



# BULLETIN

The Connecticut Association of Schools  
The Connecticut Interscholastic Athletic Conference



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

VOL. 78 / NO. 2

NOVEMBER 2003

## CAS HONORS OUTSTANDING EDUCATIONAL LEADERS

On Thursday, October 30th, CAS hosted its second annual "celebration" of educational leadership at the Farmington Club in Farmington. The event was conceived two years ago following a resolution by the CAS Board of Directors to find ways to recognize and pay tribute to individual school leaders as well as to "celebrate" the profession of school administration.

Called the "2003 Distinguished Administrators," five individuals from the ranks of Connecticut's school administrators were honored at the second-annual celebration.

### CAS' 2003 DISTINGUISHED ADMINISTRATORS

*Helen Byus, Asst. Principal of Roaring Brook School, Avon*

♦ CAS Elementary Assistant Principal of the Year ♦

*Richard Huelsmann, Principal of East Hampton M.S.*

♦ CAS Middle School Principal of the Year ♦

*Dr. Larry Nocera, Assistant Principal, Glastonbury H.S.*

♦ CAS High School Assistant Principal of the Year ♦

*Louis Pear, Principal of West Hill Elem. School, Rocky Hill*

♦ CT's National Distinguished Principal ♦

*Paul Stringer, Principal of Weaver High School*

♦ CAS High School Principal of the Year ♦



(left to right) Gary Rosato, principal of Great Plain School in Danbury, and Bob Carroll, CAS Assistant Executive Director, congratulate Weaver High School Principal Paul Stringer, who was honored as the 2003 High School Principal of the Year.



Guests were greeted at the door with the mellifluous sounds of the Farmington High School Premier String Quartet, featuring Elyse Maiorini (first violin); Kristina Mladek (second violin); Kristin Gilman (viola); and Ashley Banta (cello).

More than one hundred twenty educators, friends, and family members traveled to the Farmington Club to join in honoring CAS' 2003 Distinguished Administrators. Janet Garagliano, principal of Wamogo Regional High School and chair of the committee which organized the event, warmly welcomed guests and introduced the evening's master of ceremonies, Mr. Scott Gray. In his opening remarks, Mr. Gray shared a heart-warming personal story which reminded the audience of the power of educators to influence lives. "No one has a greater impact on mankind than those who teach future generations," Mr. Gray remarked.

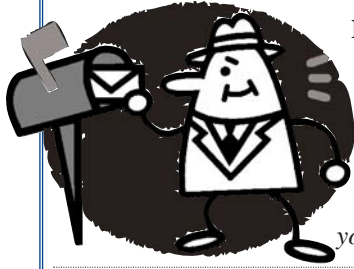
Dr. Allen Fossbender, principal of Joel Barlow High School in Redding and president of CAS, and Mark Stapleton, acting commissioner of education, extended congratulatory remarks to the honorees prior to dinner.

The evening concluded with an awards ceremony during which each of the five distinguished administrators was recognized individually. The honorees were called to the podium one by one to receive an engraved clock and a copy

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# LEGAL MAILBAG

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



**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](mailto:legalmailbag@casciac.org).

**Q. Dear Mailbag:** One of the teachers in the building has developed a bad habit of repeatedly sending this one student to the office, and just yesterday, it was four times. The parents would throw a fit if they knew how little time their child is actually spending in class. Frankly, I think that this teacher is a shirker. But I am new in my job as assistant principal, and I don't want this senior teacher to complain about my not "supporting" the classroom teachers. I would really appreciate it if you can come up with a legal objection to the teacher's actions that I can use. Can you? -- *Grateful Greenhorn*

**A. Dear Green:** There are actually two different potential problems here. An exclusion from a classroom is called a "removal," and Connecticut General Statutes, Section 10-233b provides that students may not be "removed" from a classroom more than twice in a week or six times in a year without being given an informal hearing similar to a suspension hearing. Such a hearing would be your job, and thus this requirement may not help you. The other legal issue, however, is a problem for the teacher as well. Any time disciplinary action is taken against a student (i.e., removal, suspension or expulsion), the student's parents must be notified within twenty-four hours. You should talk to the teacher about the need to develop alternative strategies to dealing with the student. Otherwise, he should be ready to deal directly with the parents.

**Q. Dear Mailbag:** We interrogated a number of high school students about an off-campus drinking party that occurred after a dance at the school. We called the students down to the office one at a time to talk with me, a police officer and the vice principal. We asked the students to tell us who was drinking and who brought the alcohol to the party, and we told them that they would be suspended from sports for five weeks if they didn't fess up, but only for two weeks if they did. It worked great, but now I am having an anxiety attack because we never called their parents. Did we violate their rights? -- *Sleepless Nights*

**A. Dear Sleepless:** A specific answer would require more information, but your question raises two important issues. First, you may question students without informing their parents. The only risk here is that, since a police officer was involved, any confessions by the students would probably not be admissible in any criminal proceedings. Second, the rules for participating in sports are very different from the rules that govern student discipline in general. While these students would not be subject to school discipline for any such off-campus behavior, you may suspend them from sports. The courts have held that participating in sports is a privilege, not a right. With advance notice to the students, you can condition participation on sports teams on their obeying established rules for behavior, even off campus.

**Q. Dear Mailbag:** Students in a high school photography class were provided with cameras and asked to return with an exposed roll of film that they would develop in the darkroom. After the students completed the assignment, the teacher found copies of several pictures left behind that shows one of the female students in the nude. When confronted by administration, the student who posed for the picture and the student photographer claimed that the photos were "art." The teacher did not tell students that nude photos could not be taken, and (of course) there is nothing in the student handbook. Can the school discipline either student for the inappropriate pictures? -- *Overexposed*

**A. Dear Over:** Discipline is allowed, but don't get carried away. We can't think of everything, and here you can reasonably expect students to know that nudity is not permitted in a school assignment, "art" or not. Discipline is thus not only authorized, but may be necessary - otherwise you may be criticized for permitting grossly inappropriate activities in your school. Unless you have additional concerns (such as surreptitious picture-taking), however, an appropriate disciplinary response may simply be a letter home to the parents and a clear warning that such conduct will not be tolerated.

■ Robert Long, longtime principal of Berlin High School died last month at the age of 85. A native of Forest City, NC, Long served as principal of Berlin H.S. from 1952 to 1976. Renowned within secondary education circles, Long served on President Richard Nixon's Advisory Council for Title III of the Elementary and Secondary Education Act and was cited for outstanding service by the National Association of Secondary School Principals. He was president of CAS (then CASSP) from 1965-1967 and chairman of the Connecticut delegation to the Commission on Secondary Schools of the New England Association of Schools and Colleges. Long worked for the Berlin Public Schools for 27 years.

■ Sheriden Communications and Technology Middle School, an inter-district magnet school in New Haven, is only one of 50 schools in the nation – and the first in Connecticut – to be designated a NASA Explorer School. Explorer schools have direct access to NASA resources and experts to help improve their teaching of math, science and technology. Aspects of the space program will be integrated into lessons at Sheriden, and students may have a chance to meet with some astronauts and talk with them while they are in space. School officials say that one goal of the program is to direct students toward future jobs in biotechnology, engineering, and the aerospace industry.

## ■ Is CT's Investment in Higher Ed Paying Off?

Last year, Connecticut spent \$887 million on higher education. What did its investment yield?

- Eighty-eight percent of Connecticut State University system graduates over the past two years went to work for Connecticut businesses.
- The number of college students in the state increased to 170,000, 107,799 of them at public colleges.
- The public college system turned out 396 engineers, 1,120 graduates with natural science degrees, and 2,154 teachers. Unfortunately, fewer than 1 in 4 of those new teachers were certified in shortage areas.



## ct news & notes

■ According to the annual teacher salary survey conducted by the American Federation of Teachers, Connecticut teachers have the third highest average salary in the nation. CT's average teacher salary for 2001-2002 was \$52,376, while the national average was \$44,367. The top state was California, with an average of \$54,348. Michigan had the second highest average at \$52,497. CT ranked fourth in salaries for beginning teachers, with an average starting salary of \$34,551. Alaska had the highest beginning salary, \$36,294.

■ Connecticut's charter school program is one of the best in the country, according to two Western Michigan University professors, considered to be the nation's top experts on charter schools. The two professors were hired by the state board of education to evaluate Connecticut's charter school movement, which began in 1997. A key ingredient to the state's success, they report, is strong oversight and rigorous accountability. In addition, the small size of the program may be a key asset. Connecticut now has 13 charter schools. States like Michigan, in contrast, have 150 schools. "Connecticut is careful. Given it's a new reform, I think that's a wise approach," says one of the professors. According to the study, there is high parent and student satisfaction among those involved in Connecticut's charter schools. Connecticut charter schools, which receive \$7,500 per pupil to operate, are better funded than their counterparts across the country. (Source: CT Town & City, Sept-Oct 2003)

■ One of the most dramatic trends that appeared in the 2000 census was a 30% increase in the number of children living in households headed not by their parents, but their grandparents. Six million children – 1 in 12 – live in such homes, according to the Children's Defense Fund. And in more than one-third of those homes, no parent is present. In Connecticut, there are more than 19,000 "skipped generation" households, according to the census, with the highest numbers in Hartford, Bridgeport and New Haven.

■ In a study commissioned by the state probate courts, Casey Family Services found that the courts are failing in their mission to protect Connecticut's children. The Casey report showed a heavily backlogged system unable to quickly remove at-risk children from dangerous situations or to appoint appropriate adults as their guardians. According to the study, qualified attorneys eschew the probate courts because of low reimbursement rates. Furthermore, lawyers involved in probate cases often rely on background reports by Department of Children and Families (DCF), which are sometimes flawed. The report recommends sweeping reforms of the guardianship program, including creating centralized "children's courts" with the resources needed to better protect children. The study also says that background reports by DCF caseworkers should be done more quickly and that training should be improved for probate judges, who are not required to be lawyers. It also suggests that stipends and services for guardians be brought more in line with those available for foster parents. This report comes two weeks after a federal monitor was appointed to help manage the state Department of Children and Families. On October 5th, the State of Connecticut agreed to share management authority of the state child welfare agency with a federal court monitor. The deal was reached to settle a lawsuit brought against the state by child advocacy groups that sought to get the DCF placed in federal receivership.

■ At its October meeting, the Connecticut State Board of Education began considering a proposal that recommends expanding the state's K-12 educational system over the next eight to ten years to include voluntary preschool programs. The proposal for a statewide universal public preschool program was immediately met with opposition from several mayors who expressed concern about bearing an additional financial burden so closely on the heels of the funding requirement of the *No Child Left Behind Act* and amidst reductions in state aid.

## national news & notes

■ What impact has computer technology had on public education in the US? That's the question journalist Todd Oppenheimer set out to answer in his new book, "The Flickering Mind: The False Promise of Technology in The Classroom." His conclusion: Putting computers in classrooms has been almost entirely wasteful, and the rush to keep schools up-to-date with the latest technology has been largely pointless. "At this early stage of the personal computer's history, the technology is far too complex and error prone to be smoothly integrated into most classrooms," Oppenheimer writes. "While the technology business is creatively frantic, financially strapped public schools cannot afford to keep up with the innovations." Oppenheimer examines individual schools where technology has been useful, but there he largely credits the enthusiasm and devotion of individual teachers. The most effective teachers, he argues, are those who know enough to ignore the latest technological products and rely on such hands-on technology as pens and paper, musical instruments, wooden blocks, and rulers. These findings contrast sharply with education advocates who argue that education will become increasingly digital, mobile, and virtual. (<http://www.csmonitor.com/2003/1014/p20s02-lecl.html>)

■ The Committee for Education Funding (CEF) has released a poll showing that the majority of American adults (77%) believe a substantial increase in federal funding for education would have a positive impact on innovation and growth in the U.S. economy. 85% of respondents believe that education should receive at least 5 cents or more of every federal budget dollar, instead of the current 2.8 cents.

The Fulbright Memorial Fund Teacher Program (FMF) is designed to provide American primary and secondary school teachers and administrators with opportunities for fully-funded short-term study programs in Japan. The FMF Teacher Program is sponsored by the Government of Japan. A minimum of two FMF awards will be given to each of the 50 states and Washington, DC. Recipients of the FMF grant will travel to Japan to participate in a three-week program that features an orientation to Japan followed by visits to primary and secondary schools, teacher training colleges, cultural sites, and industrial facilities. Meetings with Japanese teachers and students, and homestays with a Japanese family are also key components of the program. The Deadline for the 2004 FMF competition is December 10, 2003. Interested individuals may apply on-line at [www.iie.org/fmf](http://www.iie.org/fmf). For additional information or materials, contact FMF at 1-888-527-2636 or [fmf@iie.org](mailto:fmf@iie.org).

## ... more national news & notes

■ Dr. Marvin Marshall writes that using business as a model for learning is disastrous and outlines the reasons that he believes that a comparison of business and education is unwise. He offers these observations: (1) Businesses produce products. The product may be tangible or intangible and in the form of information, services, or goods. Learning is a process, not a product. (2) Business can control the components of its product--what will go into making a product. Schools do not have this luxury; they (at least the public schools) have no discretionary power to determine or control the "raw materials." Besides, students are not assembled according to well-established specifications. Schools must individualize education for many students. (3) Business has the opportunity and even the obligation for recalls. No such possibility exists for schools. Clearly, comparing the building of people to building products is a faulty comparison. Read more of Dr. Marshall's arguments at <http://teachers.net/gazette/AUG03/marshall.html>.

■ Looking for a new software program? School jewelry? A speaker for your next professional development workshop? Regardless of your need, you can find it through the Principals' Yellow Pages, a new on-line resource launched by NASSP. Visit <http://www.principals.org/yellowpages/>

■ *Teachers who "work the room"*: When you watch natural teachers, you typically see students working while the teacher strolls among them in a most unremarkable fashion. Only after you watch a lot of classrooms and note the differences between effective and ineffective teachers does the importance of this strolling become clear. The most basic factor that governs the likelihood of students goofing off in your classroom is their physical distance from your body. You remember. When the teacher was standing next to you, you cooled it, but when the teacher was on the far side of the room, you talked to your neighbors. Classroom management guru Fred Jones shares his ideas on ways to arrange your classroom and "work the crowd" to create more time on task and cut down on "goofing off." Jones includes diagrams of arrangements that allow teachers to supervise with the least steps possible. "Natural teachers instinctively work the crowd," Jones writes. "They use proximity as an instrument of management. They know that either you work the crowd, or the crowd works you." ([www.educationworld.com/a\\_curr/jones/jones001.shtml](http://www.educationworld.com/a_curr/jones/jones001.shtml))

■ "e-Lead" is a free website resource dedicated to providing states and districts with guidance about and information on the professional development of school principals.

Launched through the partnership of the Laboratory for Student Success and the Institute for Educational Leadership, e-Lead has identified six principles, anchored in current research, which should guide principal professional development. In addition to these guiding principles, the website houses a searchable database of existing quality programs. A Leadership Library offers annotated information about a number of leadership development issues and links to the latest information and resources. <http://www.e-lead.org>

■ The governor of Virginia thinks he may have found an anecdote to "senioritis." In an attempt to combat the loss of interest in academics that often results in the latter half of the senior year, the governor is looking to restructure the senior year so that academic opportunities are not wasted and students use their time more wisely. He is proposing letting seniors earn a full semester's worth of college credit toward a baccalaureate or pursue training to win certification for certain technical jobs, such as being a licensed practical nurse, or an auto body and collision technician. According to Governor Mark Warner, "For those students going to college, the day that acceptance letter arrives in the mail is usually the day their interest in high school vanishes. For those students not going to college, a high school diploma is simply not enough preparation for what is to come when they enter the work force. The earning power gains that can be made in the senior year mean we must no longer do business as usual." The senior-year plan, which the governor hopes to fully implement by 2005-2006 would cost the state about \$5 million per year. But the governor argues that the proposal would also save the state money if students who earn college credits in high school spend less time at state institutions, since each semester Virginia pays state institutions about \$3,000 per student to help cover the costs of education state residents.

■ Last month, a Republican congressman introduced a bill that would withhold federal money from colleges whose tuition increases significantly exceeded the rate on inflation. In an attempt to keep college costs in check, especially for low-income students, the bill would create a government watch list of public and private universities that raised their tuition and fees more than twice the rate of inflation for three years in a row. If the "offenders" still did not curb their costs after another three years, they could lose their eligibility for millions of dollars in federal grants and programs. If the bill were in effect today, no fewer than 225 public universities, 470 private colleges and 625 for-profit trade schools would be placed on the watch list.

## REMINDER

### To All Member School Principals

All annual reporting forms were to be submitted via the CAS website by **October 15th**. Because of the new electronic filing procedures, we are trying to be flexible in allowing extra time for member schools to submit/update their membership information. All member school principals should have received a letter containing their school number and login ID for accessing the on-line membership database. If you did not receive a letter or if you should have any questions, please contact Karen Packtor at 203-250-1111, ext. 3010 or [kpacktor@casciac.org](mailto:kpacktor@casciac.org).

■ The College Board, in collaboration with the New York City Department of Education and the National Urban Alliance, is launching a major initiative to create up to 6 autonomous "College Board Schools" within the New York City Public School System within the next four years. The project is being funded by a \$4.5 million grant from the Bill & Melinda Gates Foundation. The College Board Schools, which will target grades 6 through 12, will focus on preparing every child for enrollment and success in college. The schools, will reflect the diverse student population of the New York City public schools, and will be especially committed to serving students from low-income households. Current plans are to identify and select the first two College Board Schools in January 2004.

■ According to a recent report from the National Board on Educational Testing and Public Policy, human error plagues all aspects of standardized testing and can often have far-ranging consequences for the fairness and reliability of assessments. A single mistake such as a faultily worded question, the defective programming of scoring tables, or the incorrect setting of pass scores can invalidate the administration of an entire test. For example, because of a programming error in the scoring of the widely used Terra-Nova test, 250,000 New York City students were given incorrect national percentile-based scores. And, 8,700 students who were actually above the cut-score were required to attend summer school. In Minnesota, 45,739 students received incorrect score on the state mathematics test due to a programmed answer key error. Passing the test was a graduation requirement and fifty students were wrongly denied a diploma. (Reprinted from the CAPSS Newsletter; Original Source: "Errors in Standardized Tests: A Systemic Problem," Boston College)



## legal news & notes

■ A federal appeals court has overturned the town of Vernon's curfew on youths under 18. The curfew, which was enacted in 1994, requires that children be home by 11:00 p.m. on weekdays and by 12:01 a.m. on weekends. The curfew ends at 5:00 a.m. A three-judge panel of the United States Court of Appeals for the Second Circuit in New York ruled 2 to 1 that parents, not local governments, should decide when children should be home. A federal judge had previously held that a curfew did not violate the U.S. Constitution but referred questions regarding state constitutionality to the CT Supreme Court. The State Supreme Court ruled that the curfew ordinance did not violate the plaintiffs' state constitutional rights. The appeals court found that the curfew law was unconstitutional and that juveniles have the right to free movement, a right protected under the 14th Amendment. The ruling, which also applies in Vermont and New York, means that no Connecticut town with a juvenile curfew law on its books can legally cite or arrest a youth for staying out late. "Surely a parent can decide that a child must generally be home between midnight and 5:00 in the morning," Senior Judge Richard Cardamone wrote. But Judge Ralph Winter dissented, saying that the curfew helped parents in rebutting the "all other kids do it" argument. Presently, eleven other Connecticut towns and cities have either a juvenile curfew or an all-ages curfew. They are Bridgeport, East Hartford, East Haven, Glastonbury, Hartford, Meriden, New Britain, New London, Stamford, West Haven and Windsor. (Source: CT Town & City, Sept.-Oct. 2003)

### GETTING STUDENTS TO SCHOOL IS THE FIRST STEP

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

*If we graded attendance the same way we do academic tests, the nation's high schools would receive an A. In 1997, the average daily attendance rate for U.S. high schools stood at 92.7 percent. Seems impressive, doesn't it? That's the problem.*

So begins "Attending to Attendance," a recent commentary in "Education Week" by Gary Hoachlander, president of MPR associates and consultant to the Connecticut Consortium on School Attendance. He points out that in the average 180 day school year, a student with a 93 percent attendance rate misses about two and one half weeks of class time – and that if schools operated year round the average absentee rate would exceed seventeen days. How many employers would tolerate that as an average for their work force?

The Connecticut Consortium on School Attendance is an association of nine Connecticut school districts and seven statewide agencies (including CAS) focused on improving school attendance through data-driven planning. It is funded by the Juvenile Justice Advisory Committee (look at the correlation between juvenile crime and not being in school) and administered by the Office of Policy and Management (OPM). Participating school districts include Ansonia, Danbury, Hartford, Killingly, New Britain, Norwich, Stonington, Winchester, and Windham. The Consortium is in its second year. The first year was spent building a technical infrastructure to gather appropriate attendance data. This year the focus moves from "getting the data" to "using the data" with districts implementing programmatic changes to address deficits.

Some important lessons are emerging from this project. Already it is clear that schools and school districts improve attendance by:

- keeping the attendance issue on the "front burner" (building awareness and commitment to attendance in the home, in school buildings, and in the community)
- establishing good policies and following them (enforcing effective policies and procedures in a timely and consistent manner)

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### Celebration, continued from page 1

of "Who Says Elephants Can't Dance" by former IBM CEO Louis Gerstner, Jr. There they were also entertained with a short presentation which included stories of their accomplishments, pictures of them as "administrators in action," and quotes from friends and colleagues.

By all accounts, the second annual "celebration" was a rousing success! Many thanks to the members of the organizing committee, Janet Garagliano, Mike Rafferty, Ev Lyons and Andrienne Longobucco.



Master of Ceremonies Scott Gray



Former CAS Middle School Principal of the Year Preston Shaw, principal of Griswold Middle School in Jewett City, poses with current Middle School Principal of the Year Dick Huelsmann.



(left to right) Mike Rafferty, principal of Old Saybrook Middle School, and Janet Garagliano, principal of Wamogo Regional High School, both members of the "Celebration" organizing committee, mingle with CAS Executive Director Mike Savage.

## CAS STRENGTHENS TIES WITH METLIFE

Dr. Dennis Carrithers  
Director of Special Programs

CAS is pleased to announce a new relationship with Met Life Resources as a corporate partner. Under this arrangement, Met Life Resources will provide selected voluntary benefits, such as Long Term Care Insurance, 403b plans, IRAs, and 529 plans to CAS member schools and school employees.

Met Life Resources has had a long and distinguished history of association with CAS, including sponsorship of the High School Principal of the Year and Middle School Principal of the Year as offered by the National Association of High School Principals. Met Life Resources has also been co-sponsors with CAS of the Governor's Reading Program and Red Cross blood drives in elementary schools.

During the course of this school year, Met Life Resources representatives will offer a series of financial planning and financial services seminars. They will also be available at CAS conferences and programs to provide information on various products. Further information will be available through mailings to schools as well as at the CAS office.

## NCLB

### What does the public think?

*Take schools that have strong public support from the communities they serve. Impose on those schools a major federal mandate that attempts to reach worthy goals using strategies that lack public approval, and you have the ingredients for a failed system.* Recognizing the importance of the No Child Left Behind (NCLB) Act and the extent to which it involves the federal government in decisions affecting schools at the K-12 level, Phi Delta Kappan International and Gallup decided to focus this year's annual poll on NCLB. The findings of the survey suggest that, while the public sees improved student achievement as an important goal, it rejects the strategies used in NCLB. The report includes these overarching conclusions about NCLB:

1. The public has high regard for the public schools, wants needed improvement to come through those schools, and has little interest in seeking alternatives.
2. The public sees itself as uninformed on the No Child Left Behind (NCLB) Act, with 69% saying they lack the information needed to say whether their impression of the act is favorable or unfavorable.
3. Responses to questions related to strategies associated with NCLB suggest that greater familiarity with the law is unlikely to lead to greater public support.

*To read the entire report, visit <http://www.pdkintl.org/kappan/k0309pol.pdf>*

## WHAT A DIFFERENCE "STU-CO" MAKES

by Mike Buckley, Ph.D.  
Assistant Executive Director

Just ask Karen Dawson about the impact of Stu-Co - her 102 member student council - on Washington High School outside of St. Louis, Missouri.

And that's just what the seventy activity advisors from forty-five CAS member high and middle level schools did at a spirited workshop in Cromwell on October 20th. Here's what they learned . . .

- how Karen "grew" her council to over a hundred members. She has multiple ways a student can join. In addition to elected grade representatives, at large representatives are selected from the pool completing delegate forms. Each club and activity elects a representative.

Those students still interested but not yet selected can also work their way on to the council by completing 15 hours of service during the first marking period.

- that she has no standing committees but everyone on the council is commissioner of something (with a business card!).

Having no commission larger than three capitalizes on the "power of ownership".

- about an academic pep rally honoring the over 100 students nominated by faculty (one student per teacher) and featuring victory laps by each grade's honor roll students, introduction of the "top ten" competing for valedictorian (in the spotlight on stars on the gym floor), and emceed by a tuxedo-clad (powder blue no less) principal in a WWF "jock-rock" mode.

- that when employees of the school district (everyone from teachers to bus drivers) were invited to participate in a pre-Christmas baby sitting and gift wrapping event, over 800 showed up.

- about the power of grapevine cards, a guaranteed, sure-fire way to increase attendance at council sponsored events.

These are based on the simple premise that the best way to get someone to attend is to ask them. "I have told the following people about this event (list #s 1 to 10)." Card gets turned in; member earns points, attendance at event increases, everyone wins.

- Scores of ways to say thank you to teachers. Try this. Have the students in your council go through the Oriental Trading and US Toy catalogues and try to make "meaningful and significant" ways to use the "cheap schmatta" they find (big eraser - "No mistake about your help!", any kind of a ball - "Thanks for helping us bounce back!", notepads - "Take a message. You're the best!, etc.).

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## CDA Offers Competitive Opportunities in Critical Thinking

Marilyn Scott, Executive Director,  
CT Debate Association

The Connecticut Debate Association (CDA), which is now under the CAS "umbrella," hosts interscholastic debate tournaments for Connecticut high school students. Tournaments are held monthly during the academic year, and feature extemporaneous style debating. Students from member schools debate with a partner from their own team against pairs from other schools in the league. Trophies are awarded to the top teams as well as individual speakers in both the novice and varsity divisions.

Extemporaneous debating is distinguished by both its pair-based debating and also its "think fast" preparation style. At tournaments, students are given a carefully worded statement or "resolution" with an associated article from a credible news source. Neither students nor coaches are informed of the resolution prior to the tournament. The resolutions are handed out about 45 minutes before the first round of competition begins. Students must alternate rounds of arguing the affirmative and negative cases, and have only that 45-minute period to construct both cases before competition begins. The resolution from the most recent tournament challenged students to debate whether or not "The rights of U.S. Federal prisoners should be abridged to uphold the interests of national security."

Both students and coaches have enthusiastically lauded the merits of competitive debating, remarking that it not only helps students broaden public speaking skills and sharpen analytical thinking, but also in recognizing the merits of examining both sides of an issue.

For more information on forming debate teams and joining CDA, contact Mike Buckley at 250-1111, ext. 3020, or [mbuckley@casciac.org](mailto:mbuckley@casciac.org).

### Attendance, continued from page 5

- measuring and monitoring attendance (collecting good data and ensuring the right people look at it and use it)
- targeting programs based on data analysis (conducting both quantitative and qualitative data analysis before determining a course of action)

As with suspensions and other negative indicators, absenteeism increases in transition grades. For example, state average attendance rates are 92% in grade 8 and 84% in grade 9 before jumping back above 90% in grades 10, 11, and 12. Not surprising, at the elementary level the highest rate of absenteeism is in kindergarten.

Each of the improvement areas listed above tie into a change process effecting faculty, staff, students, parents (and other community members). While the focus of improvement efforts shifts from the parent at the elementary more to the student in middle and high school, the role and import of the teacher remains a constant. A consistent message to students that "What we do daily in this class is important - as is your presence here!" is extremely powerful. Simply asking students why they were absent helps to convey this message. Contrast the experience of a high school student who comes back from an absence and is asked this question by five or six different teachers with that of a student who's absence the previous day is ignored.



## NHS & NJHS MEMBER ALERT!

### Re: Student Alliance Invoices

Schools are receiving membership solicitations from a group called the Student Alliance. The Student Alliance promotion resembles an invoice and asks that schools submit payment of \$98 for "Honor Society Activity Dues". The invoice lists the address of the Student Alliance as 931 Monroe Drive, NE, Suite 102-338, Atlanta, Georgia, which was found to be a UPS Store, Inc.

NHS, NJHS, and NASSP are not familiar with the Student Alliance and have no relationship or affiliation with that organization. NHS and NJHS urge principals, advisers, educational office personnel, and school business officers to please be careful not to mistake the Student Alliance promotion for an NHS or NJHS Membership Invoice. To help avoid confusion caused by the Student Alliance mailing, remember that NHS and NJHS dues are always sent to our Reston, Virginia address and that the NHS and NJHS logos appear on all official membership forms and renewal notices.

Two major facts to remember: NHS and NJHS dues for 2003-2004 are only \$55.00, while Student Alliance fees are \$98.00.

Neither NASSP, NHS, nor NJHS discourage schools from seeking memberships with organizations of their choice, but do urge school personnel to use wise consumer practices before committing student funds to any unknown organizations.

NASSP encourages principals and school finance officers to remain vigilant to the possibility of their schools receiving more solicitations as the market for students becomes more competitive, and to report questionable practices or consumer fraud to the appropriate state agencies and to the Federal Trade Commission at [www.ftc.gov](http://www.ftc.gov).



## FIFTY ASPIRING PRINCIPALS ATTEND CONFERENCE

Tom Galvin, Principals' Center Director



Dr. Matthew King, Superintendent, Wellesley (MA) Public Schools, speaks to aspiring principals on building a successful school community.

The Principals' Center hosted its third annual residential Aspiring Administrators' Conference at the Heritage in Southbury on October 9th and 10th. Led by chair, Gene Horrigan, principal of Shepaug High School, the Aspirant Committee planned a series of activities to help the aspirants, current teachers, to learn more about administration and have an opportunity to discuss and reflect on their possible future in administration.

The program included formal presentations on "Style and Leadership" (Dr. Kathy Butler of St. Joseph's College) and "Building A Successful School Community" (Dr. Matt King of Wellesley). Facilitated discussions in small groups punctuated the programs - a particularly effective way to help the aspirants in their reflections. This year's facilitators were Dr. Linda Iverson of East Hartford, Linda Hartzer of CES and the Bridgeport schools, Janet Garagliano of Litchfield, Dr. Cherry McLaughlin of East Lyme, Carol Kolonay-Spangler of Fairfield and Debbie Siegel of EASTCONN.

A panel of experienced principals opened the program with descriptions of "what's good about being a principal" at all levels - Dr. Linda Iverson of East Hartford, Janet Garagliano of Litchfield, Leroy Williams of New Haven and David Pearson of Two Rivers Magnet in East Hartford.

After lunch on Friday, Dr. Richard Carmelich, Region 12, and Dr. Anthony Rigazio-Digilio, CCSU, presented programs on practical aspects of the principalship. Closing the program was a "press conference" by Sharon Beitel of Region #12 and Mary Francis of Coventry and an informative and encouraging address by Acting Commissioner of Education, Attorney Mark Stapleton.

## I WANT TO READ YOUR NEWSLETTERS

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

If I'm not already a subscriber, please add me to the mailing list for your high school newsletter. This is a great source of information for me about the innovative and exciting things that are taking place in your schools - and it helps me to serve school leaders better when I can direct them to a resource. For example, from newsletters, I've learned of . . .

- Bethel High School's practice of recognizing students' success via Principal's Positive Phone Calls, Wildcat Winners Certificates (2 students per teacher per quarter), Honor roll recognition cards, Honor roll receptions, Principal's Advisor Group (186 members last year), and an Academic Pep Rally. Call Principal Alan Chmiel.
- Masuk (Monroe) High School's curricula mapping initiative and their creation of essential questions for each unit of study. Indeed, I participated in the lesson Principal John Battista included to help parents understand the use and importance of essential questions within Masuk's program of studies.
- Manchester High School's invitation to parents and community members (free to the first 15 to sign-up) to experience and learn about yourself just like all the juniors do at Manchester by taking the Myers-Briggs Personality Inventory.
- The wonderful year Stonington High School Fulbright Exchange Teacher Jennifer Norcross had in Hungary and the delightful way she included the school community in this cultural exchange via Bear Essentials.

And this is just the tip of the iceberg. Your newsletters are wonderful communication and positive information conduits. If you aren't doing one now, call me and I'll send you some samples. Or, in addition to the schools mentioned above, contact Bacon Academy, Bristol Central, The Morgan School, or North Branford, all schools producing fine products.

### "Stu-Co," continued from page 6

This is just a sampling. And even better than talking about her school and successes, Karen demonstrated in a fun and interactive way some great ideas (Leadership Bingo, Connect the Dots - Command Performance, Movies and Leadership - Let's Get Serious) for motivating students within an activity. Throughout, she made her case for involving students in extracurricular activities. Why a community service orientation?

· This is how you learn to be a citizen of the United States.

· You need to give kids a chance to be a hero to someone else.

Oh, and by the way, test scores are up and incidents of negative behavior are down, all during a period of exponential school population growth. Great job, Karen!

## middle school news

## Somers' Mabelle Avery is CAS Middle School of the Year

By Norma-Jean Posocco, Chair, Center for Early Adolescent Educators

From the moment the members of the CAS visiting committee and I walked into the Mabelle B. Avery Middle School, I knew it was a warm, friendly and child-centered school. While the "welcome mat" was rolled out for us in the form of the electronic message board in front of the school, the real sense of greeting was in the ease of all the people we met. Adults were proud of what they were doing and students were relaxed and eager to share their school experiences with us. The importance of a positive school climate cannot be overemphasized, as meaningful learning can only take place when the entire school community, students, teachers, administrators and parents feel safe, supported and valued.

The school goal "Free to Be You and Me" was but one more example of a positive school climate at MBA, as it promotes respect for self and for others. We were very impressed that everyone we asked knew the goal and, during the 2002-2003 school year, twenty-nine separate activities were developed that stressed diversity and cooperation among students. Furthermore, those activities were multi-age, with 6th through 8th graders participating side-by-side.

While climate is paramount in a good school, it is of little lasting value if it is not followed up by sound educational practices and meaningful curricula. Our visits to classrooms revealed ample evidence of differentiated instruction, a plethora of learning strategies and a high degree of student involvement in the learning process. One cannot emphasize enough the importance of teachers acting as coaches, cheerleaders, questioners, motivators and facilitators of learning as opposed to being merely presenters of content and purveyors of knowledge.

The staff-designed schedule at MBA is "...where curriculum, teaching and learning meet," (again words from the application) features an ever-changing schedule including: special education looping over a three year period, large blocks of time for language arts, 100% student participation in world languages, three high school level courses and daily team plan time for teachers.

One of the keys to effective middle schools is shared governance. Successful schools have a shared vision, high expectations for all and participation in decision-making. At MBA, teacher presentations, peer review and mentoring are integral aspects of the school improvement plan. By sharing authority with those who are in a position to make a difference, Principal Nancy A. Barry and Assistant Principal Barry O'Neill ensure timely solutions to ever-changing challenges.

*continued on page 12*



## Eileen Mezzo is CAS's Middle Level Teacher of the Year

By Earle G. Bidwell, Assistant Executive Director

"The most important quality middle school teachers bring to their classrooms is their commitment to the young adolescents they teach. Without this commitment there is little substantive progress for either party, and teaching and learning is reduced to some lifeless mechanical act, the consequences of which fall most heavily on the young adolescents, their families and ultimately the nation. Teachers who are committed to their students, however, breathe life and opportunity into their classrooms and into the future of the youth with which they work." From the National Middle Schools' This We Believe and Now We Must Act, the quote captures the essence of CAS's Middle Level Teacher of the Year, Eileen Mezzo from City Hill Middle School in Naugatuck.



Described as a "tremendous inspiration to (colleagues) and to the students whose lives she touches every day," Mrs. Mezzo combines commitment with outstanding skills to model what an exceptional teacher is like. In her 14th year of teaching, 12 at City Hill, she makes special education really "special" for her students. Small flexible groups that change daily, challenging activities and innovative hands-on projects characterize her classroom. All the while, the emphasis is on responsibility, respect, integrity and fairness.

For the past two years, Mrs. Mezzo has worked with another eighth grade teacher in a co-teaching relationship. This relationship has allowed a high degree of inclusion that has benefited twenty-six regular and special education students learning side by side. Another result has been a high degree of acceptance and tolerance of all students, regardless of their backgrounds.

Principal Francis Serratore describes Eileen Mezzo as a "great teacher and a wonderful person." He gives her high praise for addressing multiple intelligences in her teaching and collaboration with unified arts teachers and community resources.

Mrs. Mezzo contributes significantly to educational excellence through her efforts outside the classroom. She is the initiator of the Transitional Program at the middle school and presents workshops for faculty on mapping, inclusion, co-teaching and behavior management techniques. She also has contributed through service on various citywide committees for staff development, writing assessment and the Special Services Advisory Council.

In the words of Director of Special Services Janice Saam, "Eileen Mezzo is a model of teaching excellence and of commitment to the profession." CAS is proud to name her as Middle School Teacher of the Year."



## elementary school news

### CAESP Names Connecticut's Outstanding 1st Year Principal

Dr. Robert F. Carroll, Assistant Executive Director

The Connecticut Association of Elementary School Principals' (CAESP) selected David Pearson, principal of the new Two Rivers Magnet School in East Hartford, to receive this year's Outstanding First Year Principal Award. The award was presented on November 12, at the CAESP Fall Conference, which was held at the Farmington Marriott. Dr. Betty Sternberg, Connecticut's new Commissioner of Education, who recently replaced Dr. Theodore Sergi, made the presentation.



Mr. Pearson oversaw the opening of the new 32 million dollar, state-of-the-art science and technology facility with advanced wireless computer network which supports a laptop for each of the 440 students selected from a pool of over 1800 applications. The school is on the cutting edge of technology using smart boards, advanced digital/video projection systems and surround sound in every classroom.

Pearson focused on bringing students together from the Hartford, East Hartford, Manchester, South Windsor and Glastonbury. He has hired an entirely new staff that worked together to make this school shine during its first year. It was Pearson who provided the staff with the strength and inspiration to 'do it all'. Working together, they designed curriculum and set up a flexible block schedule to accommodate team-based instructional needs by providing varying lengths of time for in-depth study.

This new principal is definitely a risk taker. He brought all 440 students to a Science Center for an overnight experience filled with learning and team building. He brought rock climbing, high and low ropes in a building to encourage self-concept, self-assurance, and risk-taking itself among children. Pearson empowered the entire staff to give the school a vision, a challenging curriculum and a place where students will choose to come.

Pearson also developed and implemented an extended day program where all students and staff remain after school for one day each week (until 5:00 p.m.) during which time everyone participates in enrichment clusters which includes Legos in Space, Rock Climbing, Math Concepts, gardening, poetry club, aquatic entomology, etc.

This first year principal showed his creative skills by developing and implementing student led conferences that resulted in 92% family participation in a school that encompasses 129 square miles.

Pearson carried out his responsibilities as a first year principal by having a vision and belief that a magnet school could and would provide the students with an opportunity to work together, to learn together, to play together and to accept each other as friends. With all of this in place the technology and science focus of the school was also set in place to support this man's vision.

### Rooms are going fast!

#### Join us in San Francisco for the NAESP Convention April 16-20, 2004

CAS and the Connecticut Association of Elementary School Principals have reserved a block of rooms at the Marriott Headquarters Hotel and the Marriott Courtyard. The room rate is \$232 plus tax for a double and \$212 plus tax for a single at the Marriott and \$155 plus tax for a single or double at the Courtyard. Pre-convention workshops are on Friday, April 16th. The House of Delegates meets on Tuesday morning. Please consider these activities when deciding on arrival and departure dates. Individuals interested in attending can reserve a room through CAS by completing a room reservation form and submitting a \$170 deposit per room (credit cards only). There are only a limited number of rooms available and they will be assigned on a first come first serve basis. Reservations must be received by December 15th. Individuals will be responsible for making their own travel arrangements. Contact Jen Lacroix at [jlacroix@casciac.org](mailto:jlacroix@casciac.org) for a room reservation form or call Kit Bishop at Daisy Ingraham School, 860-399-7925.

#### New Study Refutes Benefits of Delayed Kindergarten Entry

Contrary to some popular opinion, a thorough review of research on delaying kindergarten entry demonstrates that holding children out does not generally provide any long-term academical or social advantage. Any early advantage disappears by about grade 3.

Moreover, holding children out may actually have long-term negative consequences, including poor attitudes toward school and self, more behavioral problems in high school, and dropping out of school. On the other hand, entering kindergarten when legally eligible has the advantage of providing instruction in skills that children cannot learn on their own. Children may also benefit from receiving special services to overcome possible learning problems. An article by Hermine H. Marshall published in the *Journal of the National Association for the Education of Young Children* provides information and suggestions for teachers and administrators who are concerned about particular children. Delaying kindergarten entry may not be giving children a "gift of time" but instead depriving them of opportunities to learn. Read "Opportunity Deferred or Opportunity Taken: An Updated Look at Delaying Kindergarten Entry" at [www.naeyc.org/resources/journal/2003/09/DelayingKEntry.pdf](http://www.naeyc.org/resources/journal/2003/09/DelayingKEntry.pdf)

#### State Gets Grant to Promote Early Childhood Success

The Connecticut Conference of Municipalities (CCM) and the Connecticut Commission on Children (COC), joining the National League of Cities (NLC) Campaign for Early Childhood Success, have received a one-year \$75,000 grant from the Annie B. Casey Foundation for an early childhood success initiative in Connecticut. Its goal is to enhance school readiness and early childhood (birth to eight) development in Connecticut's towns and cities – through more effective and sustained leadership by municipal officials. Current activities of the Early Childhood Success Initiative include:

- ☞ surveying municipal leaders to determine what kinds of activities are taking place on the local level;
- ☞ gathering, analyzing, and publicizing successful early childhood services in Connecticut and the country;
- ☞ free workshops/seminars to help municipalities effectively launch and maintain efforts that promote early childhood success;
- ☞ a clearinghouse, established by CCM, which will enable CT municipal officials to easily exchange information relating to young children;
- ☞ links to reliable Internet resources on early childhood development services and trends to be accessed through on both the CCM and COC websites – [www.ccm-ct.org](http://www.ccm-ct.org) and [www.cgs/state.ct.us/coc/](http://www.cgs/state.ct.us/coc/).

## ciac news

### ALERT

The Centers for Disease Control and Prevention has circulated a warning concerning a new strain of staphylococcus that has affected the sports of football and wrestling. Please visit the CIAC website at [www.casciac.org/pdfs/PassitOn1003.pdf](http://www.casciac.org/pdfs/PassitOn1003.pdf) to download a copy of an article from the National Athletic Trainers Association which summarizes several reported clusters of skin and soft tissue infections associated with MRSA among participants in competitive sports. The article also identifies possible risk factors for infection (e.g., physical contact, skin damage and sharing of equipment or clothing). The findings underscore: 1) the potential for MRSA infections among sports participants; 2) the need for health care providers to be aware that skin and soft tissue infections occurring in these settings might be caused by MRSA; and 3) the importance of implementing prevention measures by players, coaches, parents and school and team administrators. Also, visit [www.cdc.gov/ncidod/hip/aresist/mrsa.htm](http://www.cdc.gov/ncidod/hip/aresist/mrsa.htm) for background information and tips on prevention and control of MRSA. (See related item page 11)

**WELCOME:** The CIAC welcomes new member New Hope Christian Academy in Danbury to the CAS-CIAC family. New Hope will be participating in a limited sports program beginning with the winter season. The contact person is Athletic Director Alan Lounsbury.

**REMINDER:** Eye shields will be mandatory for all girls lacrosse players beginning with the 2004 season. Local sporting goods vendors should have the approved equipment.

### CIAC EXPANDS INDOOR TRACK TOURNAMENT TO FOUR DIVISIONS:

At its October meeting, the CIAC Board of Control approved a proposal to expand the Indoor Track tournament from three divisions to four. The four classes – LL, L, M, S – will be in place for the 2003-2004 season. All championships will be held at the Hillhouse High School. Check the website for complete information – tournament packets will be posted soon!

**NOTICE:** The official CIAC volleyball tournament ball is the Spalding TF 4000 microfiber composite.

### ICE HOCKEY MEETING SCHEDULED:

The CT Chapter of the National Ice Hockey Officials Association and the CIAC Ice Hockey Committee will sponsor a meeting for coaches and captains on Monday, December 1st at 7:30 p.m. at the New Haven Regional Fire Training Academy (230 Ella Grasso Boulevard, New Haven). Members of the officials' association and the CIAC Hockey Committee will be present to review new rules and answer questions. The participation of coaches and captains is strongly encouraged.

### SEVERE VS. MODERATE OBESITY:

Severely obese Americans are the fastest growing segment of the nation's overweight population, rising twice as quickly as those who are moderately obese, according to study findings reported Monday. A report in the October 13 issue of *The Archives of Internal Medicine* casts light on the largest of the large, a group long overlooked by most studies and underrepresented in national statistics describing the nation's obesity epidemic. Between 1986 and 2000, the prevalence of severe obesity - people at least 100 pounds overweight - quadrupled from about 1 in 200 adult Americans to 1 in 50 adults, the study found. During the same period, the moderately obese roughly doubled, from 1 in 10 to 1 in 5. The severely obese are known to consume more healthcare services and have higher rates of diabetes, hypertension and other chronic conditions. As that segment of the population expands, health plans and employers are likely to face significantly higher costs than anticipated and, suggests Morgan Downey, executive director of the American Obesity Association, "there's a real issue of whether the healthcare system can absorb it."

**ALERT:** The American College of Sports Medicine (ACSM) has posted a news release concerning the "designer steroid" Tetrahydrogestrinone, or THG, which is non-detectable anabolic steroid. The ACSM warns that this is a serious threat to the health and safety of athletes, as well as a detriment to the principle of fair play in sports. Learn more at [www.acsm.org/publications/newsreleases2003/steroids102403.htm](http://www.acsm.org/publications/newsreleases2003/steroids102403.htm).

*The following videos are available for loan at the CIAC office. Please contact Tony Mosa at: [tmosa@casciac.org](mailto:tmosa@casciac.org)*

- ❖ World Challenge Expeditions
- ❖ Critical Issues in Officiating
- ❖ The Right Spirit
- ❖ The Olympic Spirit, Building Resiliency in Youth
- ❖ A Matter of Balance (nutrition in youth)
- ❖ Sports United Against Drugs - A resource guide for youth
- ❖ Stay In the Game - Preventing Permanent Ankle Injury - American Orthopaedic Society
- ❖ Safe Weight Performance in Wrestling
- ❖ Nutrition Solutions for Sports Performance
- ❖ Citizenship Through Sports
- ❖ Coaches and Officials - Positive Expectations
- ❖ NCAA Clearing House - Know the Rules
- ❖ Sportsmanship Ethics and Integrity

### NFHS OFFERS CLARIFICATION ON VAULT TABLES

In response to many questions about the use of the new vault table in the sport of girls gymnastics, the National Federation has issued this update.

1. As previously reported, USA Gymnastics has approved the use of manufactured retrofit vault table tops that can be placed in the side horse base. Therefore, the NFHS rules also permit these manufactured retro-fit vault tables.
2. There is a 3-degree slant built into the vault table. It is, however, illegal to alter the slant by setting the two pistons on the base at different lengths.
3. AAI, and probably other manufacturers, has notified the NF that if a vault table top other than an AAI-retrofit is used in conjunction with an AAI base, it voids the aai warranty. This is an important point that schools need to be aware of if they are considering the purchase of a retro-fit vault table top. Contact Susan True. [Strue@nfhs.org](mailto:Strue@nfhs.org), with any questions.



## ... more ciac news

### RECOGNITION PROGRAM ESTABLISHED FOR UNIFIED SPORTS™ ATHLETES

Ann Malafronte, Director of Unified Sports™

The C.I.A.C. is very pleased to announce the establishment of a recognition program for high schools who offer a program of Unified Sports™. The Michaels Unified Sports™™ Cup program will seek to reward schools that demonstrate involvement in Unified Sports™™ in three critical areas: participation, commitment and outreach. The scope of the planned recognition will acknowledge ten high schools, in each of the critical areas, for outstanding achievement. We will also salute ten Special Partners for their involvement in making the program work.

Each Unified Sports™ school is invited to complete an application for recognition and return it to John Michaels by November 30, 2003. Additionally, each school may nominate one or two Special Partners that the head coaches feel are deserving of statewide acclaim.

The Michaels Unified Sports™™ Cup Luncheon is being planned for Saturday, April 24, 2004 at 12:00 at the C.I.A.C. Conference Center in Cheshire. Please save the date! Our inspirational remarks will be presented by Mr. James Schmutz, Managing Director of Special Olympics North America.

The C.I.A.C. is proud to finally be able to acknowledge those individuals who make our Unified Sports™™ program work! Please join us in our initial effort to achieve this important goal.

### SPORTS PARTICIPATION SETS NEW RECORD

For the 14th consecutive year, the number of students participating in high school athletics has increased, setting an all-time high for participation.

Based on figures from the 50 state high school athletic/activity associations, plus the District of Columbia, participation for the 2002-03 school year rose by 77,581 students, to 6,845,096. This marked the fifth consecutive year that a record was established for participation in high school athletics.

Participation numbers for both boys and girls increased. Girls athletics experienced the greater increase, going up 49,360 participants, while boys participation increased by 28,221.

For the third consecutive year, the biggest gain among girls was in competitive spirit squads, which saw an increase of 16,556 participants. Following spirit was soccer, which had an increase of 6,185 participants. Lacrosse saw an increase of 3,699 more participants than last year, followed by an increase of 3,192 in the sport of cross country. Golf, the tenth-most popular female sport, saw an increase of 2,258 participants, bringing its total participation number to 62,159.

Soccer registered the largest increase among boys sports, adding 6,055 participants, while tennis added 5,361. Outdoor track and field (increase of 4,005), swimming and diving (3,914), lacrosse (3,800) and bowling (3,505) also registered gains in male participation.

Texas remained the state with the most participants with 771,633. It is followed by California (652,333), New York (336,987), Illinois (319,727), Michigan (304,971), Ohio (301,885), Pennsylvania (249,985), Minnesota (220,219), Florida (212,408) and New Jersey (209,452). Complete survey results can be found at [ww.nfhs.org/nf\\_survey\\_resources.asp](http://ww.nfhs.org/nf_survey_resources.asp).

### Athletes Warned of Infection

Health and sports officials are warning schools and sports teams about a hard-to-treat skin infection once common to hospitals and prisons that's now plaguing athletes on the playing field.

The National Federation of State High School Associations sent a warning Tuesday to states about a staph infection that can't be cured by the usual penicillin-related antibiotics.

On Monday the NCAA's medical committee urged college athletic departments to be alert for the infections and to practice careful hygiene.

Though usually mild, methicillin-resistant staphylococcus aureus (MRSA) can progress to a life-threatening blood or bone infection. Several athletes who got the infection have been hospitalized.

The Centers for Disease Control and Prevention said the infection, which can look like an ordinary skin wound or a boil, is often not diagnosed or ends up being treated

with antibiotics that can't cure it.

Symptoms include fever, pus, swelling or pain. Most often affected are those playing close-contact sports, but in one case, fencing was involved.

"It's not uncommon in contact sports such as football and wrestling where we have contagious skin conditions," said Jerry Diehl, assistant director for the high school federation.

He said proper equipment cleaning is needed to prevent the infections.

The CDC also recommended avoiding contact with other players' skin lesions, better hygiene and no sharing of towels or personal items.

Earlier this month, a 17-year-old high school football player in Wisconsin was hospitalized with MRSA and six of his teammates also were treated.

In January, a pair of Indiana high school wrestlers were infected.

### 10 Most Popular Boys Sports: 2002-2003

Nationwide		Connecticut	
Sport	# of Participants	Sport	# of Participants
1. Football	1,023,142	1. Football	9,074
2. Basketball	540,874	2. Soccer	6,598
3. Outdoor Track	498,027	3. Outdoor Track	5,945
4. Baseball	453,792	4. Baseball	5,733
5. Soccer	345,156	5. Basketball	5,050
6. Wrestling	239,845	6. Indoor Track	3,625
7. Cross Country	191,833	7. Cross Country	2,971
8. Golf	162,805	8. Wrestling	2,658
9. Tennis	144,844	9. Tennis	2,063
10. Swimming/Diving	94,612	10. Golf	2,000

*(Source: National Federation)*

### 10 Most Popular Girls Sports: 2002-2003

Nationwide		Connecticut	
Sport	# of Participants	Sport	# of Participants
1. Basketball	457,165	1. Outdoor Track	5,498
2. Outdoor Track	415,602	2. Soccer	5,188
3. Volleyball	396,682	3. Softball	4,605
4. Softball	357,912	4. Basketball	4,263
5. Soccer	301,450	5. Volleyball	3,744
6. Cross Country	163,360	6. Indoor Track	3,556
7. Tennis	162,810	7. Field Hockey	3,245
8. Swimming/Diving	141,468	8. Swimming/Diving	3,043
9. Spirit (competitive)	111,191	9. Tennis	2,704
10. Golf	62,159	10. Cross Country	2,277

*(Source: National Federation)*

## . . . more ciac news

## High School Hoopsters Sue Abusive Coach

After a 64-49 loss to Astoria High in 2001, the Clatskanie (OR) boys basketball team took a tongue-lashing from coach Jeff Baughman. They had played half-heartedly, he sneered -- even though he and everyone else knew the players had been shaken by the death of a well-liked English teacher two days before in a car crash. "We've given you what we had," said one player.

The incident sparked action from the team, but not the kind Baughman expected. Fed up with his insults, intimidation, and habit of stressing points by throwing chalk and pens at them, they drew up a petition asking him to stop it. Ten of the 12 players signed. (The only abstainers were a foreign exchange student and Baughman's son.) The coach refused to apologize or change his behavior. When the 10 signers refused to board the bus for the next game, the principal threw them off the team.

These students have all now graduated, and nine are suing Baughman and the high school for violating their First Amendment rights. Portland lawyer Michael Seidl, who is representing the plaintiffs, says, "Coaches have historically been given extraordinary leeway to engage in conduct that by most standards would be considered abusive. And it's time to correct the problem." In the past eight years, Seidl has filed six lawsuits against coaches whom he says exceeded their authority, and he's seeking to convince Oregon's high school sports governing organization to issue guidelines on proper coaching behavior.

"In a math classroom, we'd never tolerate a teacher humiliating kids with the idea that it will help them learn math better," says Jim Thompson, executive director of the Positive Coaching Alliance. "Whereas on the athletic field it's like the commander has to be all-commanding."

High school kids have a constitutional right to sign petitions. The main legal issue at Clatskanie is whether the principal removed the ten players because they signed that petition or, as the district claims, because they refused to board the bus. A judge has denied the district's motion to dismiss the case and it is now moving toward trial. [Legal Affairs, Nov-Dec 2003 / CC! Sports e-Newsletter, Nov. 2003]

September 29, 2003

Dear Rebecca (Lobo):

We would like to add our voices to those thanking you for all you have done for girls' basketball in Connecticut.

As coaches and advocates for girls' basketball in Connecticut, we appreciate your consistent hard work, your positive attitude through good times and bad, your intelligent play and your perspective that basketball is a game to be played fairly. In everything you have done you have exhibited grace and style. Although you were only living by your personal standards, your accomplishments have projected those standards into the public forum. You have provided a role model that we adults could point out for emulation and to whom young people of both genders could look up. For all these reasons, we were especially happy to have you as the representative of the Connecticut Sun at our basketball tournament last March.

We wish you good fortune as you move on to new endeavors and, again, we thank you for all you have given to girls' basketball.

Sincerely,

Members of the Girls' Basketball Committee  
Connecticut Interscholastic Athletic Conference

### Mabelle Avery, *continued from page 8*

Perhaps the most impressive aspect of MBA is that, in addition to being a wonderful place for students and teachers to learn, teach and interact, it is very much a "work-in-progress." Continued growth is a mantra and "to reach and go beyond" is a way of life. In the words of a colleague on the visiting committee, "when the people of Mabelle B. Avery Middle School choose a focus, they embrace it and they live it."

It is for these and many other reasons that CAS is proud to name Mabelle B. Avery Middle School in Somers as its 2003-2004 Middle School of the Year.

## INVESTORS IN CT YOUTH



- ★ Baden Sports ★
- ★ Big Y Supermarkets ★
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- ★ CT Lighting Centers ★
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- ★ Rawlings ★
- ★ Spalding ★
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- ★ US Marines ★
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### THE BULLETIN

Published monthly except July, August and Sept. by the Connecticut Association of Schools at 30 Realty Drive, Cheshire, CT, 06410. Phone: (203)250-1111. Subscriptions to the BULLETIN are a membership service; subscription costs are \$5.00 for senior high schools; \$1.00 for middle level and elementary schools; \$1.00 for associate and retired members. Third class postage paid at New Haven, CT. Permit #561. POSTMASTER: Send address changes to -- BULLETIN, 30 Realty Drive, Cheshire, CT 06410.