

CONNECTIONS:



Cover By: Kevin Arpin Grade 8, North Haven Middle School

Programs that Help Students Connect to their High School Communities *A monograph by the CAS High School Professional Studies Committee*

The Connecticut Association of Schools
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INTRODUCTION



"Helping our children to learn more always begins with a commitment to keeping our children safe in school ... Staying connected with our teenagers is something we simply have to do. Young people need to have a sense of connection ... the most important thing we can give young people is a deep, abiding sense of hope."

Richard W. Riley, U.S. Secretary of Education
Seventh Annual State of American Education Address
"Setting New Expectations"
February 22, 2000

Over the past several years, occurrences of violence at schools across the country have focused national attention on the problems of our youth in society. The news media have profiled the perpetrators of violent acts at schools, and quite often these profiles revealed young persons who felt "disconnected." They are often shown to be students who were not part of the "in crowd," had deep personal problems, and whose views were not accepted by the mainstream of school society.

Schools play a greater role than ever in the social development and emotional well being of the students in their charge. Changing family demographics show a decrease in parents' ability or willingness to inculcate a strong sense of values and belonging in their children; many look to the schools to provide these opportunities.

The 2000 monograph features programs that provide opportunities for students to feel connected to their school community. In preparing this monograph, the CAS Professional Studies Committee sent questionnaires to 178 public and parochial high schools in Connecticut. We received 43 responses, a 24% return. We found a wide variety of programs used to promote connectivity.

Many of the programs are very creative in their approaches and have been in existence for a number of years. Some of the programs featured include:

- At-risk Academics
- Community Outreach
- Diversity / Tolerance
- Peer Relations / Support
- Transitioning / Welcoming New Students

Congratulations to the schools profiled in this monograph; we encourage others to follow their lead and use them as a resource.

Arthur C. Arpin, Chairperson
Professional Studies Committee



RELENTLESSLY PURSUING SUCCESS FOR EACH STUDENT

Connecticut's children now lead the nation in reading, writing, and math achievement as measured by the National Assessment of Educational Progress (NAEP). Our students' SAT and Advanced Placement participation rates and scores are models for the nation. The percentage of high school graduates enrolling in higher education is at an all-time high, and our statewide dropout rate has declined. These data reflect the overall success of our students. However, while Connecticut is realizing significant success as a whole, many students are not achieving at the levels we want them to. Some are not succeeding at all. We know, however, that every student can become a confident learner and graduate from high school.

Success in these efforts requires believing in continuous improvement, annually measuring and reporting achievement, and changing approaches as needed. Wherever and whenever students are not successful, we must change what we are doing.

At a recent meeting of the State Board of Education, members expressed the need to take action with a greater sense of urgency in reaching out to each student. I have often spoken of the need for more personal attention to our young people, by making a connection with every student and taking steps to make sure each student feels connected to his or her school, family and community. Our commitment must be absolute; every adult in every school and community must help, and every student must be reached.

Expectations, achievement, reducing isolation and increasing "connectedness" are interrelated, and they shape a vision of who we are and what we hope our children will become.

One of the best deterrents to disruptive behavior and violence is the self-confidence built from early success in school. We must recognize that every student has a need to feel successful and that he or she belongs -- a need to participate in and identify with something: a sport, a community group or service organization, an academic discipline, an extracurricular activity, a creative project in the arts, an internship, a guided study, a hobby or other learning opportunity that could help shape his or her future. Every student also needs daily, individual attention from at least one adult in school who is concerned about his or her well-being and progress.

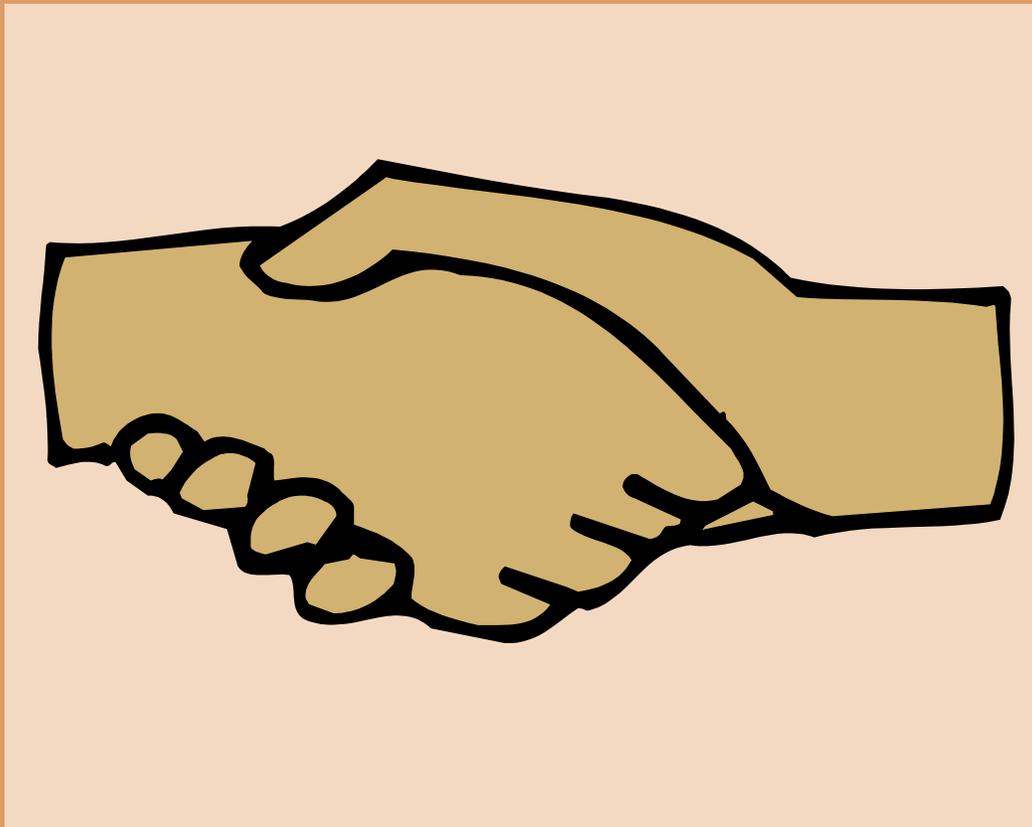
To have truly equal educational opportunity and to eliminate disparities in our system, we need to work together, focus on student achievement, take specific actions to change our system, embrace a common set of high expectations and be relentless in our pursuit of each child's success.

This is our greatest challenge: to inspire hope, confidence and a belief that, given the support they need, all students are capable of experiencing success. Clearly, this approach requires much more personal attention and individualized instruction for every student.

I commend the Connecticut Association of Schools for focusing on this issue and urge all school leaders to continue to find new ways of reaching out to every student in order to connect them to a successful future.

Theodore S. Sergi
Commissioner of Education

COMPREHENSIVE PROGRAM PROFILES



Title of Program	HIGH SCHOOL TRANSITION ROOM
School	Fitch Senior High School
Address	101 Groton Long Point Road, Groton, CT 06340
Telephone	(860)449-7200
Principal	Mr. John Luciano
Contact Person	Edward Bartolini, Assistant Principal
Number of students involved	300-350 per year
Percent of student population	appx. 35%
Number of years in existence	3 years
Target population	out-of-district transfer students

Description

There are special circumstances affecting Fitch High School which led to the development of the High School Transition Room four years ago. Here the focus is to serve a transient student population due to the existence of local military facilities (U.S. Coast Guard Academy and the Groton Submarine Base). Over forty percent of the entire school population are military dependents. In addition, there are high-tech defense-related industries such as Pfizer Pharmaceutical and a significant area tourism industry which add

to a transient and mobile population.

Expected Outcomes and Indicators of Success

In the Transition Room Program, students are assigned to one primary guidance counselor for their first year at Fitch. As "new arrivals," transferring students spend their first several days at Fitch in the Transition Room. They are given a battery of basic academic tests to assess their current level of knowledge for placement purposes. In addition they are paired with a member of the National Honor Society. This arrangement allows for coverage of everything from the "nuts and bolts" issues of the moment to those that may appear over the long term. After a tour of the building and an explanation of the facilities are provided, block scheduling, and the availability of clubs, student organizations, and other co-curricular opportunities are explained in detail. Although this paired arrangement is designed for a short duration, it certainly can be built upon to address any student-oriented issues over an extended period of time.

The Transition Room Program insures that all transfer students get a personal introduction to the school regardless of their date of entry. The coordination between the adult (guidance counselor) and student (peer guide from NHS) team sends a powerful caring message that carries weight far beyond the time the transferring student is introduced into the Fitch High School community. Over thirty-five percent of the school population (three hundred students) has benefited from this team approach aimed at reducing the stress of transferring to a new school. While the high number of transfers to Fitch make this issue a considerable challenge, the dedication towards acclimating transfer students is certainly beyond business as usual. The program acknowledges a common problem and implements a personal, practical approach to deal with it.

Title of Program	NATURAL PEER HELPERS PROGRAM
School	Jonathan Law High School
Address	20 Lansdale Avenue, Milford, CT 06460
Telephone	(203)783-3574
Principal	Ms. Arlene Gottesman
Contact Person	Bea Javian, Guidance
Number of students involved	appx. 50 students serve as peer helpers
Percent of student population	appx. 5%
Number of years in existence	9 years
Target population	entire school population

Description

For the past nine years, Jonathan Law High School of Milford has incorporated a program, which is offered nationally and in Canada, called Natural Peer Helpers. It is a program designed to help students strengthen their communication and helping skills. Students who become involved in Natural Peer Helpers also have opportunities to provide support to other students, and service to their school and community.

The philosophy of Natural Peer Helpers is to take advantage of those existing informal networks among students and teachers. Young people tend to seek out one another when they have personal problems. Students who are trained under the Natural Peer Helpers Program will have skills that can help them to better help their friends.

Students can become involved with Natural Peer Helpers in a variety of ways. At Jonathan Law, their teachers or other students can refer them, or they can volunteer to join. The national model also calls for students to be selected by an anonymous survey, which is also very much a part of the recruiting process at Jonathan Law. Every attempt is made to ensure that a good cross-section of students is represented. The selection process does take into account the "sub-group" to which a particular applicant may belong.

Students who are selected and choose to participate in this program then are given about 30 hours of training in a retreat setting. This training is provided by specialists at Bridges, where they learn how to better listen to others, how and when to intervene when they see problems, and how and when to seek additional outside helping resources. Training is continued throughout the year in a less-structured format, and covers a variety of topics the Natural Helpers might encounter: stress, suicide, sexual abuse, date rape, drug abuse, domestic violence, academic pressure, and others.

Expected Outcomes

Members of Natural Helpers are trained to:

- * Provide effective interventions with their friends and peers,
- * Choose positive ways to better care for themselves,
- * Find ways to improve their school and community,
- * Develop greater awareness and sensitivity for the diverse populations within the school.

Indicators of Success

Jonathan Law High School reports success with this program. They point to such indicators as a number of successful Peer Mediation interventions to solve problems, peer tutoring, mentoring of elementary school students, and workshops on the issue of diversity. As a result of these workshops, a Diversity Club was formed in a response to a recognized need. In addition, several projects and activities have been undertaken to promote school and community involvement. Such projects have included school beautification projects, "bowl-a-thons" and volleyball tournaments to raise money for local causes, and other attempts to reach out to those in need in both the school community and the community at large.

Title of Program	PEER ACADEMIC LEADERS (P.A.L.) PROGRAM
School	Jonathan Law High School
Address	20 Lansdale Avenue, Milford, CT 06460
Telephone	(203)783-3574
Principal	Ms. Arlene Gottesman
Contact Person	Ms. Arlene Gottesman, Principal
Number of students involved	appx. 30 students serve as P.A.L.'s
Percent of student population	appx. 3%
Number of years in existence	2 years
Target population	ninth graders

Description

A new program at Jonathan Law High School is the Peer Academic Leaders. In this program, some 30 seniors volunteer to give up their study halls to be assigned to freshman classes. While in those classes, they help ninth graders who are in academic difficulty by means of tutoring and setting examples for behavior and preparedness for class. Seniors are assigned in accordance with their own academic strengths and interests. For example, a student who enjoys English would be assigned to a student in a ninth grade

English class. An added benefit of this program is that seniors who volunteer for the program may themselves have some weaknesses in academic motivation. The positive reinforcement they get from their freshman partners and the teacher may help to improve their own academic performance.

Expected Outcomes

Ninth grade students will experience a smoother transition to the high school way of life, which will help them meet greater success both academically and socially.

Indicators of Success

Although this program is too new to have a record of success, it will be measured by the decrease in the number of ninth-grade students who are in academic difficulty.

Title of Program	L.A.U.N.C.H. DAY
School	New Canaan High School
Address	11 Farm Road, New Canaan, CT 06840
Telephone	(203)972-4444
Principal	Dr. Bernard Josefsberg
Contact Person	Gary Field, Assistant Principal
Number of students involved	1130
Percent of student population	100%
Number of years in existence	1 year
Target population	all students (grades 8-12)

Description

L.A.U.N.C.H. DAY was an all-day event at New Canaan High School where, in the words of Assistant Principal Gary Field, there was to be... "a departure from scholastic business as usual to 'launch' the school year via the inclusive theme of self-respect, mutual respect, and civic responsibility." Prompted by incidents of school-related violence in schools throughout the country, administrators at New Canaan High supported a series of programs for the opening of school in September of 1999 to unite the school by focus-

ing on tolerance and inclusion. The idea for L.A.U.N.C.H. grew from the teamwork of many individuals the previous spring.

Directly after the Columbine incident, Dr. Josefsberg and Assistant Principal Field consulted with the Student Coalition to brainstorm possible responses. The topic was also discussed at length in the Bridges Club, which has been credited with developing the idea of L.A.U.N.C.H. DAY. A student in the club as well as the faculty advisor were described as "instrumental" by Dr. Josefsberg in getting the idea moving.

Students at New Canaan High wanted to do something after the Columbine shooting and were encouraged by administration to plan and do something meaningful to set a positive tone for the opening of their school year. High schools from every corner of the United States felt the pain of the Colorado tragedy and shared their concerns about students who feel alienated and disconnected in school. This concern prompted New Canaan High's determination to create a better school environment. What grew from the New Canaan students' concerns was special.

Newspapers covering the New Canaan event in September quoted Principal Josefsberg: "Columbine provided the spur to do some things we maybe should have been doing before. Our goal with L.A.U.N.C.H. was to set a tone for the upcoming year." Gary Field, assistant principal, shared that Principal Josefsberg thought of the name L.A.U.N.C.H. as an acronym: Let's All Unite New Canaan High. After the idea of launching took hold, the program for the day began to take shape based upon a variety of suggestions from the Student Coalition and from the Bridges Club.

The day's agenda included a club fair, a barbecue lunch and a variety of topical workshops dealing with relationship-building; among others were variety in learning style, teamwork, peer counseling, decision-making, rights and responsibilities, dating issues, youth in government, sexual orientation, and bridging gaps among people of diverse backgrounds, cultures, and values. After attending their first period classes, students heard a motivational speech from a local attorney, Alfred Watts, founder of the New Canaan-based Path of Success, a motivational seminar enterprise focusing on heightening self-worth and building community. Following Watts's speech, students broke into smaller pre-selected workshop groups of 100. The six-hour day's schedule concluded at 1 p.m. with a speech by the parent of a student killed in the April 20 Columbine High School shooting.

continued

L.A.U.N.C.H., *continued*

Mr. Robert Curnow, a friend of some New Canaan residents, is a Littleton resident who lost his 14-year-old son Steven. Harris and Klebold left evidence that they felt excluded from high school life and expressed rage against fellow students and faculty. Curnow's message to New Canaan's students and staff did not focus on the mayhem of that fateful day in Littleton, but rather focused on the outpouring of love and support that followed the tragedy. In his speech, Curnow shared the words a Columbine student had written and e-mailed to him:

Paradox

"The paradox of our time in history is that we have taller buildings but shorter tempers. We have wider freeways, but narrower viewpoints. We spend more, but have less. We buy more, but we enjoy it less. We have bigger houses and smaller families; more conveniences and less time. We have more degrees, but less depth; more knowledge but less judgement; more experts, but more problems; more medicine, but less wellness. We have multiplied our possessions but reduced our values. We talk too much, we love too seldom and we hate too often. We learned how to make a living but not a life. We've added years to life but life to those years. We get all the way to the moon and back, but have trouble crossing the street to meet a new neighbor. We have encouraged outer space, but not the inner space inside of us. We've cleaned up the air, but polluted the soul. We've split the atom, but not our prejudice. We have higher incomes, but lower morals. We become long on quantity, but short on quality. These are the days of two incomes, but more divorce; of fancier houses, but broken homes. It is a time when there is much in the show window, but nothing in the stock room; a time when technology can bring this letter to you and a time to choose to either make a difference or hit delete."

New Canaan First Selectman Richard Bond attended some of the workshops and shared his enthusiasm about the day. Of Curnow's speech, he said he considered it beneficial to hear firsthand the need for better communication. A New Canaan parent who was one of the organizers indicated that the day was positive and upbeat. She was quoted in an area newspaper, "I think the whole point of the event is to initiate change within through sensitivity." Assistant Principal Field reported that the high school set up a Web uplink between New Canaan High School and a high school in Colorado so that students at either location could follow the program.

Expected Outcomes and Indicators of Success

The concept of the day grew from a desire to help students focus on the importance of healthy relationships to the overall health of a school community. Students connected to each other and to students in another school to dialogue about issues, which can either drive students further away from school or connect them to school in positive and valued ways. When interviewed for this monograph, Mr. Field indicated that the expected outcomes of the day were twofold: (1) heightened awareness of how critical healthy relationships are for a healthy school community and (2) increased participation in non-athletic co-curricular activities. L.A.U.N.C.H. DAY was designed to open communication among students and faculty. Dr. Josefsberg said, "Talking creates convergence. I'm hoping it will create some hunger, some need for further discussion in the future." A local reporter wrote in his coverage that anyone who heard the open-mike session at the end of the day heard the sentiment of continuing the day beyond September 10, 1999. Mr. Field indicated in the interview for this article that the "school and community like the concept of this kind of day at the beginning of a school year." Based upon the reports about the day, the outcome of heightened awareness was certainly achieved.

Indicators of success such as (1) measures of affiliation (i.e. attendance, participation rates, and academic performance) and (2) climate indicators (i.e., student satisfaction measures and disciplinary incidents) will have been measured over the 1999-2000 school year and in ensuing years as the program continues.

Title of Program	ALTERNATING TECHNICAL EDUCATION
School	Thomaston High School
Address	185 Branch Road, Thomaston, CT 06787
Telephone	(860)283-3030
Principal	Mrs. Robin Willink
Contact Person	Frank Marinelli, Vocational Coordinator
Number of students involved	19
Percent of student population	7%
Number of years in existence	10 years
Target population	10-12 graders

Description

The Alternative Technical Education Program focuses on student participation, hands-on learning, and meeting individual needs. The program is designed for students who consistently exhibit difficulty in the traditional educational program and for whom the prognosis for success is minimal. During the students' freshman year, the school identifies those young people with some vocational inclination who exhibit a general lack of interest in school, poor academic performance, or difficulty complying with school rules.

Working with parents, guidance and, in some cases, the special education teachers, ATE staff members require students to complete an application and then interview for the program. Approximately twenty students this school year are enrolled in the Thomaston High School program that is supervised by two teachers and an instructional assistant.

The program begins in grade ten when students take academic courses required for graduation from 7:40 - 11:00 generally including English, math, biology and physical education. From 11:00 until 2:05, the end of the school day, students receive instruction in Power Technology, Construction Technology, Computer Aided Design, or Mechanical Drawing.

The sophomore year also focuses on career exploration, job shadowing, preparation to go to the Bristol Technical Education Center, and appropriate work behaviors such as being punctual, responsible, and receptive to job supervision. As being in the appropriate shop is crucial for students to succeed at BTEC, personnel from Thomaston High School and BTEC work together to prepare and channel students into the right shop for the junior year.

During the junior year, students in the ATE program are required to attend BTEC. They receive instruction in one of the following: welding, automotive technology, digital electronics, food trades / baking, computer aided design, machine tool and CNC, or air conditioning, refrigeration and heating systems. The students will also receive supportive help when necessary and academic credit for math, English and United States history.

While attending BTEC, students are still enrolled at Thomaston High School and will receive credit from Thomaston. Students can participate in all extra curricular activities at Thomaston High School while enrolled at BTEC. Also, a member of the ATE staff will be on site at BTEC on a regular basis to provide supportive help to students as needed and monitor vocational and academic success. Open communication between staff members from both schools is a vital element to the success of this program.

During the senior year, students return to Thomaston High School. Again they receive their academic instruction and any necessary support services in the morning followed by school to work transition in the afternoon. Supplemental technical training is provided by field experience within the community.

continued

Alternative Technical Education, *continued*

Expected Outcomes and Indicators of Success

A number of components contribute to the program's success. The low student teacher ratio provides ample guidance and individual attention for each student. Although the program is highly structured, students are not under the constraints of an academic classroom. The program is based on student interest. They may work on their own vehicles, musical instruments, or other projects. The instruction is often connected to student work and is geared to each student. One positive component of the program is the feedback students receive. Working with ATE teachers, students are responsible for a number of projects in the school and community. They do landscaping, carpentry, repairs, and a number of other things on an as needed basis. As they gain recognition from staff and students, their self-esteem and connection to the school grows. They are proud of their contributions to the school and town.

Another positive component is the teaching assistant who serves a variety of needs. The assistant tutors ATE students in academic areas during part of the time they are working in ATE. Consequently, a number of students who have previously had a negative experience with school find academic success. The assistant also organizes and arranges visits to a variety of job sites helping students to gain a more realistic picture of the opportunities that exist for them and of what is expected in the work place. The assistant and teachers help students find and apply for jobs and offer advice as they transition into part-time employment.

Parents are outspoken in their support of the ATE program. The ATE staff members involve the parents through quarterly parent meetings and frequent contact. Parents who have had negative dealings with school enjoy witnessing their child's success. Parents also share their own work experiences with a responsive audience.

Perhaps the most important reason for ATE's success is that it is an alternative program that is housed in school. Students are not further alienated by being placed in another setting. They share academics, activities, and lunch with their peers, but realize that they have the afternoon to do something they have chosen to do.

The ATE program has many indicators of success. One parent said, "If it weren't for ATE, my son would not be in high school." ATE students are quick to say that the only reason they are here is ATE. Administration and staff members recognize that ATE provides a positive place for one segment of our population to succeed. Although a number of ATE students have been potential dropouts, the program has encouraged them to remain in school, and only a few students have not completed the program. All students are exposed to a more diverse population when they attend BTEC and have the opportunity to work alongside adults and peers from other area schools. They are prepared with skills to find employment after high school as well as the background to pursue further schooling. The Alternative Technical Education Program connects students to school, meets their individual needs in a positive manner, and prepares them for life beyond high school.

Title of Program	ALLIED HEALTH PROGRAM
School	Crosby High School
Address	300 Pierpont Road, Waterbury, CT 06705
Telephone	(203)574-8061
Principal	Barbara Ciriello
Contact Person(s)	Delores DeVito and Wanda Faucher (203)574-8060
Number of students involved	
Percent of student population	
Number of years in existence	27 years
Target population	11th and 12th graders

Description

Crosby High School in Waterbury, Connecticut offers a two-year Allied Health program as a vocational option for students in their junior and senior year. This initiative is geared toward the general population of the school. This program has been in existence for the past 27 years and has been extremely successful in connecting students to their school and to their community. The program runs on a block schedule. Students alternate on three-week cycles. The first three weeks are dedicated to academics that meet

in a double block format. The next three weeks are dedicated to the Allied Health program. Students work to complete the requirements to become a State of Connecticut certified nursing assistant. In their senior year they work in a specific department at St. Mary's Hospital in Waterbury.

Expected Outcomes

- Successful completion of certified nursing assistant requirements
- Job opportunities in a variety of health care settings such as acute care, long term care, MD offices and clinics
- Pursuit of higher education opportunities in related fields

Indicators of Success

Wanda Faucher, one of the Allied Health instructors and coordinators, describes the program as one that gives hope to students who might otherwise disconnect from school. The program has a positive effect on drop out and retention rates. The connection with the community is indisputable. St. Mary's Hospital hires a number of students at \$13.00 to \$15.00 per hour. A large percentage of students from the program moves on to some type of health related career. Students serve in positions that assist phlebotomists, lab technicians, emergency room technicians, pharmacy technicians, EKG technicians and patient care specialists. Students are placed in area hospitals and local physician offices.

ADDITIONAL PROGRAMS



Title of Program	TEEN TRANSITION TEAM
School	Ansonia High School
Address	20 Pulaski Highway, Ansonia, CT 06401
Telephone	(203)736-5060
Principal	Mrs. Wilhemenia Christon
Contact Person(s)	Patricia Nicolari, Health Issues Teacher Lorraine Tanner, ESOL Teacher

school event with parents.

The parent event features the theme of "Welcome to Ansonia." All of the student volunteer buddies and their parents accompany the new students and parents. They provide information that includes tips on where to shop, what to avoid and other activities for teenagers. Also, AHS graduates are recruited to help the new students by meeting them for lunch, introducing them to new friends, and encourage their participation in school activities such as sports and clubs.

Spanish speaking students are paired with bilingual students.

Overview

Students volunteer to join the Teen Transition Team to acclimate new students to Ansonia High School and to the community through a variety of activities.

This peer group works with students that previously attended other schools in the United States or foreign countries. The Teen Transition Team provides three after-school activities including two field trips and one

Title of Program	HOMEROOM ADVISORY COMMITTEE
School	Avon High School
Address	510 West Avon Road, Avon, CT 06001
Telephone	(860)673-2551
Principal	Dr. Michael Buckley
Contact Person(s)	Dr. Michael Buckley, Principal

of the 50 homerooms will have had the opportunity to meet with administrators. The administrators feel that this is a worthwhile investment of their time due to the high quality of feedback that students generate.

Overview

Administrators at Avon High School meet weekly with two different homerooms for a double period. The purpose of this program is to provide a forum for students to discuss ideas, concerns or interests with a building administrator. This program has helped to promote an enhanced sense of community, improve communication, and provide students with a mechanism to insure that their concerns are heard. By the end of the school year, each

Title of Program	"THE GREAT ESCAPE"
School	Berlin High School
Address	139 Patterson Way, Berlin, CT 06037
Telephone	(860)828-6577
Principal	Mr. George Synnott
Contact Person(s)	Alice Mitchell, Upbeat Coordinator

group of approximately 15 teachers and staff, police officers, and parents away for a two-day residential

continued

Overview

The purpose of this program is to open the lines of communication between various groups of students and adults in the school community. The hope is to foster a better understanding among these groups. The Great Escape program takes a group of approximately 60 students including special needs students, identified high risk students, and students from the regular education population, along with a

“Great Escape,” *continued*

training workshop. Workshop activities and presentations deal with decision making, self-esteem, group dynamics, choices, communication skills, stereotyping, a challenge course, team building, personal growth and self-awareness, problem solving and action plan development. Working in small groups, all participants plan and implement school community service projects.

This interaction and training during The Great Escape offers the students an opportunity to examine their own skills and abilities to handle various life situations. As a result of this experience, the students become more connected and involved with their school and their community. They learn that they are an important part of their school and community and their contributions are meaningful. Finally, through this group interaction and the training process, students develop a support system with the school and the community.

The Great Escape has been in existence for five years. Positive feedback from participants, observations, the successful completion of community service projects, and the overwhelming number of requests to attend this event every year are all indicators that this program has been and continues to be very successful for Berlin High school students and school community.

Title of Program	“HARVEST PARTY”
School	Kolbe-Cathedral High School
Address	33 Calhoun Place, Bridgeport, CT 06604
Telephone	(203)335-2554
Principal	Mrs. Jo-Anne Jakab
Contact Person(s)	Lisa Matson, Student Council Advisor

Overview

Harvest Party is an indoor field day. Classes select class colors, prepare banners, and select teams to participate in relays, games, and other competitive events such as cheering contests and food drives. Classes bond as a unit and the entire period bustles with positive energy, friendly competition, and spirit. The day before

Thanksgiving is always the date for Harvest Party, allowing alumni to attend the event. There seems to be something for everyone - artwork, athletic events, sportsmanship, class recognition. Success is indicated by the number of returning alumni, widespread mention of Harvest Party in the yearbook, and the large number of students who turn out for Harvest Party planning sessions.

Title of Program	PRIDE PROGRAM
School	East Hartford High School
Address	869 Forbes Street, East Hartford, CT 06118
Telephone	(860)282-3223
Principal	Dr. Steven Edwards
Contact Person(s)	Mary Leger, Activities Coordinator (860)282-3326

Overview

PRIDE stands for Personal Responsibility in Daily Effort and is an academic reward program which involves students, parents, teachers and community businesses. Once a month, students can qualify to attend a PRIDE NIGHT at the high school completely free of any costs. PRIDE nights include basketball, volleyball,

badminton, ping-pong, karioke, bin-go, double dutch, twister and other games. Each month local businesses sponsor the event. Papa John's provided pizzas; Friendly's, sundaes; Shaw's, grinders; Diversity Music, a D.J. Parents and teachers volunteer to chaperone and serve food. Every month we raffle off about thirty

continued

PRIDE, continued

donated items such as movie tickets, bowling passes, sports equipment and CD's. Student eligibility is determined by the teachers. It is based on good attendance, behavior, attitude and homework effort. The program was designed by students to help motivate students. The program is based on effort not grades. The PRIDE Program is a favorite of students, teachers, parents and the community.

Students are eager to attend PRIDE nights and are therefore motivated to do their homework and behave in class. Also, the casual evenings of sports and music provide a time for students and teachers to get to know one another outside the classroom.

Participation in the program is excellent. Often there are more than 300 students and several faculty volunteers. The community businesses and parents who have helped at PRIDE often ask to come again.

Title of Program	START DIVERSITY RETREAT
School	East Hartford High School
Address	869 Forbes Street, East Hartford, CT 06118
Telephone	(860)282-3223
Principal	Dr. Steven Edwards
Contact Person(s)	Mary Leger, Activities Coordinator (860)282-3326

Overview

START is a three-day retreat attended by 80 students and staff members at an overnight camp before school in the fall. The attendees form a microcosm of our diverse population and must obtain two teacher recommendations as well as write a short essay stating why they wish to attend. The student staff members

who attend weekly training and planning sessions throughout the summer run the program. The participants attend five interactive workshops on such topics as stereotyping, respect and appreciation of our similarities and differences. An extensive low-level ropes course helps to build group cohesion and develop problem-solving skills. Barriers are torn down and lasting friendships are formed. At least eight faculty members attend as participants, which allows them an opportunity to get to know our population outside the classroom. The group continues to meet throughout the school year. The students bring their families together for potluck suppers and plan and carry out a service project together. Each spring they are instrumental in selecting students who would benefit from attending the program the following year.

Students learn to be more accepting of their differences. They learn that their similarities far outweigh their differences and they learn to work together.

The START students are very anxious to share their experiences with others. Some have actually led workshops in their classrooms.

Title of Program	COMMUNITY SERVICE CLUB
School	Hartford Public High School
Address	55 Forest Street, Hartford, CT 06105
Telephone	(860)278-5920
Principal	Mr. Joseph Wall
Contact Person(s)	Gary Lotrek, Teacher/Adviser

Overview

The purpose of this program is to attempt to connect the school community to the surrounding community. This is the second year that this program has been in existence. There are currently 65 students involved. The program is open to all students in grades 9-12. The group meets at least one time each month to plan and execute various community service activities.

Title of Program	NEWCOMERS CLUB
School	Lyme-Old Lyme High School
Address	69 Lyme Street, Old Lyme, CT 06371
Telephone	(860)434-1651
Principal	Dr. David Harriger
Contact Person(s)	Fred Esposito, Adviser

Overview

Monthly meetings are held for members of the Newcomers Club, which consists of each new student in the high school. Various topics are discussed at these meetings, including adjustment strategies, methods of overcoming homesickness, and ways to deal with the loneliness feelings caused by being uprooted. The Newcomers Club also explores the differences and similarities between the new and previous

school.

The first two meetings for this group are mandatory. Attendance at all subsequent meetings during the school year are optional. Generally, the club's mission transforms into that of a support group after two or three meetings. New students are welcomed into the school and are acclimated into the community in a positive and supportive manner.

New students have expressed support for the mission and performance of the Newcomers Club and indicate that it helps them feel welcome in their new school and community. Friendships are developed more quickly as a result of participation.

Title of Program	FRIEND-TO-FRIEND PROGRAM
School	Stamford High School
Address	55 Strawberry Hill Ave., Stamford, CT 06902
Telephone	(203)977-4226
Principal	Mr. Tony Pavia
Contact Person(s)	Ms. Theresa Magistro, ProgramCoordinator

Overview

This is a relatively new program to Stamford High School. Staff and students together identified the need to provide a means of transitioning new students into the school environment. This program specifically targets foreign born and non-English speaking students. New students are partnered with a "friend" who will host the new student. New students may be given a tour of the school, brought to a

sporting event, taken off campus for a meal or snack, and/or mentored as part of his/her transition to Stamford High School.

Title of Program	XEROX PARTNERSHIP PROGRAM
School	Stamford High School
Address	55 Strawberry Hill Ave., Stamford, CT 06902
Telephone	(860)434-1651
Principal	Dr. David Harriger
Contact Person(s)	Fred Esposito, Adviser

Overview

Xerox Corporation and Stamford High School have created a multi-faceted program that has served to provide students with a meaningful connection between school and the world of work. The program specifically targets Hispanic students who are part of the bilingual program. The program provides mentorship, tutoring, summer work opportunities, and scholarships to the students who participate in

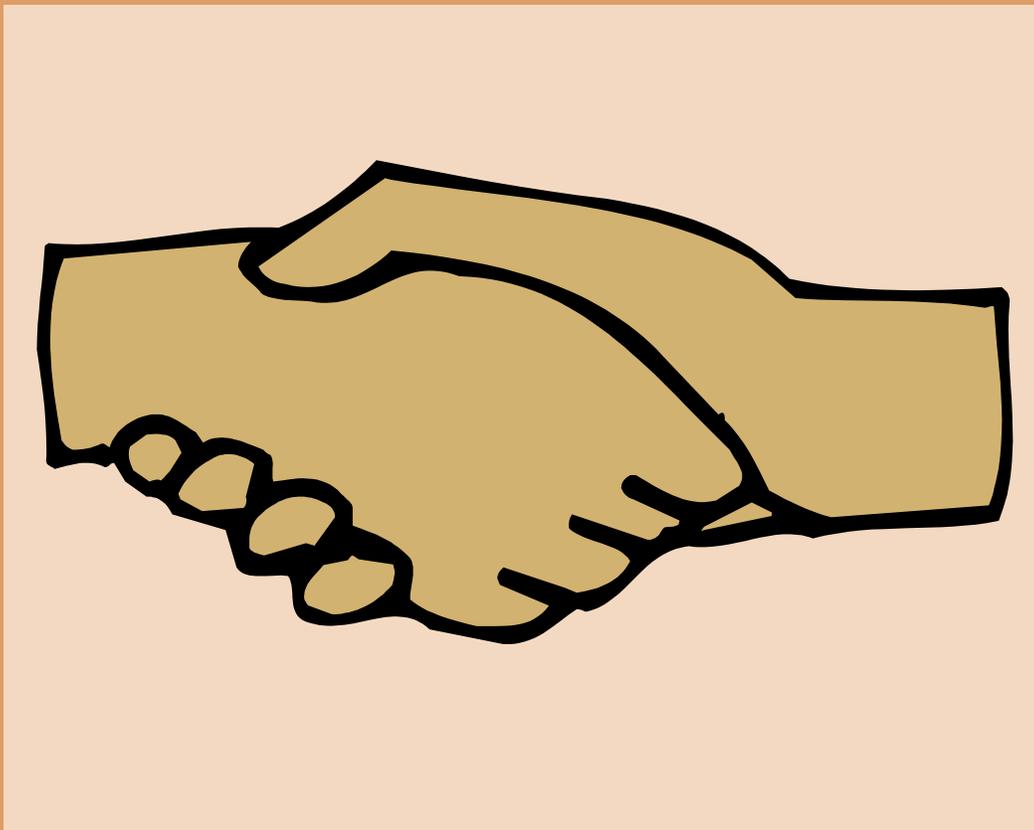
the program. Stamford High School has also benefited via contributions of computers and furniture, financial assistance to programs, and workshop and career day facilitation and participation. This is the fifth year of the partnership and Stamford High School hopes to expand the program to affect a greater number of students.

Title of Program	POSITIVE LIFE CHOICES PROGRAM
School	Weston High School
Address	115 School Road, Weston, CT 06883
Telephone	(203)291-1600
Principal	Mrs. Mary Monroe-Kolek
Contact Person(s)	Sandra Warkinton, School Psychologist

Overview

Weston High School's Positive Life Choices Program targets students who have not made healthy or helpful choices and are interested in becoming well-educated, law-abiding citizens. Students focus on identifying at risk behaviors, are exposed to real-life outcomes of negative decisions and work on developing positive problem solving skills with the facilitators of the program (school psychologist and one member of the local police department) on a weekly basis.

APPENDIX



RESPONDING SCHOOLS

Many thanks to the 30 schools which responded to our survey but were not featured in this monograph. These schools shared with us a myriad of unique programs which are worthy of note and possible investigation. We encourage you to contact these schools for additional information.

Bethel High School	<ul style="list-style-type: none"> • The New CORE • Interact • Peer Leadership Training 	Daniel T. Pompa (203)794-8630 Diana Loiewski (203)794-8600 Walter Hartsburg (203)794-8623
Branford High School	<ul style="list-style-type: none"> • Cultural Diversity Club/ Advisory Program 	Dave Maloney (203)488-7291
Central High School, Bridgeport	<ul style="list-style-type: none"> • Community of Learners 	K. Chimini and A. Karcich (203)576-7377/8057
Parish Hill Middle/Sr. High School, Chaplin	<ul style="list-style-type: none"> • Diversity Club 	Andy Seles and Maryellen Donnelly (860)455-9584
Morgan School, Clinton	<ul style="list-style-type: none"> • Diversity Day 	Beth Nadeau (860)664-6506
Henry Abbott Tech, Danbury	<ul style="list-style-type: none"> • Students Against Destructive Decisions 	Sandra Green (203)797-4069
East Hampton High School	<ul style="list-style-type: none"> • Interact Club 	Susan Stabach (860)365-4030
East Lyme High School	<ul style="list-style-type: none"> • Mentor Program 	Gerald Mistretta (860)739-1521
Farmington High School	<ul style="list-style-type: none"> • Mentor Program 	Michael Cunha (860)673-2514
Eli Whitney Technical High School, Hamden	<ul style="list-style-type: none"> • Young Men's Leadership Program 	Keith Martin (203)397-4031
Hartford Public High School	<ul style="list-style-type: none"> • Technology Academy • Arts and Humanities Academy • Classical Magnet Program 	Joseph Wall (860)278-5920 Joseph Wall (860)278-5920 Joseph Wall (860)278-5920
RHAM High School, Hebron	<ul style="list-style-type: none"> • Peer Helpers 	Thomas Jones (860)228-9474
Litchfield High School	<ul style="list-style-type: none"> • Advisor/Advisee Program 	Jeff Maher (860)567-7530
Maloney High School, Meriden	<ul style="list-style-type: none"> • Marketing/School-to-Career 	June Ottaviano (203)234- 2334 ext. 199
Mercy High School, Middletown	<ul style="list-style-type: none"> • Advisor/Advisee Program 	Steven Brickey (860)346- 6659
Montville High School	<ul style="list-style-type: none"> • Diversity Day • Peer Mediation • Character Education 	} Richard Cirillo, Stephanie Hall, and Richard Douglas (860)848-9208
New Fairfield High School	School Resource Officer	Paul Hoffman (203)312- 5805

North Branford High School	<ul style="list-style-type: none"> • Freshmen Connections • Step-up • STM (Students, Tutors and Mentors) Program • Peer Advocates/Mediators • Teaching 	<p>Dave Perry (203)484-1465 Dave Perry (203)484-1465 Dave Perry (203)484-1465</p> <p>Dave Perry (203)484-1465 Dave Perry (203)484-1465</p>
Putnam High School	<ul style="list-style-type: none"> • S.A.D.D. 	Linda Joyal (860)963-6905
Joel Barlow H.S., Redding	<ul style="list-style-type: none"> • X-Period 	Henry Delangelo (203)938-2508 ext. 508
Ridgefield High School	<ul style="list-style-type: none"> • "Midnight Run" 	Lorelle Foulds (203)438- 3785
Seymour High School	<ul style="list-style-type: none"> • H.O.P.E. 	Patricia Mete (203)888- 2561
Southington High School	<ul style="list-style-type: none"> • Homeroom 	Jerry Auclair (860)628- 3229 ext. 232
Stratford High School	<ul style="list-style-type: none"> • Peer Mediators 	Patricia Sheehy (203)385- 4282
Oliver Wolcott RVT, Torrington	<ul style="list-style-type: none"> • "Making Connections" 	Russel Duffy (860)496-5354
Trumbull High School	<ul style="list-style-type: none"> • Key Club 	Judy Zakim (203)452-4516
Rockville High School, Vernon	<ul style="list-style-type: none"> • "The Bridge" 	Jim Balcone (860)870- 6050
Sheehan High School, Wallingford	<ul style="list-style-type: none"> • Human Relations Club/Peer Advocates 	Sean Meehan (203)294- 5905
Crosby High School, Waterbury	<ul style="list-style-type: none"> • Business Internship • I.W.E. • Jr. ROTC • Jobs for CT Graduates • School-to-Career • Epicurean Society • School-to-Work Culinary Arts • Culinary Internship 	<p>Robert Migliorisi (203)574-8060 Mary Allard (203)574- 8060 1st Lt. Christine Dumaine (860)260-5287</p> <p>Darryl Andrews (203)756- 4069 Bernadette Gwiazdoski (203)574-8238 Kirk Palladino (203)754- 8061 Kirk Palladino (203)754- 8061 Kirk Palladino (203)754- 8061</p>
Waterford High School	<ul style="list-style-type: none"> • Learning Through Service Student Steering Committee • Multi-Cultural Club • Peer Mediation • Partnership Advisory Council • Seminar 	<p>Jennifer Ryley Welsh (860)437-6956</p> <p>Robin Baslaw (860)437-6956 Robin Baslaw (860)437-6957 Donald Macrino (860)437-6956 Toni Tessier, Julie Singleton, Jeri Baker (860)437-6956</p>
Windsor High School	"Just One"	Anne Ford (860)687-2020
Wolcott High School	Peer Helpers	Irene Turek (203)879-8164