



# BULLETIN

The Connecticut Association of Schools  
The Connecticut Interscholastic Athletic Conference



Affiliated with: National Federation of State High School Associations • National Assoc. of Secondary School Principals • National Middle School Assoc. • National Assoc. of Elementary School Principals

VOL. 83 / NO. 2

NOVEMBER 2008

## Congratulations to CAS' 2008 Distinguished Administrators!



AMY CLARKE

Elementary Assistant Principal of the Year



NORMA FISHER-DOIRON

Connecticut's National Distinguished Principal



ANDRE HAUSER

High School Assistant Principal of the Year



SHERYL KEMPAIN

Middle School Principal of the Year



DONALD MACRINO

High School Principal of the Year

CAS Honors Outstanding Educational Leaders - See story on page 7

## R.S.V.P. TRAINING TAKES STUDENT LEADERSHIP TO NEW LEVEL

By Dave Maloney, Assistant Executive Director

Just when you thought you've heard all about the high school reform package, wait! R.S.V.P. has arrived in Connecticut! What is R.S.V.P.?

R.S.V.P. stands for Raising Student Voice & Participation. Sponsored by NASSP, in concert with the National Association of Student Councils and the National Council on Social Studies, R.S.V.P. is linked directly to *Breaking Ranks II*, which calls for "structural leadership changes that allow for meaningful involvement in decision making by students." The kind of decision making that we're talking about is empowering, engaging, and immersing student leaders in important lessons of citizenship and the democratic way of life.

The R.S.V.P. process uses a structured democratic dialogue to give students a chance to speak out and take action on issues in their schools and communities that are important to them. At its core, R.S.V.P. asks students what they care about, what proposals they have for school and community improvement, and what actions need to be taken to implement positive change.

Easily integrated into a student activities program, R.S.V.P. can spearhead the development of practical civic skills and incorporate student voice in a structured way that improves school climate.

The key features of R.S.V.P. are:

- ✓ student-led summits about issues that are really important to them;
- ✓ visionary civic action plans that make recommendations for change;
- ✓ an inventory of existing civic opportunities;
- ✓ strategies for implementing civic involvement;
- ✓ ideas for increasing student voice in school decision making; and,
- ✓ real opportunities for students to acquire leadership skills.

Sarah Jones, executive director of the Connecticut Association of Student Councils, noted, "RSVP makes so much sense for both advisors and their student leaders. It is easy to adapt to any student activity program. Further, it maximizes student

*continued on page 12*

## STATE BOE ADOPTS SECONDARY SCHOOL REFORM PROPOSAL

At its October 2nd meeting, the Connecticut State Board of Education adopted the final version of the secondary school reform proposal submitted by Commissioner Mark McQuillan and the Ad Hoc Committee for Secondary School Redesign. The final proposal reflects thoughtful changes made as a result of recommendations received from practitioners through formal workgroups and informal listening forums.

CAS is pleased to have been actively involved in the work of the ad hoc committee as it moved forward with revising the initial reform proposal. CAS staff chaired two of the three workgroups which the commissioner established to address and clarify significant aspects of the reform document.

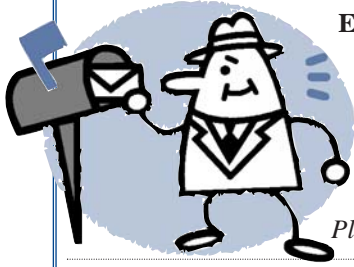
The first work group, co-chaired by CAS Assistant Executive Director Earle Bidwell and SDE Curriculum and Instruction Bureau Chief Barbara Westwater, prepared responses to several questions regarding the role of middle schools in making the changes work at the high school level. The second work group, co-chaired by CAS Assistant Executive Directors Paul Hoey and Dr. Dennis Carrithers, examined ways to refine the proposal, suggested alternatives to balance its many requirements, and explored how best to implement those requirements over the next 5-7 years.

In a 7-1 vote, the proposal was approved by the state board at its meeting last month. *The Connecticut Plan: Academic and Personal Success for Every Middle and High School Student* can be downloaded from the CAS website at [http://www.casciac.org/pdfs/Ad\\_Hoc\\_Final\\_Plan.pdf](http://www.casciac.org/pdfs/Ad_Hoc_Final_Plan.pdf).

Secondary school reform was the theme of the CAS Fall Conference and the CAS Assistant Principals' Conference held on on October 20th and October 22nd, respectively.

# 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 CAS 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:** Last week, I confiscated a cell phone from a student for checking text messages in class. In a quiet moment, I started playing with it, and I found the student's past text messages. Some of them were very suspicious, and the word "weed" appeared in several. I asked him about these messages, but he claims he is interested in gardening. Can I recommend expulsion of the student for what is almost certainly extensive involvement with drugs?

- Just Nosey

**A. Dear Nosey:** You have a problem here. You had no reason to read the student's text messages, and by so doing, you likely violated his rights under the Fourth Amendment. School officials may conduct a search when there is reasonable cause at the inception of the search that it will yield evidence of a violation of the law or of school rules. However, your idle curiosity did not meet the standard of reasonable cause as defined by the United States Supreme Court. Once you saw the student checking his messages, you were already aware of the violation, and no further search was justified. While a Fourth Amendment claim may be unlikely in any event, this would not be a good time to pick a fight with the student and his family.

**Q. Dear Mailbag:** One of my teachers is preternaturally sour all the time. She sits in the teachers' room during every preparation period and yammers on and on with her complaints. Other teachers asked if I could tell her to tone it down because she is such a downer. Like a good soldier, I talked to her, simply saying that some of her colleagues had asked that she not whine so much. However, she went ballistic, and she demanded that I tell her who complained about her, and threatened to go to the Freedom of Information Commission with a complaint if I do not tell her. Must I?

- Am I Busted

**A. Dear Busted:** Presumably not. The Freedom of Information Act here regulates the disclosure of documents, and it can not be used to force you to disclose the substance of conversations. If the other teachers did not put their request in writing, you are free to keep quiet. Conversely, whenever you or others put something in writing, you must consider whether that document will be subject to disclosure under the FOIA.

**Q. Dear Mailbag:** A helicopter parent in my school is way too involved with her daughter's school experience. Last week, she asked for a copy of the grade book of her daughter's teacher so she can compare how her daughter is doing to her daughter's classmates. I put her off, but she called again. Say it ain't so!

- Need An Answer

**A. Dear Need:** As a starting point, it is clear that this hovering parent is not entitled to know the names of the other students. However, as long as personally-identifiable information is not disclosed, this parent may have the right to know what grades the teacher is giving her students. As grades are recorded in the school's electronic data base, they become public records, and under the FOIA the parent will be entitled to receive a listing of the various grades given by the teacher, without individual student names, of course. The grade book, however, is a different matter. Unless the administration collects and maintains the grade book, it is likely not a public record. While the law is not completely clear on this point, you may take the position that the grade book is a personal record of the teacher not subject to disclosure under the FOIA, and that grades will be disclosed only after they are officially recorded.

## ct news & notes

■ *Evidence that CAS continues to grow:* From July 1, 2007 to June 30, 2008, CAS-CIAC ran **706** activities (meetings, banquets, workshops, etc.). That number does NOT include CIAC tournament events.

### ■ LEGISLATIVE ALERT:

The Connecticut Legislature recently passed Public Act 08-184, a new law imposing fines on minors who possess tobacco in a public place. Connecticut has previously imposed fines on minors who purchase tobacco or attempt to do so by misrepresenting their age, but penalizing the mere possession of tobacco is a new development. The new law applies to individuals under the age of 18, and defines the term "public place" broadly, encompassing "any area that is used or held out for use by the public."

The new law is part of an amendment to a statute that fines the purchase of tobacco by minors. The fact that the legislation does not add to or change an existing statute governing schools in particular suggests that the legislature did not intend to require schools to take affirmative action to notify police of students who are in violation of the statute. The legislative history of the law, which contains no indication that the law was aimed at curbing tobacco use in schools in particular, supports this interpretation. Fines will range from \$50 to \$100. The law became effective on October 1, 2008. (*Source: Shipman and Goodwin, LLC*)

### TOP SIX LANGUAGES SPOKEN BY CONNECTICUT ELL STUDENTS

Spanish	21,046
Portugese	1,169
Polish	771
Chinese	642
Creole-Haitian	582
<b>Total CT ELL Students:</b>	<b>29,609</b>

*Source: CT Education Data and Research, 2005*

## CMT and CAPT Calendar

Spring 2009 Through Spring 2012

### Spring 2009

<b>CMT and CAPT Testing Window</b>	<b>March 2 – March 27</b>
<b>FIXED DATES</b>	
CMT Direct Assessment of Writing	Tuesday, March 3
CAPT Interdisciplinary Writing One	Tuesday, March 3
CAPT Response to Literature	Wednesday, March 4
CAPT Interdisciplinary Writing Two	Thursday, March 5

### Spring 2010

<b>CMT and CAPT Testing Window</b>	<b>March 1 – March 26</b>
<b>FIXED DATES</b>	
CMT Direct Assessment of Writing	Tuesday, March 2
CAPT Interdisciplinary Writing One	Tuesday, March 2
CAPT Response to Literature	Wednesday, March 3
CAPT Interdisciplinary Writing Two	Thursday, March 4

### Spring 2011

<b>CMT and CAPT Testing Window</b>	<b>March 2 – March 29</b>
<b>FIXED DATES</b>	
CMT Direct Assessment of Writing	Tuesday, March 8
CAPT Interdisciplinary Writing One	Tuesday, March 8
CAPT Response to Literature	Wednesday, March 9
CAPT Interdisciplinary Writing Two	Thursday, March 10

### Spring 2012

<b>CMT and CAPT Testing Window</b>	<b>March 5 – March 30</b>
<b>FIXED DATES</b>	
CMT Direct Assessment of Writing	Tuesday, March 6
CAPT Interdisciplinary Writing One	Tuesday, March 6
CAPT Response to Literature	Wednesday, March 7
CAPT Interdisciplinary Writing Two	Thursday, March 8

## IMPORTANT REMINDER To Member School Principals

All member schools were required to update their school information in the online CAS membership database by **October 15th**. To date, only 34% of our members have done so. It is vital that we keep our membership data as current as possible. This allows member schools to take full advantage of the benefits of CAS membership and ensures that our online membership directory information is up-to-date.

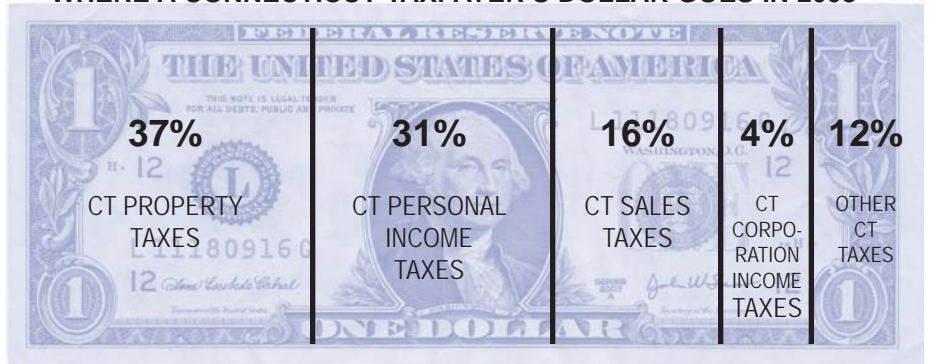
**Please keep in mind that if we don't have the correct e-mail address on file for the building principal, he/she will miss out on important news and announcements.**

Visiting the on-line membership database also provides principals with an opportunity to review and sign off on the CAS membership agreement for the 2008-2009 year. Acceptance of this agreement is a requirement of CAS membership.

All member school principals should have received an e-mail containing their school number and login ID for accessing the on-line membership database. Principals who did not receive this message should contact Karen Packtor at 203-250-1111, ext. 3910 or [kpactor@casciac.org](mailto:kpactor@casciac.org).

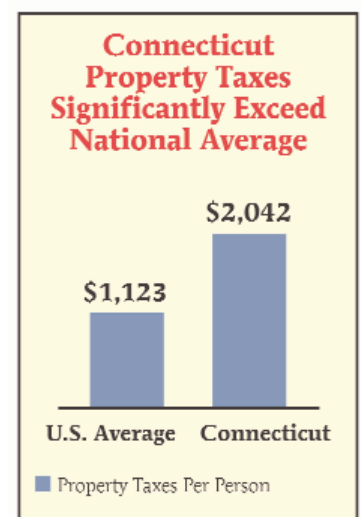
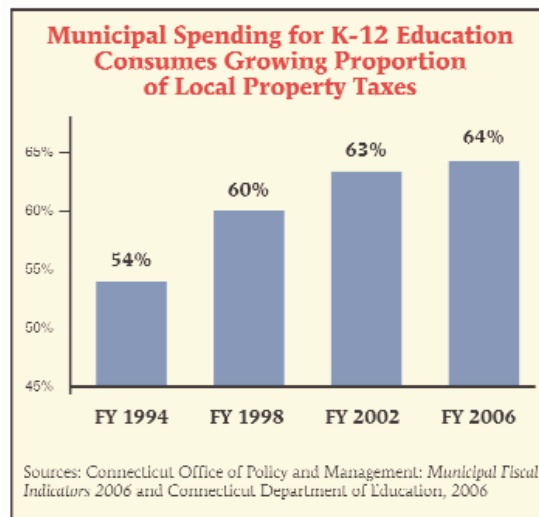
■ Connecticut is more dependent on property taxes to fund local government than any other state in the nation. It also is the second most dependent on property taxes to fund education. Statewide, 69% of municipal revenue comes from property taxes. Most of the rest, 23%, comes from state aid.

### WHERE A CONNECTICUT TAXPAYER'S DOLLAR GOES IN 2008



### Total Aid for Local Public Education (State Share of Total Statewide Cost)

FY 2001-02	
Regular programs	\$1,315 million (31%)
Special education	\$357 million (35%)
Pupil transportation	\$55 million (30%)
Total of above	\$1,727 million (31.8%)
FY 2006-07	
Regular programs	\$1,476 million (28%)
Special education	\$430 million (31%)
Pupil transportation	\$62 million (25%)
Total of above	\$1,968 million (28.4%)



(Source: "The State of Connecticut Towns and Cities 2008," published September 2008 by the Connecticut Conference of Municipalities)

## ... more ct news & notes

### TALE OF TWO STATES

- Overall, Connecticut has a poverty rate of 5.9% for families and 8.3% for individuals — ranking 48th nationally. But the rates in Hartford are 25.1% for families and 30.3% for individuals. In New Haven they're 20.4% and 21% respectively, and in Bridgeport they're 17.8% and 20.6%.
- Per capita income in Connecticut is the highest in the nation, \$34,048. But in New Haven it is \$19,715, Bridgeport \$18,404 and Hartford \$17,856.
- Connecticut's overall unemployment rate was 4.6% in 2007, but it was much higher in several municipalities — in Hartford it was just under 9% (8.9%), Waterbury 7.3%, New Haven, 7.2% and in Bridgeport and New Britain it was 7%.
- Five municipalities are home to between 10,000 and 34,951 parents and children enrolled in the state's HUSKY program, which provides health insurance to low-income families. Another 44 municipalities host between 1,000 and 10,000 HUSKY recipients.
- Connecticut has nearly 200,000 recipients of Food Stamps — and almost half (96,006) live in four cities — Bridgeport, Hartford, New Haven and Waterbury. The 'top ten' towns have 67% of all

recipients (130,000), while twenty municipalities are home to 80% of food stamp recipients (157,640).

- Similarly, the state's caseload of Temporary Family Assistance shows that the lion's share of the caseload is in 24 municipalities (85%). The top five cities represent 56% of the entire caseload, the top 10 represent 69%.
- There are 308,000 black residents in our state; Bridgeport, New Haven and Hartford are home to 135,000 of them. There are 316,000 Latino residents in Connecticut, and 120,000 of those live in the same three cities.
- Urban school districts also have a disproportionate number of children who do not speak English as a first language. Of the almost 30,000 students in Connecticut that don't speak English as their first language, 66% are educated by just 10 school districts. These school systems must bear the brunt of the high costs associated with education programs for these students who need special attention.

*(Source: "The State of Connecticut Towns and Cities 2008," published September 2008 by the Connecticut Conference of Municipalities)*

### national news & notes

■ According to a new Education Trust report, the United States is now the only industrialized country where young people are less likely than their parents to earn a diploma. The report pointed the finger at states for setting low standards for graduation rates. High schools are required to meet graduation targets every year as part of the 2002 federal *No Child Left Behind* law. But those targets are set by states, not by the federal government. And most states allow schools to graduate low percentages of students by saying that any progress, or even the status quo in some cases, is acceptable. However, the federal government has just raised the bar on graduation rates. Last month, Education Secretary Margaret Spellings issued new rules that will force states to use the common tracking system and will judge schools not only on graduation rates but on the percentage of Black and Hispanic students who graduate, too. *See related item below.* (Source: MSNBC.com, 10/23/08)

■ On October 28th, U.S. Secretary of Education Margaret Spellings announced final regulations to strengthen and clarify *No Child Left Behind*, focusing on improved accountability and transparency, uniform and disaggregated graduation rates, and improved parental notification for Supplemental Education Services and public school choice. Under the new regulations, all states will use the same formula to calculate how many students graduate from high school on time and how many drop out. The final regulations define a four-year adjusted cohort graduation rate as the number of students who graduate in four years with a regular high school diploma divided by the number of students who entered high school four years earlier, adjusted for transfers, students who emigrate, and deceased students. For more information, visit [www.ed.gov/policy/elsec/reg/title1/fedregister.html](http://www.ed.gov/policy/elsec/reg/title1/fedregister.html).

■ Calling all principals! Please sign up your school to participate in National Green Week, 2009. Participation is free and will provide your school with environmental curriculum for green assignments, activities and projects that can be seamlessly integrated into science, math, language arts, social studies, and creative arts curricula. The goal is to educate students on the importance of sustainability and the role they can play in environmental awareness. During this week alone, we are targeting more than 1 million students at over 2,000 schools to eliminate more than 1,000 tons of waste from entering schools and landfills! To learn more about how your school can participate go to <http://nationalgreenweek.com/>.

#### CAS OFFICERS: 2008-2009

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#### THE BULLETIN

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. . . more national news & notes

■ Smaller school buses will have to be equipped with lap-and-shoulder seat belts for the first time under a government rule adopted last month. Larger buses also will have higher seat backs under the new policy. The design change is supposed to keep older, heavier students from being thrown over the seats in a collision. The seat belts will only have to be installed in new buses weighing 5 tons or less, and the requirement will not take effect until 2011. These smaller school buses are already required to have lap belts, but not the safer, harness-style belts. There is no seat belt requirement for larger buses. The rule increases the required height of seat backs on new buses to 24 inches, up from the current 20 inches. The transportation department estimates it will cost about \$6.1 million a year to equip new, smaller buses with the three-point seat belts and higher seat backs, and \$3.6 million a year to equip new, larger buses with higher seat backs. The rule gives schools the option of using federal highway safety funds to help pay for retrofitting buses with seat belts, in addition to other money already available through the National Highway Traffic Safety Administration. The rule will be phased in beginning in the fall of 2009 and become fully effective in 2011. About 25 million children travel to school on 474,000 school buses, according to the transportation department. About six children a year are killed in school bus accidents. (Source, Associated Press, October 15, 2008)

■ A new report by the Center for American Progress calls attention to the important issue of teacher absences. According to the report, public school teachers in the United States are absent between nine and 10 days per year, on average. In other words, between kindergarten and 12th grade, a typical student is taught by someone other than the regularly assigned teacher for the equivalent of two-thirds of a school year. The report recommends that policymakers implement measures to reduce teacher absences noting that:

- Teacher absence is expensive. With 5.3 percent of teachers absent on a given day, stipends for substitute teachers and associated administrative costs amount to \$4 billion, annually.
- Teacher absence negatively affects student achievement. Researchers have found that every 10 absences lowers mathematics achievement by the same amount as having a teacher with one year to two years of experience instead of a teacher with three years to five years of experience.
- Teacher absence disproportionately affects low-income students. Students in schools serving predominantly low-income families experience teacher absence at higher rates than students in more affluent communities. Part of the achievement gap is thus due to a teacher attendance gap. For the full report, visit [www.americanprogress.org/issues/2008/10/pdf/teacher\\_absence.pdf](http://www.americanprogress.org/issues/2008/10/pdf/teacher_absence.pdf).

■ Plunges in the stock market have taken a toll on the fortunes of the nation's pension funds for retired teachers and other public employees, with retirement systems nationwide reporting losses in the billions of dollars in recent weeks. The nation's largest pension system, the 1.6 million-member California Public Employees' Retirement System, lost 23 percent of its value from June 30th to September 30th, decreasing to \$185 billion from \$239 billion. The losses have worsened already-high unfunded obligations for plans that have promised more than \$2 trillion in retirement benefits to public employees. According to a 2007 Pew Center on the States report, states had \$361 billion in unfunded liabilities in public pension plans, based on 2006 data. But that was before a slowing economy early in 2008 and before the global economic crisis this fall sharply decreased plan values. However, experts stress that public employee pension plans are structured to be safe, long-term investments. ([www.edweek.org](http://www.edweek.org))

■ School districts across the country are enrolling growing numbers of homeless children, as parents lose their jobs, leases, and mortgages in what many observers are calling the worst economic crisis since the Great Depression. Many districts were already seeing a spike in homeless enrollments last spring, when the subprime-mortgage crisis began unfolding.

But this fall's numbers are rising at an even faster clip as more families feel the fallout of a stumbling economy. In the first two weeks of this school year, the Clark County, Nev., district, which includes Las Vegas, identified 1,500 homeless students, nearly twice the number it saw during the same period last school year. A recent analysis by First Focus, a Washington-based advocacy group for children and families, estimated that 2.2 million foreclosures on subprime home mortgages will affect 2 million children nationwide in the next two years. It noted that many more children will likely end up homeless as their parents default on conventional loans or are evicted from rental units whose landlords have defaulted. The National Center for Homeless Education, a federally financed technical-assistance center, is trying to get the word out that even temporary homelessness makes families eligible for the help under the McKinney-Vento Act: the right to keep their children in the same schools with free transportation and help getting school supplies. In response to the rise in the numbers of homeless children this fall, the organization produced a brochure and a poster outlining the rights of parents and the obligations of districts under that law. Download them, at [www.serve.org/nche/ibt/foreclose.php](http://www.serve.org/nche/ibt/foreclose.php).

**The New Principal's Lament**  
by Jack M. Hill

I'm a new principal. Here I am at my new desk, which is loaded with guidelines and lists and policies. Everyone seems to know what I'm supposed to be doing ... but me. Then I discover that regardless of what action I take – or fail to take – I just can't please everyone.

- ⇒ If I make quick decisions, I am an autocrat.
- ⇒ If I make deliberate decisions, I am indecisive.
- ⇒ If I call staff meetings, I have no regard for the teachers' time. If I don't call meetings, I do not believe in teacher participation.
- ⇒ If I correct teachers, I am picking on them.
- ⇒ If I don't correct teachers, I am a weak administrator.
- ⇒ If I speak up for new programs, I am on the reform bandwagon. If I'm cautious about changes, I am living in the past.
- ⇒ If I attend community affairs, I am a politician.
- ⇒ If I stay away, I have poor public relations.
- ⇒ If I suspend students, I do not understand children.
- ⇒ If I don't suspend enough students, I am a weak disciplinarian.
- ⇒ If I visit classrooms often, I am being intrusive.
- ⇒ If I don't visit classrooms often, I don't care about what's going on.
- ⇒ If I clear decisions with the superintendent, I don't have a mind of my own. If I make my own decisions, I am assuming too much authority.
- ⇒ If I attend conferences for principals, I am goofing off.
- ⇒ If I don't attend them, I am being unprofessional.
- ⇒ If I am walking around, I'm not getting my paperwork done. If I stay at my desk, I am neglecting my staff and students.
- ⇒ If I complain about these things, I am a malcontent.
- ⇒ If I can live with them, I'm a principal.

- Reprinted from the *MESPA Advocate*  
Vol. 38, No. 1, September 2008

EDITOR'S NOTE: *There is a movement underfoot to lower the national minimum drinking age. Under the umbrella of the "Amethyst Initiative," a sizable group of college presidents has united to open an "informed and unimpeded debate on the 21-year-old drinking age." At the heart of this initiative is a desire to reduce the legal drinking age to 18. Given the potentially devastating impact such a change would have on Connecticut's teenagers and, consequently, on our secondary school principals, the CAS Board of Directors has issued a strong statement opposing the Amethyst Initiative's objective. The position statement is printed below and can also be downloaded from our website at [www.casciac.org/pdfs/CAS\\_position\\_legal\\_drinking\\_age.doc](http://www.casciac.org/pdfs/CAS_position_legal_drinking_age.doc). We encourage you to post this statement on your school/district websites and to publish it in your newsletters. Many thanks to Morgan School Principal Bill Barney for bringing this important issue to the forefront and for his grassroots efforts to oppose this movement.*

#### CAS POSITION ON LOWERING THE LEGAL DRINKING AGE

*The mission of the Connecticut Association of Schools is to provide exemplary programs and services that promote excellence in the education of all children.*

The Connecticut Association of Schools (CAS) is firmly opposed to lowering the legal alcohol drinking age in Connecticut. Further it is opposed to the "Amethyst Initiative" which is a coalition of 129 college and university presidents who are calling for an "informed and unimpeded debate on the 21-year-old drinking age." At the heart of the initiative is the desire to reduce the minimum legal drinking age to 18.

Middle school and high school educators across Connecticut are dealing on a daily basis with the devastating results of the underage drinking that now occurs with the minimum legal drinking age of 21. There is clear and convincing evidence that, when the drinking age is lowered, the degree of teenage drinking increases and so, too, does the incidence of suicide, automobile fatalities, alcohol-related injuries, and school drop-outs.

According to statistics from the National Highway Traffic Safety Administration, young drinking drivers are involved in fatal crashes at twice the rate of drivers aged 21 and older. Furthermore, research indicates that, if drinking is delayed until age 21, a child's risk of serious alcohol-related problems is decreased by 70 percent.<sup>1</sup> Furthermore, when the minimum legal drinking age is 21, people under age 21 drink less overall and continue to do so through their early twenties.<sup>2</sup> This is compelling testimony when one considers that the brain continues to develop into the early twenties<sup>3</sup> and that alcohol use in adolescence has been shown to decrease executive functioning, memory, spatial operations, and attention - all of which are important to academic performance and future functioning.<sup>4</sup>

The Connecticut Association of Schools understands the challenges that college and university administrators face as a result of the underage drinking that occurs on their campuses. However, lowering the drinking age to 18 only exacerbates the problems secondary school administrators face. Our middle and high school students are at critical stages in their social, emotional, physical and intellectual development; and the degree of maturity of their population creates an even more difficult set of problems than those encountered by college-level students. It is clear that the longer we can postpone the use of alcohol by teenagers, the better opportunity we have to overcome the destructive realities that result from irresponsible alcohol consumption.

CAS would welcome the opportunity to participate in a dialogue on solutions to the problem of underage drinking. However, we stand firmly opposed to any "solution" that involves a reduction in the national minimum legal drinking age.

1 "Steep Risks When Youth Drink." Prevention Alert. Vol 6 Num 2. 24 Jan. 2004. National Clearinghouse for Alcohol and Drug Information. 3 Oct. 2008 <<http://ncadi.samhsa.gov/govpubs/prevalert/v6/2.aspx>>

2 "Underage Drinking and the 21 Minimum Legal Drinking Age (MLDA) Law." On-line posting. 19 Aug. 2008. Mothers Against Drunk Driving. 6 Oct. 2008 <[http://www.madd.org/getfile/2ebe207e-b1d8-44c5-b192-f125fb96c97c/Underage-Drinking-Fact-Sheet\\_FINAL081908.aspx](http://www.madd.org/getfile/2ebe207e-b1d8-44c5-b192-f125fb96c97c/Underage-Drinking-Fact-Sheet_FINAL081908.aspx)>

3 "Underage Drinking and Its Effect on the Brain." On-line posting. Mothers Against Drunk Driving. 6 Oct. 2008 <<http://www.madd.org/Parents/Parents/Research/View-Research.aspx?research=15>>

4 "21 Minimum Drinking Age - The Science." Madd.org. On-line posting. Aug. 2008. Reduce and Prevent Underage Drinking, Division of Behavioral and Social Sciences and Education. 6 Oct. 2008 <<http://www.madd.org/getfile/326d4eb4-c30e-4242-9140-65293786b517/21MinimumDrinkingAgeScience-0808.aspx>>

Dr. James Wright, President  
Dartmouth College  
209 Parkhurst Hall  
Hanover, NH 03755

September 22, 2008

I must express to you my profound disappointment at your decision to have Dartmouth College participate in the "Amethyst Initiative" which, while ground in the activity of discussion, is designed to influence policy makers to reduce the legal age at which one can legally obtain and use alcohol.

As a high school principal, I have to confront and address this issue of underage drinking on an almost weekly basis. None of my students can legally obtain alcohol nor can they legally use alcohol, yet they do. And I must deal with the devastating impact of the consequences.

Given all of the valid research available on underage and college age drinking, it boggles the mind to read that the leaders of some of the most prestigious colleges and universities in the nation believe that reducing the legal drinking age is the answer.

The supporting argument about military service and voting age lost whatever validity it may have had decades ago. It tends to appear when common sense fails and emotion is substituted.

You and every other university president have the ability to determine what is and is not allowed on your campus. You have no problem issuing proper speech codes and you have no problem enforcing those codes. You may have an honor code which you routinely enforce. Why are you so afraid of an alcohol prohibition?

Your students choose to attend your institution. You let them know the rules of the university. You can ban alcohol from your campus. You can promulgate rules against intoxication. You can establish penalties for violations. You do it for honor code violators. You do it for speech code violators. Why are you so afraid of alcohol violations?

For many years, The Morgan School has presented a Book Award in the name of your school. There are graduates of your school on the faculty who take great pride in making the presentation. I cannot, in good conscience, continue the practice as long as your institution supports such a foolish, damaging and ill-advised initiative. There is too much moral relativism in our world. Too many institutions have taken the easy way out to solve their problems. In solving their problems, they seem oblivious to the harm done elsewhere. Too many institutions are abandoning their core principles for convenience and for dollars.

My opposition may seem quixotic to you, one person against your collective windmills. But I have to adhere to our institutional values. I do note that the Connecticut Association of Public School Superintendents has just issued a statement in opposition to your position. I have asked the Connecticut Association of Schools, a statewide organization of more than 1,000 Connecticut schools, to formally oppose your position. I also intend to write to all of my colleagues in Connecticut's high schools and ask them not award books or other awards from Dartmouth College.

Should members of your coalition come to change their position on this issue, I will consider reinstating the award. And that assumes your institution would offer it again to The Morgan School.

I will be notifying your admissions office and your alumni coordinator of this decision. I regret that I must make this decision, but I must protect my students, both today and tomorrow.

Respectfully,  
William J. Barney, Jr.  
Principal, Morgan School

## CAS CELEBRATES SCHOOL LEADERS

On Thursday, October 30th, CAS hosted its seventh annual celebration of educational leadership at Saint Clements Castle in Portland. The event was conceived eight 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.

Five individuals from the ranks of Connecticut's school administrators were honored at this year's event:

- ★ Amy Clarke - CAS 2008 Elementary Assistant Principal of the Year
- ★ Norma Fisher-Doiron - CT's 2008 National Distinguished Principal
- ★ Andre Hauser - CAS 2008 High School Assistant Principal of the Year
- ★ Sheryl Kempain - CAS 2008 Middle School Principal of the Year
- ★ Donald Macrino - CAS 2008 High School Principal of the Year

More than one hundred seventy educators, friends, and family members packed the Waterford Ballroom at Saint Clements to join in honoring CAS' 2008 Distinguished Administrators. Guests were greeted at the door with the melodious sounds of the Glastonbury High School Resident String Quartet featuring Sara Flaherty, cello; Bailey Poesnecker, violin; Zacchary Powell, viola; and, Tasha Pulvermacher, violin.

Janet Garagliano, principal of Jonathan Law High School and chair of the "Celebration Committee" which organized the event, warmly welcomed guests and introduced the evening's master of ceremonies, Mr. Scott Gray, 37-year veteran sports commentator for WTIC AM 1080. In his opening remarks, Mr. Gray paid

tribute to longtime Shore Line Times executive sports editor Hal Levy, noting that, among Hal's many talents, his most important was his ability to educate. "You cannot open the sports section of any paper in Connecticut without seeing Hal Levy's influence," said Scott. "Hal shared his knowledge, his experience and his love of learning with all those around him."

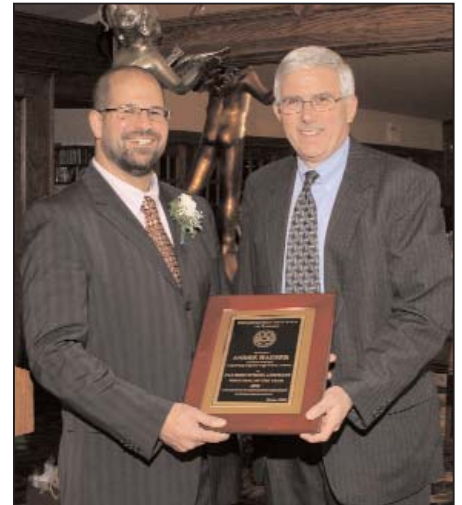
Barbara Westwater, chief of the Bureau of Curriculum and Instruction at the Connecticut State Department of Education, extended congratulatory remarks to the honorees prior to dinner.

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 a plaque, an engraved clock, and a copy of "Three Cups of Tea: One Man's Mission to Fight Terrorism and Build Nations...One School at a Time" by Greg Mortenson and David Oliver Relin. They were also entertained with a short slide-show containing pictures and quotes from friends and colleagues.

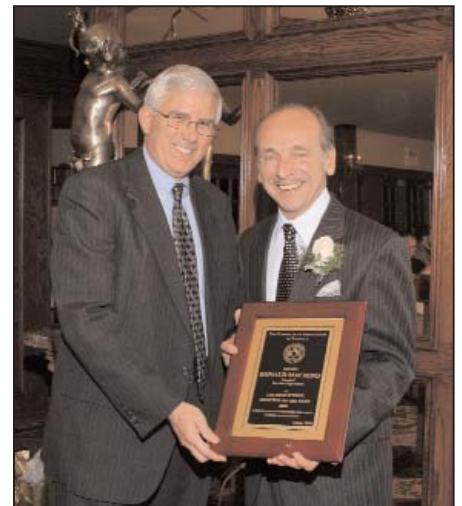
In his closing remarks, Mr. Gray once again congratulated the honorees and praised all the educators in the room. "What you do lives for generations," he said. "You leave your footprints on this earth. No one has a greater impact on mankind than those who teach future generations."

By all accounts, the seventh annual "celebration" was a rousing success! Many thanks to the members of the organizing committee - Janet Garagliano, Ev Lyons, Mike Rafferty, and Andrienne Longobucco - and to our official photographers, Grynn & Barrett.

**To find out more about these extraordinary educators, visit:**  
[www.casciac.org/celebration08](http://www.casciac.org/celebration08)



Andre Hauser receives the High School Assistant Principal of the Year Award from Celebration Committee Member Ev Lyons.



Don Macrino receives the High School Principal of the Year Award from Ev Lyons.



Amy Clarke receives the Elementary Assistant Principal of the Year Award from Celebration Committee Chair Janet Garagliano.



Norma Fisher-Doiron receives the National Distinguished Principal Award from Janet Garagliano.



Sheryl Kempain receives the Middle School Principal of the Year Award from Celebration Committee Member Mike Rafferty.

## middle school news

### CANTON NAMED MIDDLE SCHOOL OF THE YEAR

By Earle G. Bidwell, Assistant Executive Director



Canton MS students raise the flag at awards ceremony.

**D**ecked out in white tee shirts emblazoned with "Canton Middle School, Connecticut Middle School of the Year 2008-2009," students, faculty and staff were in a festive mood as school district officials, state and local leaders and CAS middle level practitioners honored them for their accomplishment. Chosen from among 150 eligible Connecticut middle schools, Canton Middle School distinguished itself as a consummate middle school employing exemplary practices as defined by the National Middle School Association and the National Association of Secondary School Principals.

After a rousing fanfare performed by the eighth grade band, masters of ceremonies Student Council President, Jessica Lederman and Vice President, Christian Small introduced an impressive array of speakers that included Principal Joseph Scheideler, Superintendent Kevin Case, Board of Education

Chair Louis Daniels, First Selectman Richard Barlow and a representative from Congressman Christopher Murphy's office. Each praised the faculty staff and students who all have worked together to create this exemplary school.

Speaking for CAS, Rochelle Schwartz, science supervisor for the Bristol Public Schools and a member of the visiting committee and Norma-Jean Posocco, language arts teacher at Mansfield Middle School and chairperson of the committee, highlighted the reasons that CMS was selected. Among the reasons were:

- Students consistently score at or near the top of their educational reference group on the Connecticut Mastery Tests, especially in the area of writing; a testament to the skills and dedication of the faculty under the inspired leadership of Principal Joseph Scheideler;

*continued on page 12*

### SAGE PARK MIDDLE SCHOOL AWARDED ARTHUR DIRECTOR LEADERSHIP AWARD

By Earle G. Bidwell, Assistant Executive Director



David Director (far left) and Arthur Director (far right) with Sage Park Middle School students

**A**t an assembly at Sage Park Middle School (SPMS) in Windsor on September 22, 2008, a student leadership team was presented with the 2008 Arthur Director Student Leadership Award for outstanding application of the themes of the Connecticut Association of Schools' (CAS) middle level student leadership conference. The conference, attended by over 400 students and 100 advisors annually, focuses on creating climates of acceptance and inclusion for all students in all schools.

The award is named for Arthur Director, founder and chairman of the board for the Connecticut Lighting Centers, corporate part-

ners with CAS in sponsoring the annual student leadership conference. CAS is proud of its association with the Director family, and it is most fitting that the award is named for a man who symbolizes civic responsibility and philanthropic endeavors. SPMS was chosen in part because of the work of its student council and peer mediation teams which assist peers with solving disagreements and take active measures to minimize teasing and bullying. They also take leadership roles in school wide activities such as food drives, collecting holiday gifts for less fortunate children and regularly visiting senior citizens at area nursing homes.

The assembly was attended by Arthur Director and David Director, CEO of CT Lighting Centers; faculty, staff and the sixth grade students of SPMS. Representing the CAS staff were Assistant Executive Director Earle Bidwell and Director of Marketing Stephanie Ford.

Paul Cavaliere Jr., principal of SPMS commended the students for their work in the Best Buddies Program, which promotes accepting differences and helping others; the Homework Club, which pairs older and younger students in learning strategies to be successful in specific subjects; and the Very Important Person (V.I.P.) program which extends a positive school climate to the cafeteria, halls, buses, athletic fields and neighborhoods. He added that over the years he has seen an increase in students' respect and acceptance of others, partly as a result of attendance at the leadership conference.

In presenting the award, Mr. Earle Bidwell of CAS shared the words of William Jennings Brynning who said, "Destiny is no matter of chance. It is a matter of choice. It is not a thing to be waited for; it is a thing to be achieved." The student council and peer mediators have not waited; they have chosen to achieve something of value for themselves and their community and have set a high standard for those who will follow.

The 2009 CAS leadership conference will be held on January 12, 2009 at Quinnipiac University.



## elementary school news

### Do you know an outstanding elementary school principal?

The Connecticut Association of Schools - in partnership with the National Association of Elementary School Principals - has opened nominations for the **2009 National Distinguished Principal Award**. The program is designed to recognize outstanding elementary school principals who have demonstrated extraordinary leadership, a passion for educational excellence, a commitment to their students and staff, and service to their communities.

If you feel that an elementary principal that you know may be eligible for and worthy of this honor, please complete a nomination form or have it completed by someone in his/her district by **December 15, 2008**. Two one-page letters of recommendation and a copy of the nominee's resume must be submitted with the nomination form. Specific award criteria, program guidelines, and procedures for submitting a nomination can be found at: [www.casciac.org/pdfs/announcement\\_letter\\_ndp\\_09.pdf](http://www.casciac.org/pdfs/announcement_letter_ndp_09.pdf).

**NOTE: All nominees must be members of CAS and have at least five years of experience as a school principal.**



Please contact Karen Packtor (203-250-1111, x. 3910 or [kpactor@casciac.org](mailto:kpactor@casciac.org)) if you have any questions.

### ELMER THIENES-MARY HALL NAMED ELEMENTARY SCHOOL OF THE YEAR

By Regina S. Birdsell, Assistant Executive Director



Elmer Thienes-Mary Hall Elementary School in Marlborough

The Connecticut Association of Schools has selected Elmer Thienes-Mary Hall Elementary School in Marlborough as Connecticut's 2008-2009 Elementary School of the Year. It is a dynamic and lively community that serves approximately six hundred and seventy children from pre-kindergarten through the sixth grade. When notified of the award, Elmer Thienes-Mary Hall Principal Lorraine Giannini was ecstatic to hear her school was selected. "I'm feeling terribly privileged. As we went through the process of applying for this award, it made us aware that we have really continued to grow and improve over the years." The school's theme, "children first," guides everything they do, and the way they think about children." As a staff, they question what they do, continually asking what it means for their kids, focusing their efforts on the whole child. It's not only about academics; they're also tapping children's interests and talents in the arts. They help students take responsibility, training them with strategies and providing continuous opportunities for them to be contributing members of society. They focus on their students being successful students and citizens. This is most evident in the wide range of student activities offerings, including Student Council, a Student Literary Board, New Student Orientation, Peer Mediation Program, Playground Peace Keepers and Pride Assemblies and the Science Fair. In addition, there are a wealth of committees to join as well as a variety of clubs available after school. This rich environment for children is supported by staff, parents and the community working together.

Superintendent of Schools Salvatore Menzo shared the joy of being a superintendent housed in the school. "The school is a true community that cares about each other as students, professionals and community members. The staff continually challenges itself to be the best it can be. How fortunate I am to be located in the school building and take part in the daily school life."

The criteria used to judge the school included the following:

1. providing an educational program conducive to meeting the needs of all of its students;
2. providing student opportunities that go beyond those that are part of the typical school day;
3. providing educational programs that are consistently reviewed and improved;
4. providing an atmosphere that welcomes participation from all constituencies;
5. playing an active role in the community; and,
6. encouraging strong parent-school involvement.

Under the leadership of Principal Lorraine Giannini, the school has provided educational programs conducive to meeting the needs of all of its students. This school's sense of community, its outstanding programs, its level of academic achievement, and the overwhelmingly positive feeling one enjoys at Elmer Thienes Mary-Hall Elementary School have made it the choice for the Connecticut Association of Schools' Outstanding Elementary School of The Year Award. The school will receive its award at the CAS Elementary Program Recognition Banquet held at the Aqua Turf Club in Southington on November 24, 2008.

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## LEADERSHIP IS KEY

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www.naesp.org

## ciac news

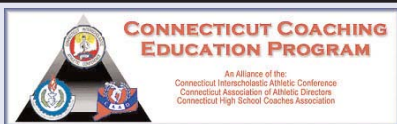
- Based on feedback received from several member schools, the CIAC has "reinstated" the use of individual sport tournament invoices. A "generate tournament invoice" link was added to the options for each fall sport in the eligibility center and will be available for winter and spring sports at the appropriate times.

- The CIAC Cooperative Team Committee has reduced the maximum number of players per school from 37 to 32 for the sport of football. The new number will effect all new and renewal applications for the 2009 season.

- City girls start playing sports at a later age and have less opportunities than city boys, according to a report released last month by the Women's Sports Foundation. The foundation, an advocacy group for women in sports, surveyed 2,185 third- through 12th-graders and 863 parents. Funded by a grant from PepsiCo, the study aimed to measure kids' participation in exercise and organized team sports. City girls with a family income of \$35,000 or less enter sports on average at 10.2 years old compared to 7.6 for boys, the report said. Physical activity among city girls also lags well behind their male counterparts, according to the report. In urban areas, 59% of third to fifth grade girls were involved in at least one sport, compared to 80% of city boys. That compared to 81% participation for suburban girls and 89% for suburban boys.

- The Oregon School Activities Association (OSAA) has adopted new guidelines for managing concussions. The new guidelines boil down to two changes: (1) the student who suffers a concussion can't return to the same game; and (2) the student can't return to the sport until medical personnel or a school trainer deems her healthy. Part of the evaluation involves a standardized list of questions that determine brain function and memory. The changes in treatment are the result of new science that has revealed a higher number of concussions than previously thought, as well as indications that young athletes are in more danger of serious short-term and long-term brain damage. While health officials and educators praise the more cautious guidelines as safer, not all parents, coaches, and athletes are as happy.

- Division I student-athletes are graduating at the highest rates ever, according to the latest NCAA Graduation Success Rates. The most recent GSR data show that 79% of freshmen student-athletes who entered college in 2001 earned their four-year degrees. The average Graduation Success Rate for the last four graduating classes is 78%. Both rates are up one percentage point from last year. Even when calculating graduation rates using the federal government's methodology, which does not count transfer students, Division I student-athletes graduated at 64%, the highest federal rate ever. This rate is two percentage points higher than the general student body, two percentage points higher than last year and up four percentage points over the past seven years. NCAA President Myles Brand cited increased initial-eligibility standards and an overall emphasis on academics, including the development of the Academic Progress Rate for each Division I sports team, as key factors contributing to student-athlete success.



## COACHING EDUCATION NEWS – ONLINE CEUs AVAILABLE

The Connecticut Coaching Education Program has partnered with the National Federation of State High School Associations to offer a .6 CEU online course. The course is designed to help coaches with the basic fundamentals of coaching and also reviews common CIAC regulations. Coaches will be able to log in as their schedule permits and will be given up to 3 months to complete the course requirements. This is the first of many courses that will be offered in the future. For more information, visit: [www.ctcoachinged.org/onlineceu.html](http://www.ctcoachinged.org/onlineceu.html).

## ACTIVITIES LEAD TO SUCCESS IN LATER LIFE

By Dr. Tim Berrett and John Paton

A survey commissioned by the Alberta (Canada) Schools' Athletic Association (ASAA) indicated that almost 80 percent of the province's senior executives who responded participated in interschool sports, and more than one-half of those surveyed said school sports significantly or extensively contributed to their career development.

The ASAA surveyed Alberta's top corporate chief executive officers and provincial officers (Members of the Legislative Assembly) to determine the extent to which those corporate and public leaders were engaged in high school sports and the perceived benefits that these individuals derived from their participation. Of the 46 corporate executives and 46 provincial officers who responded, 78.3 percent indicated that they participated in high school sports and 100 percent graduated from high school. More than 54 percent indicated that this participation significantly assisted them in their career development.

Since the normal participation rate of students in high school sports in the province is about 30 to 35 percent, the fact that 76.6 percent of CEOs and 80 percent of the provincial officers participated in high school sports offers strong support for the argument that high school sports involvement is a predictor of success in later life.

In addition to the connection between sports participation and career development, 48 percent of the respondents reported a significant or extensive complementary relationship between academics and school sport participation. Other benefits associated with involvement in high school sports cited by Alberta's corporate and political leaders included physical fitness, promotion of lifelong activity, mental health, stress relief, friendship, having fun, development of character, personal growth, travel, fair play and acceptance of others.

Teamwork was the No. 1 skill learned through school sports according to the almost 100 respondents. Other skills derived through participation in sports were discipline, goal-setting, leadership, independence and self-confidence.

The most popular high school sports in which Alberta's corporate and political leaders participated were track and field, basketball and football.

A complete copy of the survey information can be obtained on the ASAA website at [www.asaa.ca](http://www.asaa.ca).



John Paton is executive director of the Alberta Schools' Athletic Association; Tim Berrett, Ph.D., a five-time Olympian in track and field, works for Caminata Consulting.

. . . more ciac news

**LIFESAVERS: SIMPLE STEPS TO REDUCE RISK OF SUDDEN DEATH**

By William O. Roberts MD, MS

*Reprinted with permission from the Fall 2008 Bulletin of the Minnesota State High School League*

Remember Life Savers® candy rolls as a treat growing up in the '50s and '60s. Here are some simple things that we can do to reduce potentially fatal incidents and reduce the risk of death from participating in high school activities - real lifesavers.

While the risk of death in high school athletes is very low, across the nation a few high school athletes have died again this past year in sports activities; most in football practices. Some suffered heat stroke, some had cardiac events, and one athlete reportedly ingested too much water.

**Lifesaver #1:** *Access to an AED (automatic external defibrillator)*

The survival rate of young athletes who experienced cardiac arrest on the field of play has been historically low, at about one in 10. A recent study, however, discussed at a sports injury prevention conference in Norway, showed that 11 of 20 sudden cardiac arrest victims survived to be discharged from the hospital. In this group of survivors the average time it took to start CPR was about one minute and the average time to activation of the AED was just under three minutes. Much of the difference between the very low historical survival rate and the much greater rate of survival detailed in the cited study is the time to defibrillation has decreased dramatically because schools have purchased AEDs and have made them accessible at athletic events. The cost of these devices has decreased substantially over the last decade and some manufacturers have discounted the price for the devices for high schools.

**Lifesaver #2:** *Train the coaching staff - and athletes - in CPR*

Early CPR (cardio-pulmonary resuscitation) helps when the AED is not immediately available as noted in the study presented in Norway. It is relatively easy to get your staff trained in CPR and it would be a reasonable project to try to get the student body trained also, because the group most at risk is the teachers and coaches who are usually surrounded by students.

**Lifesaver #3:** *A tub of ice water on the football practice field*

Exertional heat stroke is a true emergency that should be considered a "heat

attack" and have the same response time as a heart attack. Simply stripping off the equipment and placing the athlete in a tub of ice and water will bring down the body temperature rapidly and increase the chances for survival. Stock tanks and feed tubs are sturdy and work well for immersing overheated athletes. In hot and humid conditions, practices should be modified with decreased equipment, less intense work, and shortened exercise sessions for the safety of the players. But even with full precautions, exertional heat stroke can occur. It is also prudent to supply a water source and allow athletes to take fluids as needed because restricting fluids increases the risk of heat stroke.

**Lifesaver #4:** *Follow the lightning cancellation recommendations*

More athletes - mostly golfers - die from lightning strikes than any other activity-related cause on an annual basis. Remember the simple mantra that "if you can hear it, clear it" will put you out of harm's way. Lightning can strike 10-15 miles away from the front and tail of the storm cell, so when you can hear the thunder that accompanies lightning, you are too close for athlete, coach, and fan safety.

**Lifesaver #5:** *Insist on honest answers on the PPE*

The preparticipation exam is dependent on an accurate history to be most effective in the reduction of sudden cardiac death. The history will identify many who are at risk for cardiac events and who may benefit from more intensive cardiac studies.

Implementation of these recommendations could save a life at your school. For more information on Sudden Cardiac Arrest as well as guidelines for creating an emergency action plan, visit [http://www.casciac.org/pdfs/emergency\\_action\\_plan.pdf](http://www.casciac.org/pdfs/emergency_action_plan.pdf).

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*William O. Roberts, M.D., M.S., is a professor of Family Medicine and Community Health, Division of Sports Medicine, University of Minnesota Medical School, and also a member of the League's Sports Medicine Advisory Committee.*

**CATASTROPHIC INJURY REPORT RELEASED FOR 2006-07 SCHOOL YEAR**

The annual report of catastrophic sports injuries at the high school level indicated a total of 53 catastrophic injuries for the 2006-07 season, which was up from 2005-06 but similar to other years during the 25-year history of the survey.

The National Center for Catastrophic Sports Injury (NCCSI) Research was started in 1982 to monitor injury trends in high school and college athletics. The NCCSI is headed by Frederick O. Mueller, Ph.D., from the University of North Carolina, Chapel Hill.

Direct injuries are those that are directly related to participation in the actual skills of the sport whereas indirect injuries involve a systemic body failure on the athletic field or court, such as heatstroke or heart-related problems.

During the 2006-07 season, there were 34 catastrophic injuries in fall sports (20 direct, 14 indirect). Catastrophic injuries are defined as fatal, non-fatal (permanent disability) or serious (head or neck injury with full recovery). Thirty-two of the 34 fall sports injuries were in football, with the other two in cross country.

While there was only one direct fatality in football in 2006-07, there were 12 indirect fatalities - three related to heatstroke, eight heart-related deaths and one related to sickle-cell anemia.

Seven catastrophic injuries were recorded during winter sports, four in basketball and three in wrestling. There were no fatalities among the four direct injuries, but there were three indirect fatalities in basketball. In spring sports, there were five direct injuries (one fatality in baseball) and seven indirect fatalities. Three of the fatalities came in lacrosse and four in track and field.

Mueller reported that a large number of the indirect deaths over the past 10 to 12 years have been due to heatstroke, which is disturbing since there are preventive measures

*continued on page 12*

## . . . more ciac news

### R.S.V.P., continued from page 1

voice to get kids really involved into what matters most for them. Our hope is to train many more school teams with the workshops that we're planning."

Want to learn more about launching RSVP in your school? Register now for the first CT training at Bolton High School on November 19th from 4:30 - 7:00 p.m. There is NO FEE for this program! The training session is limited to the first 10 high school teams - each composed of a faculty advisor and four students. Each team will receive workbooks, handouts and all the background information necessary to launch RSVP in your school. Members of the Connecticut Association of Student Councils, who were trained in the model last year, will conduct the training. On line registration is available at [www.casciac.org/register](http://www.casciac.org/register).

Questions? Contact Karen Cordero at [karen.cordero@boltonct.org](mailto:karen.cordero@boltonct.org) or Dave Maloney at [dmaloney@casciac.org](mailto:dmaloney@casciac.org).

### Canton Middle School, continued from page 8

- There is a culture that promotes parent and faculty leadership in curriculum and instruction, school improvement and policy development;
- Students display great pride in their school and are active in promoting a climate of acceptance for all students regardless of their varied talents and skills, especially through the "Tolerance, Respect, Acceptance Kindness" (TRAK) program;
- Literacy across the disciplines ensures that all students have the necessary reading, writing and speaking skills to be successful in all subjects;
- Support by the community and the knowledge of parents about the school vision, mission and programs.

Following the presentation of the plaque by Mrs. Posocco, the audience was treated to a lovely arrangement of "Waiting for the Light to Shine" by the eighth grade chorus.

Canton Teacher of the Year Marsha Jorgensen addressed the student body and received a proclamation kicking off the "Month of the Young Adolescent" celebration in Connecticut. This recognition is a national celebration of the unique qualities of the more than twenty million middle school students and the adults who teach them.

Following the assembly, the student body adjourned to the courtyard for a flag-raising ceremony and then to the cafeteria where they were treated to a pasta and chicken dinner by the Canton PTO.

### Injuries, continued from page 11

<b>Catastrophic Sports Injuries</b>			
	Direct	Indirect	Total
2006-07	29	24	53
2005-06	15	21	36
2000-01	30	21	51
1990-91	29	18	47
1982-83	38	18	56

that coaches can take. He said coaches should have water available and schedule regular breaks in the shade to help fight the heat. Besides the prevention steps for intense heat, the report contains a number of other recommendations to reduce catastrophic injuries in high school sports. For the full report, visit [www.unc.edu/depts/nccsi/ReportAnnual.pdf](http://www.unc.edu/depts/nccsi/ReportAnnual.pdf).

(Source: NFHS "In the News," October 2008)



## INVESTORS IN CT YOUTH



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