stevens of Alaska, the ranking Republican on the Appropriations Committee. Most of the 18 grants to districts last month ranged from about \$200,000 to \$400,000. For example, the Columbus Public Schools in Ohio received \$264,000 to start a project aimed at training teachers to help students increase physical activity and wellness. But the fate of the new initiative remains in question as some lawmakers and President Bush move to consolidate certain federal education programs. Mr. Bush's budget proposal contained no funding specifically for the physical education program. (Source: *Education Week*, 10/17/01)

... more ciac news

○ AMERICAN FLAG ALLOWED

The National Federation permits an American flag and a memorial patch to be worn on uniform jerseys as long as they meet the following specifications:

"An American flag, not to exceed 2 x 3 inches, and either a commemorative or memorial patch, not to exceed 4 square inches, may be worn on the jersey, provided neither the flag nor the patch interferes with the visibility of the number."

Other than the 4-square-inch maximum limitation, no other restrictions exist on the memorial patch, except for basketball. NFHS basketball rules permit a commemorative / memorial patch to be worn on the jersey, provided it is not a number and it is worn above the neckline or in the side insert.

○ EYE PROTECTION REQUIRED

The Massachusetts Interscholastic Athletic Association Board of Directors adopted a resolution requiring all field hockey players in Massachusetts to wear protective eye-wear. The new mandate became effective at the beginning of the fall 2001 season.

○ SAME SIZE VS. SAME AGE

Eric Kaminsky, an 11-year-old with the body of a nine-year-old, is involved in a public battle to play with children his own size. "To require a diminutive child such as Eric . . . to play against much larger and stronger boys could prove extremely harmful," the boy's father said. The issue raises an interesting question: Is it fairer for youth athletes to compete with players of their own size and physical development, or of their own age? [Newsday, 9/22/01]

○ GIRLS COACHING BOYS

A federal judge last week ordered a Michigan high school to hire a woman who was passed over as head coach of the boys' varsity basketball team. U.S. District Judge George C. Steeh in Ann Arbor, Mich., said Hazel Park High School must give Geraldine Fuhr the job she sought two years ago. Ms. Fuhr, who was the assistant coach of the team and coaches the girls' varsity basketball team, was passed over in favor of a man with less experience. She sued the 4,900-student Hazel Park district for sex discrimination and won \$455,000 in damages in August. Judge Steeh must now decide by how much to reduce Ms. Fuhr's award, should she decide to take the job. Part of the award was based on her loss of future income for not getting the job.

sports committee notices

Wrestling

- Divisions: LL -- 511 and above L -- 375 to 510 M -- 281 to 374 S -- Up to 280
- Tournament Dates:

Division Finals	February 15 & 16, 2002
Open	February 22 & 23, 2002
New Englands	March 1 & 2, 2002
- Tournament Sites:

LL - Bristol Central H.S.	L - Bristol Eastern H.S.
M - Windham H.S.	S - TBA
- Seeding Site / Dates:

Bristol Central High School	
M -- February 10 -- 12:00 p.m.	L -- February 10 -- 5:00 p.m.
S -- February 11 -- 5:00 p.m.	LL -- February 12 -- 5:00 p.m.
- League tournament events DO NOT count toward CIAC tournament seeding.
- Quad matches will equal only ONE weigh-in.

Boys Basketball

- Divisions: LL -- 414 and above L -- 315 to 413 M -- 198 to 314 S -- Up to 197
- Scheduled playing dates:

Qualifying round	Saturday, March 2
First Round --	L & S - March 4 / LL & M - March 5
Second Round --	L & S - March 6 / LL & M - March 7
Quarter-finals --	L & S - March 8 / LL & M - March 11
Semi-finals --	L & S - March 12 / LL & M - March 13
Finals --	March 16 - CCSU
	M - 11:00 a.m. / L - 2:00 p.m. / LL - 5:00 p.m. / S - 8:00 p.m.
- Entry form due February 21; Site availability form due January 27; Schedule form due Dec. 10
- If a site is not available at the qualifying, first, or second rounds, the tournament director will select a new site.
- Entry fee will be \$65.

Girls Basketball

- Divisions: LL - 433 and over L - 320 - 432 M - 201 to 319 S - Up to 200
- Playing dates:

Qualifying round	Saturday, February 23, 2002
First round	L & S - February 25 / LL & M - February 26
Second round	L & S - February 27 / LL & M - February 28
Quarter-final	L & S - March 1 / LL & M - March 2
Semi-final	L & S - March 5 / LL & M - March 6
Finals	March 9 - CCSU
	LL - 11:00 a.m. / L - 2:00 p.m. / M - 5:00 p.m. / S - 8:00 p.m.
- Entry fee will be \$65.

Indoor Track

- Divisions:

Boys --	L - 471 and above	Girls --	L - 455 and over
	M - 320 to 470		M - 340 to 454
	S - Up to 319		S - Up to 339
- Dates / Sites / Directors: (All meets will be held at Yale University, New Haven)

S Div -- Feb. 15, 2002 -- 6:30 p.m.	/ Director - Tom Haley, O'Brien RVTS, Ansonia
L Div -- Feb. 16, 2002 -- 12:30 p.m.	/ Director - Bill Baron, 29 Apple Tree Lane, S. Windsor
M Div -- Feb. 16, 2002 -- 6:00 p.m.	/ Director - Dave Tetlow, Ledyard High School
Open -- February 23, 2002 -- 11:00 a.m.	/ Co-directors - Bill Baron and Dave Tetlow
New England Championship -- March 2, 2002 / Reggie Lewis Center, Boston, MA	
- The 500 and 800 meters were eliminated from the required running events.
- The 600 meters was included into the required running events. The 600 will be run in place of the 500 in the order of events.
- The qualifying standards for the 600 meters:

Boys - L - Hand 1:32 / Electric 1:33	M - Hand 1:34 / Electric 1:35	S - Hand 1:34 / Electric 1:35
Girls - L, M & S - Hand 1:49	/	Electric 1:50
- A copy of the entry form must be sent to the meet director by February 8, 2002. This document must be signed by the principal. It will no longer be necessary to bring the entry form to the meet.

... more ciac news

Student Voice:

Verbal Abuse from Parents can take toll on players

By Morgan Caldwell, Senior
Daniel Hand High School, Madison

"Hey, ref! What kind of a call was that?"

"Why don't you watch the game, man!"

"Do you even know what off-sides is?"

Throughout the course of a typical soccer game, these are only some of the things you would probably hear if you were standing on the sidelines. Over-eager parents shouting insults and making their personal opinions known to everyone in the stadium, on the field, and probably in the parking lot, as well.

But it is not only the parents who contribute to the overwhelming amount of noise that is heard at a game; there are many other factors, both positive and negative, that add to this symphony of sound.

"Good hustle, team, keep it up!"

"Nice effort, you've got her!"

"Great passing, ladies, good work!"

The sounds that our team makes are unbelievable as well. When players make errors and get down on themselves, there is always a team member to look them in the eye and

continued on page 12

Beyond High School, *continued*

- Approximately one in 1,100 or about .09 percent, of high school senior boys playing interscholastic football eventually will be drafted by an NFL team.

Baseball

- Less than three in 50, or about 5.6 percent, of high school senior boys' interscholastic baseball players will go on to play baseball at an NCAA member institution.
- Less than 11 in 100, or about 10.5 percent, of NCAA senior baseball players will be drafted by a Major League Baseball (MLB) team.
- Approximately one in 200, or about .5 percent, of high school senior boys playing interscholastic baseball eventually will be drafted by a major league team. (*Source: NCAA News*)

Probability of Competing in Athletics Beyond the High School Level

Student-athletes	Men's Basketball	Women's Basketball	Football	Baseball	Men's Ice Hockey	Men's Soccer
High School senior student-athletes	157,000	130,500	281,000	130,100	8,500	91,800
NCAA student-athletes	15,700	14,400	56,500	25,700	3,700	18,200
NCAA freshman roster positions	4,500	4,100	16,200	7,300	1,100	5,200
NCAA senior student-athletes	3,500	3,200	12,600	5,700	800	4,100
NCAA student-athletes drafted	44	32	250	600	33	76
Percent high school to NCAA	2.9%	3.1%	5.8%	5.6%	12.9%	5.7%
Percent NCAA to professional	1.3%	1.0%	2.0%	10.5%	4.1%	1.9%
Percent high school to professional	.03%	.02%	.09%	.5%	.4%	.08%

NEW National Federation Specifications for the Javelin, Effective 2002

Beginning with the 2002 season, the javelin shall meet the following specifications:

	Boys Competition	Girls Competition
Weight (inclusive of cord grip)	800 gm	600 gm
Range for supply of equipment for competition	805-825 gm	605-625 gm
Overall Length	2.60 m (min) / 2.70 (max)	2.20m (min) / 2.30 (max)
Length of metal head	250 mm (min) / 330 mm (max)	250 mm (min) / 330 mm (max)
Distance from tip of metal head to center of gravity	0.90 m (min) / 1.06 m (max)	0.80 m (min) / .92 m (max)
Diameter of shaft at thickest point	25 mm (min) / 30 mm (max)	20 mm (min) / 25 mm (max)
Width of cord grip	150 mm (min) / 160 mm (max)	140 mm (min) / 150 mm (max)

Preteens Run Risk with Sports Overload

Overtraining, rapid growth are bad mix

by Marilyn Elias, USA Today (10/23/01)

More preteen kids than ever are pounding the living daylights out of their bodies by "specializing" in certain sports too early and overtraining, a pediatric sports medicine expert reported Monday.

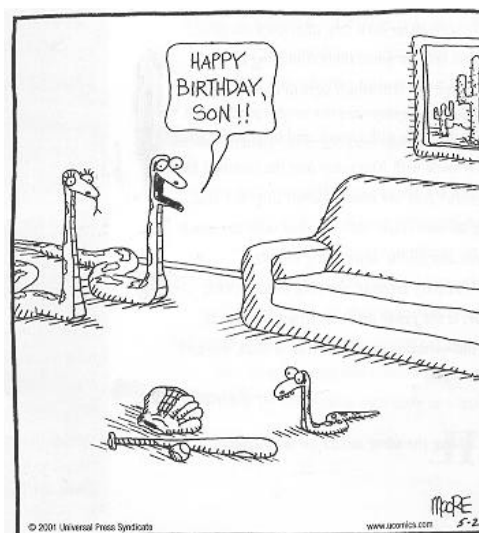
"We've got 7-year-olds playing on community soccer teams, club sports teams and traveling teams at the same time. Now we're treating kids for serious injuries we didn't have to worry about ten years ago," says Paul Stricker of the Scripps Clinic in La Jolla, Calif.

Stress fractures, ligament tears and tendinitis are becoming much more common, he says. Rapid growth during the preteen years puts bones, muscles and tendons at high risk for injury.

"Some parents and coaches think these young kids can train like adults, and more is better." But youngsters are limited by their neuromotor development, so they can't improve beyond certain levels, Stricker says.

Last year, U.S. hospitals and doctors' offices treated 2.2 million recreation-linked bone fractures, dislocations and muscle injuries in kids 5 to 14 years old,

continued on page 12



Another set of parents with unrealistic athletic expectations for their child.

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ciac news

Overload, continued

according to a report due in the November/December issue of *the Journal of the American Academy of Orthopaedic Surgeons*.

But many injuries go unreported, Stricker says. Other national surveys estimate sports-related injuries in youths under 15 as closer to 3.5 million per year.

The journal report says basketball, football and soccer are organized sports leading to the most injuries in kids. Stricker thinks overtrainers in long-distance running, triathlons and gymnastics also are injury-prone.

Early warning signs of trouble are complaints about pain, or soreness that doesn't seem to go away quickly. Parents should pay attention to early trouble, he says, before children's injuries become so serious that they may be long-term or require surgery.

Some youngsters push themselves because they idolize sports heroes and think they can become stars, too, if only they train hard enough.

But sometimes, "parents are doing the pushing, trying to live their dreams through the child, hoping their kid will do what they couldn't do," Stricker says.

For parents wondering how much training is too much, and looking for ways to prevent sports injuries in their kids, the American Academy of Orthopaedic Surgeons has a Web site at www.aaos.org. Parents can download the Prevent injuries America! fact sheets offering specific tips.

Verbal abuse, continued

say, "It's okay, don't worry about it, keep your head up, and keep playing hard!" The support system we have is amazing, and can be heard loud and clear.

However, there are some comments that we hear which defeat the purpose of the game. When players argue with the referees, or yell at their teammates, or even instigate verbal conflicts with opposing players, the sportsmanship previously felt is gone.

While some players can make the game less enjoyable, parents can make any soccer match a terrible experience for players and spectators alike. Granted, there are many parents who know how to sit still on the sidelines and only scream words of encouragement and praise to the team, but there are others for whom this concept is incomprehensible. They demand fouls, yellow cards, and ejections.

They insist that the referee does not know what he is doing; that they could do the job better.

They yell at their children, some even at other people's children. They hurl insults at coaches, both their own child's and the opposing team's. And they take away from the meaning of the game.

During the 80 minutes of playing time, sometimes all that we can hear is the commentary of the people in the stands. This is of no benefit to anyone on the field. We players are out there to have fun, to win

games, and to play our hearts out. But if overzealous parents and spectators are screaming on the sidelines, then how are we supposed to concentrate? They create distractions as they try to coach us from the bleachers, when in reality the only person who should be instructing us is the coach himself. Telling us how we should play takes away from our focus and our efforts, and in turn causes us to play with less of the emotion and excitement that is essential to our success.

The parents tell us what we should and should not be doing, as if they know the game better than we do or our coaches do. But the reality is, those parents wouldn't survive too long on the soccer field doing what we do.

Thus, the message is simple: let us play. Sit down, offer congratulations on a job well done, and remember that it is not always as easy as it looks out there. Offer us words of motivation; positive words of recognition and praise, not negative criticism that can deflate the confidence necessary for even the most talented players to succeed. When we hear you cheering for us, we are inspired to play that much harder.

So please, respect what the players, coaches, and referees are doing; and just let us play the game. It is what we are there to do.

(Reprinted from the New Haven Register, October 22, 2001)

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