



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

VOL. 74 / NO. 7

APRIL 2000

ELEMENTARY SCHOOLS SPONSOR BLOOD DRIVES

By Kathleen Flaherty, American Red Cross

What does our blood do for us and what can it do for others when we donate? This year MetLife, the Connecticut Association of Schools, and the American Red Cross teamed up to launch an elementary school pilot program. The objective is to enhance the education students are receiving about the human circulatory system and give them an opportunity to make a difference by sponsoring a blood drive at their school or co-sponsoring a blood drive in their community.

Gary Rosato, principal at Great Plains School in Danbury, liked the idea. "We look for opportunities to connect the students with what is currently

happening in the world," Gary said. After consulting with members of the PTO and staff, Gary agreed that a blood drive would be a great project for the students.

To add some fun and competition to the pilot, MetLife donated a Snoopy stuffed animal and Snoopy posters for each school to use. To date, Chaplan Elementary, Mayberry Elementary, St. Thomas Elementary, St. Gabriel School, Griswold School, Tashua Elementary, Allgrove School and Great Plains School have set a date to sponsor a blood drive. For more information on the pilot, call Kathy Flaherty at the American Red Cross at 860-678-2890.



New Canaan H.S.'s Gary Field receives *Assistant Principal of the Year Award* at 23rd annual conference

CAS ASSISTANT PRINCIPALS' CONFERENCE DRAWS BIG CROWD

By Tom Galvin, Asst. Executive Director

Over 150 assistant principals, K-12, attended the 23rd Annual Assistant Principals' Conference at the Rocky Hill Marriott on March 7th. The keynote speaker, Larry I. Bell of Multi-cultural America in Virginia, received an enthusiastic response to his suggestions on how to re-establish respect in the classroom and school through strategies that model respect, empower others, and set high expectations for all. His case studies, taken from his work as teacher and administrator, motivated the audience and provided concrete examples for his research-based ideas.

The program opened in the morning with a panel discussion on creating a positive climate for change. The speakers, all from East Hartford High School, included Dr. Steven Edwards, principal, Mary Ledger, Activities Coordinator, and Kenneth Gwozdz, director, Student Activities Center. Workshop choices were: Welcome to the Trenches, Alternative High School Programs for Regular Education Students (Enfield and ACES), Creating Safe Schools for Gay and Lesbian Students, School Based Enterprises, and Building Community Through an Advisory Program

continued on page 6



Left to right: Edie Franzi, principal, Griswold School, Berlin; Kathy Flaherty, American Red Cross; Danny Carlson, Griswold student; Maureen Carlson, parent-volunteer; Christopher Zagorski, Griswold student; Bob Carroll, CAS; Jan Zagorski, parent-volunteer; Deborah Kavanagh, MetLife.

congratulations. . . .

2000 CAS Principals of the Year!!!

★ Dr. V. Everett Lyons, Bristol Eastern High School -- see page 5

★ Michael Rafferty, Old Saybrook Middle School -- see page 8

connecticut news & notes

○ Congratulations to the outstanding educators who were selected as this year's recipients of the prestigious Milken Family Foundation National Educator Award:

- Michael Rafferty, Principal
Old Saybrook Middle School
- Robin Hickerson, Teacher
North Haven High School
- Paul Osypuk, Teacher
Mansfield Middle School
- Yvonne Griffin, Teacher
Hartford Public High School

○ In a ceremony at her State Capitol office last month, Lt. Governor Rell congratulated the three winners of the Ninth Annual U.S. Savings Bond Poster Contest. The three statewide winners all middle school students, creatively illustrated how Savings Bonds can help make goals and dreams come true. The first-place winner, Christopher Markel, received a \$1,000 Savings Bond. Markel is a fifth grader at Mill Ridge Intermediate School in Danbury and his winning entry will now be considered for the National Poster Contest. Second place winner for Connecticut is Brittany Lewis, a fifth-grader at Harbor School in New London, who received a \$500 Savings Bond. Third place went to Joseph Martinez also a fifth-grader at Harbor School, who received a \$200 Savings Bond. Kyle Anderson, a sixth-grader at Carrigan Middle School in West Haven, and Katherine Jacox Kyle, a fourth-grader at St. Joseph School in Danbury, received Honorable Mention awards.

○ Ninety-one Connecticut primary and secondary schools received a total of \$82,490 in grants through the SNET "Links to Learning: Internet Safety Grants" program. The grant program, originally announced in November, was designed to promote safe use of the Internet in classrooms and to develop educational programs for the local community. The largest grant recipient, the Vocational-Technical School System of Connecticut, received more than \$10,000 to implement a system wide educational program for the more than 10,000 students in 17 schools.

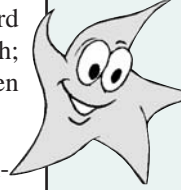
○ Seven CT high schools have been ranked among the top schools in the nation for participation in the Advanced Placement program. Last month, Newsweek Magazine published a list of the top 500 public schools nationwide, ranking schools by a ratio that reflects the number of Advanced Placement

or International Baccalaureate tests taken by students in 1999 divided by the number of graduating seniors. Farmington H.S. was CT's top performer in the category, with a ranking of 90. Hall H.S. ranked 136th; Fitch H.S. ranked 265th; Conard ranked 269th; Staples H.S. ranked 272th; Pomperaug H.S. ranked 376th; and Darien H.S. (445). *****

○ State Rep. Mark Boughton, R-Danbury, a high school teacher, has introduced legislation to bar convicted felons from receiving a teaching certificate for at least ten years. Rep. Boughton argues that under current law a person with a felony record could conceivably earn a teaching certificate but would be ineligible to get a license to be a pawnbroker or bail bondsman. According to state officials, ten individuals with felony records have obtained teaching certificates since 1995. This includes individuals convicted of vehicular manslaughter, robbery, possession of narcotics, larceny and fraud.

○ The principal of Bridgeport's Bridge Academy, Felipe Reinoso, received the President's Service Award at a White House ceremony for his work in founding the Saturday Hispanic Academy. The academy provides enrichment programs to Latino students and has been credited with lowering drop-out rates in the city. In the 10 years Reinoso has volunteered his time to teach English, math, and science, 95% of the students who attended the academy's lessons have gone on to college. Reinoso was one of 21 people selected for the award out of a pool of 3,500

2nd Annual State National Honor Society Conference



May 22, 2000
Hartford Marriott, Rocky Hill

Featuring:

- ★ Theodore Sergi, Commissioner of Education
- ★ David Cordts, Associate Director NASSP Division of Student Activities
- ★ Ed Gerety, Motivational Speaker Gerety Presentations, Portsmouth, N.H.

Conference fees:

CANHS members: \$30 before 4/30 / \$35 after 5/1
Non-CANHS members: \$40 before 4/1 / \$50 after 5/1

For a conference registration form, contact Tori at (203)250-1111.

nominees.

○ One of the nation's largest school reform programs, involving more than 1,000 schools in 41 states, has a new home. The Accelerated Schools Project, which had been housed at Stanford University for 14 years, is moving this month to the University of Connecticut's Neag school of education in Storrs, Conn. Accelerated Schools is partnering with the Neag Center for Gifted Education and Talent Development to share research and fund-raising duties, said Janice Palmer, a spokeswoman for the University of Connecticut. The two programs will maintain their own names

Study ranks "cost-effective" schools

A professor of economics at Bentley College ranked Connecticut high schools based on educational return on taxpayers' investments. Economist Rexford Santerre evaluated CT high schools using a complex formula involving SAT scores and per-pupil spending to ascertain which schools gave the best value per dollar spent. The author was surprised at the results of his study, finding that many of the school systems with the best reputation for academic performance fell near the bottom when it came to value for the dollar.

Critics of the study argued that the analysis was flawed in its failure to consider measures of performance other than SAT scores and in its disregard for many of the variables in school spending.

The study appears in the Winter 2000 edition of *The Connecticut Economy*, a quarterly journal published by the University of Connecticut.

For complete rankings, visit <http://www.lib.uconn.edu/ccea/Ranking.PDF>.

Top 10 most "cost-effective" schools

1. East Lyme
2. Manchester
3. Stafford
4. Coventry
5. Somers
6. New Britain
7. East Haddam
8. Region #8
9. Region #11
10. Ledyard

national news & notes

○ The Bill & Melinda Gates Foundation unveiled a \$350 million gift last month to finance four initiatives over three years to improve K-12 public and private schools nationally, with a special focus on Washington state. More than \$100 million will be allocated to professional development programs for principals and superintendents in all 50 states. Some \$25 million will be allocated for technology training for teachers around the nation. The foundation will also donate \$150 million to 20 districts nationally and 10 in Washington state that are recognized as having superior teaching and learning practices and an emphasis on access to technology.

○ The number of criminal offenders under the age of 18 serving time in adult prisons in the United States more than doubled between 1985 and 1997, according to a study released last week by the U.S. Department of Justice. According to the report, new admissions to state prisons of offenders under age 18 doubled from 3,400 in 1985 to 7,400 in 1997, representing about 2 percent of new admissions each year. Most of the youths were convicted for violent offenses, such as robbery or assault.

○ The percentage of schools with at least one connection to the Internet increased from 89% to 95% between 1998 and 1999, according to "Internet Access in U.S. Public Schools and Classrooms: 1994-1999," released by the U.S. Department of Education. The figure has nearly tripled—from 35%—since 1994. But the nation's poorest schools made no progress in expanding connections to individual classrooms. The percentage of classrooms in such schools with Internet access remained flat, at 39%, from 1998 to 1999. Meanwhile, the percentage of classrooms with Internet access in the nation's wealthiest schools rose from 62% to 74%. Overall, schools reported that 63% of their classrooms were hooked up to the Internet last year, up from 51% in 1998.

○ Education is the No. 1 issue for voters this election cycle, according to a survey released last week by the National Education Association. Forty-two percent of respondents named education as the top priority for additional federal funding, followed by health care at 37% and Social Security and Medicare at 33%. Respondents supported a number of specific education goals, many of which are White House initiatives. They include: increased funding for special-needs students (88%), college scholarships to attract good students to teaching (85%), financial incentives to attract and retain good teachers (82%), increased

funding for low-income districts (82%), national certification standards for all teachers (80%), a \$3 billion allotment for school construction and modernization (78%), and the hiring of 100,000 new teachers (75%).

○ A new tool is now available to help teachers search thousands of learning resources on the Internet and find the materials that are right for their students. The Gateway to Educational Materials (GEM) at www.thegateway.org allows teachers to type a topic, grade level, and other information into a search screen that then retrieves lessons, instructional units, and other free educational materials on that topic, for that grade level. GEM lets teachers, as well as parents and students, search instructional materials of more than 140 federal, state, university, non-profit, and commercial organizations. Currently, more than 7,000 items are included in GEM with hundreds of new resources being added and new consortium members joining each month.

The State of Superintendents

Below are some of the findings from "The 2000 Study of the American School Superintendency," a survey of 2,536 superintendents conducted for the American Association of School Administrators:

Race:

- White: 94.9%
- Persons of color: 5.1%
(up from 3.9% in 1992)

Gender

- Male: 86.6%
- Median age: 52.5
- Time in current position (median):
5 to 6 years

Political affiliation:

- Democrat: 35 %
- Republican: 33.5 %
- Independent: 31.5 %

(Source: Education Week, 3/1/00)

Highlights: Secretary's State of Education Address

Secretary of Education Richard W. Riley outlined a wide range of proposals in his seventh and final State of American Education speech. Among the highlights:

○ **Raising Standards**

Mr. Riley listed five principles that he said should guide states and districts as they implement rigorous academic standards:

- Have a healthy and ongoing dialogue with parents and teachers;
- Make sure that the standards are challenging, but realistic;
- Create quality assessments that have a direct connection to the standards;
- Insist on real accountability for results.

○ **Teacher Professionalism**

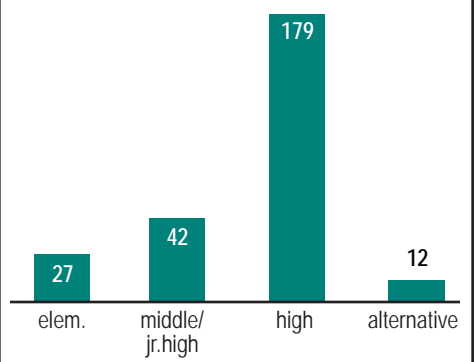
Districts should find ways to keep teachers working for 11 months of the year, in return for more pay. The teachers could use the extra time to take part in professional-development activities, meet with parents, and give students additional instruction.

○ **Other Priorities**

- The federal government should fund 40% of the extra costs associated with special education.
- Schools should form more partnerships with businesses.
- The nation should address the minority achievement gap and "digital divide" by providing more technology and mentors from high-tech fields to needy schools.
- Mentors should help disadvantaged high school students enter and stay in college.
- Higher education leaders should work with K-12 schools to reform teacher education and look for new ways to train teachers.
- Schools should use character education to help students develop a "moral compass."

(Source: Education Week, 3/1/00)

Number of Student Violent Deaths in and Around Schools Since 1992



○ Nicotine patches have been found to be effective in helping adults to stop smoking; however, a recent study found that they are not nearly as effective in helping teens to quit. They can, however, help teens dramatically cut back on cigarettes. Researchers from the Mayo Clinic in Minnesota treated 101 teenagers with nicotine patches. Although 96 of the youths were still smoking six months after treatment with the patch, they were averaging less than three cigarettes a day, compared to 18 a day before treatment. Approximately one in four adults who use nicotine patches are able to quit, so these findings were surprisingly low.

legal news & notes

o A Fine Line Between Dangerous And Harmless Student Expression

(From an article by Mark Walsh, *Education Week*, 3/8/00)

As educators struggle to maintain safe schools, they are increasingly wary of student essays and artwork that depict violence. But two recent federal court rulings demonstrate that the line between potential threats to school safety and protected student speech is a tricky one to distinguish.

In a case from Washington state, a federal district judge ruled last month that a student's poem about shooting his classmates to death and feeling no remorse was protected by the First Amendment. And a federal district judge in Kansas ruled that a school district violated a high school student's right to free speech when it disciplined her for posting a work of art on a school wall that included the words "I'll kill you all."

¶ The first case concerns James LaVine, who was a junior at Blaine (Wash.) High School in the fall of 1998 when he turned in a poem which included these lines: "As I approached the classroom door, I drew my gun and threw open the door. Bang, Bang, Bang-Bang. When it was all over, 28 were dead, and all I remember was not felling any remorse, for I felt, I was, cleansing my soul..." The boy's English teacher alerted school administrators, who called the Whatcom County sheriff's department. The poem was reviewed by a psychologist who determined it was unlikely Mr. LaVine was going to cause imminent harm to himself or others. Nevertheless, the 1,900-student Blaine school district expelled Mr. LaVine on an emergency basis in October 1998 for violating the district's disciplinary code. Later that month, after he was examined by a psychiatrist, the district rescinded the emergency expulsion, and Mr. LaVine completed his junior year without incident. His records were changed to reflect that the expulsion was made for safety instead of disciplinary reasons. The boy's parents sued, claiming that the discipline violated his First Amendment right to free speech. They sought the removal of the expulsion from his record. In a Feb. 24 ruling, U.S. District Judge Barbara J. Rothstein of Seattle ruled for the family. She said the boy was disciplined "solely for the evocative nature of his poem." "Although the district need not wait until the school experiences an actual disturbance before taking corrective action, neither may it pre-emptively silence a student unless a reasonable person under similar circumstances would conclude that the poem constitutes a true threat of physical violence," the judge wrote. District officials argued that it was the combination of the poem and other factors that led to the discipline. Among other things, the district cited a fight that the boy had had with another student. He also dressed differently from his peers, wearing cowboy garb and a trench coat, district officials said. They pointed out that while the incident occurred well before the shooting rampage at Columbine High School in Colorado last April, it came only a few months after the fatal 1998 shootings at a school in nearby Springfield, Ore. But Judge Rothstein said the district had overreacted in expelling Mr. LaVine. "There were far less restrictive ways to ensure the safety of students and school personnel," she wrote. "A temporary suspension pending psychiatric examination would have accomplished the [district's] purpose."

¶ 'I'll kill you all!': The Kansas case concerns Sarah Boman, a senior at Bluestem High School in Leon who posted a "concrete poem" in a school hallway which contained the following words. "Please tell me who killed my dog," the poem begins. "I miss him very much. ... Dammit, Who? Who killed my dog? Who killed him? I'll kill you all! You all killed my dog. ..." The poster was on the wall only a short time before it was removed and brought to the attention of the principal. Ms. Boman was suspended for the rest of the school year. She appealed to a hearing officer, who found that the poem was not referring to any particular dog, and that the "madman" character was fictional. Because no students took the poster as a threat, and nothing in it directed a threat at any individual, the hearing officer concluded that the long-term suspension of Ms. Boman was not justified. The school board did not accept the hearing officer's recommendation and instead voted to allow Ms. Boman back into school only if she underwent a psychological evaluation that determined she was not a threat to students or staff members. Ms. Boman and her father sued the district in federal district court in Wichita, alleging that the district's response violated her First Amendment free-speech rights. U.S. Senior District Judge Wesley E. Brown of Wichita granted her a preliminary injunction on Jan. 28 that allowed her back into school. On Feb. 14, he made the injunction permanent and issued his legal opinion in favor of the student. "Once the circumstances surrounding the making of Ms. Boman's poster were understood by school officials, there was no factual basis for believing that Ms. Boman had violated any school rule, caused a substantial disruption in the operation of the school, or invaded the rights of other students," Judge Brown said in the Feb. 14 opinion. "There is no basis for requiring her to undergo a psychological evaluation," he added.

MAGNET SCHOOL CHOSEN AS NATIONAL DEMONSTRATION SITE

A regional magnet school in Fairfield County is a showcase for Yale University innovations that could change how youth are educated in the 21st century.

The Six-to-Six Interdistrict Magent School — which draws its 311 students from Bridgeport, Fairfield, Monroe, Stratford, and Trumbull — has been selected by Yale as a National Demonstration Site for the School of the 21st Century (or 21C school). The school will pilot innovative programs designed by Yale such as :

- all-day, year-round preschool;
- before-, after-school, and vacation care for school-age children;
- information and referral services for families;
- guidance and support for new parents;
- health education and services.

As a 21C demonstration site, the Six-to-Six School will allow policymakers, educators, and others to observe these groundbreaking programs in action.

The school has also adopted a new school-management model developed by two Yale professors. The School Development program provides a management system to improve academic outcomes, decrease parental stress, and improve community relationships.

(Source: *Connecticut Town and City*,
January-February 2000)

CAS OFFICERS: 1999-2000

President.....Alan Bookman, Glastonbury HS
Vice President.....Tony Molinaro, King St. Inter.
Secretary.....Donald Gates, Portland HS
Treasurer.....Allen Fossbender, Joel Barlow HS

CENTRAL OFFICE STAFF

Michael H. Savage.....Executive Director
Earle Bidwell.....Asst. Executive Director
Robert Carroll.....Asst. Executive Director
Timothy Doyle.....Dir. of Principals' Center
Thomas Galvin.....Asst. Executive Director
Anthony Mosa.....Asst. Executive Director
Karen Borger.....Editor, Asst. Exec Director
Ann Malafronte.....Director of Unified Sports
J. Robert Ford.....Director of Development

THE BULLETIN

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

VIOLENCE AFTER SCHOOL

In the midst of our national anxiety about recent violent tragedies in and around our schools and our search for solutions, we must be careful to act on the basis of fact, not fear, and to solve real problems, not imagined ones. Reliable data indicate that students are safer at school than away from school and commit fewer crimes during school hours than after school ends.

The real problem area is not the school itself but the world our children return to after the dismissal bell rings. Most juveniles are responsibly engaged in an array of positive activities such as sports, clubs, or homework, or they "hang out" harmlessly with friends. However, for youth who have few activities available, whose friends are prone to negative behavior, or who experience other risk factors, the unsupervised hours between school and dinnertime offer ample opportunity to go astray. Statistics show that serious violent crime committed by juveniles peaks in the hours immediately after the close of school.

Knowledge is indeed power. Although we may not always be able to prevent isolated incidents of extraordinary violence, we can work together to develop programs and strategies that prevent juvenile crime and violence where and when they occur most predictably -- away from school during after school hours.

- P Juvenile violence peaks in the after-school hours on school days and in the evenings on non-school days.
- P Juveniles commit crimes at different times than adults do.
- P After-school programs have more crime reduction potential than juvenile curfews.
- P Sexual assaults by juveniles peak in the hours after school.
- P Juveniles are at the highest risk of being victims of violence at the end of the school day.

(Source: *Juvenile Justice Bulletin*, November, 1999 - Shay Bilchik, Administrator, U.S. Department of Justice)

“When nothing seems to help, I go and look at a stonecutter hammering away at his rock perhaps a hundred times without as much as a crack showing in it. Yet at the 101st blow it will split in two, and I know it was not that blow that did it but all that had gone before.”

EVERETT LYONS NAMED HIGH SCHOOL PRINCIPAL OF THE YEAR

Congratulations to Dr. V. Everett Lyons, principal of Bristol Eastern High School, who was named the 2000 Connecticut High School Principal of the Year by the Connecticut Association of Schools. In his fifteen years as a principal, Dr. Lyons has made measurable contributions toward the improvement of public education at the local, state, and regional levels. Dr. Lyons was nominated for the award by his superintendent, Dr. Ann Clark, who describes him as "an outstanding educational leader" who "demonstrates a willingness to take risks to improve student learning."



**Dr. V. Everett Lyons, Principal
Bristol Eastern High School**

Dr. Lyons is characterized as a reformer, as one who embraces and initiates change, but only after careful planning, research and deliberation. Denise Scoppetta, a parent and community member, says, "I had the privilege of watching Everett steer the high school community toward the changes needed to update our high school educational system. He led the group with focus and clarity in defining and then implementing what was necessary to address the needs of the students. Initiating significant changes such as block scheduling, adding courses, and creating and enhancing new forms of communication [were] daunting task[s]. Dr. Lyons never wavered in his commitment; he stood against many who opposed the changes and worked with them until they understood their merit and supported their implementation."

An educational visionary, leader, and motivator, Dr. Lyons has spearheaded a number of reforms which have enhanced Bristol Eastern's educational programs and improved its administrative operations. Dr. Lyons pioneered the Governance Council which allows all stakeholders — teachers, support staff, parents, students, and community members alike — to enjoy a shared responsibility for the governance of the school. The Governance Council has evolved into an effective and essential governing body where all policies and issues can be addressed, discussed, reviewed and implemented.

Dr. Lyons's extraordinary accomplishments as a principal are best summarized by teacher Carole Ostapchuk: "As principal of Bristol-Eastern High School for [15] years, he has led the creation of an academically challenging but caring environment which allows all participating in our school community to grow and flourish at all levels."

Dr. Lyons earned a bachelor's and master's degree from Central Connecticut State University, a certificate of advanced study from Southern Connecticut State University, and a doctorate from the University of Connecticut. A 28-year veteran educator, Dr. Lyons began his professional career in 1972 as a teacher at Catherine McGee Middle School in Berlin. In 1978 he became assistant principal at Newington High School where he worked for seven years before assuming the position he now holds.

Despite the myriad demands on Dr. Lyons's time, he actively engages in a number of professional activities outside the school building. He is the chairman of the Community Advisory Board of the Salvation Army, the vice-president of the Bristol Lions Club, the chairman of the Boy Scouts' Outstanding Citizen Award Committee and a member of the board of directors of St. James Parish in Farmington.

Dr. Lyons has been an active and respected member of the Connecticut Association of Schools since 1986 and currently serves on the CAS Board of Directors.

Dr. Lyons has been selected by CAS to represent Connecticut in the National High School Principal of the Year Program sponsored jointly by the National Association of Secondary School Principals (NASSP) and MetLife. Dr. Lyons, along with principals from each of the other fifty states, as well as the District of Columbia, New York City, and the Department of Defense Dependents Schools, will compete for the national honor. The National Principal of the Year is awarded a grant of \$10,000. The three finalists for National Principal of the Year are each awarded a grant of \$2,500.

Exploring Intelligence to Influence Student Achievement

By John D'Auria, Middle School Principal, Wellesley, Mass. (Reprinted from MidLines, December 1999)

Every day in schools, teachers make judgments about the intelligence of their students. These judgments can have a powerful effect on student achievement.

The research on individual perceptions of intelligence shows that there are significant achievement gains over time for those students who believe intelligence is a malleable, rather than a fixed, entity (Henderson and Dweck, 1990; Bempechat, London, and Dweck, 1991; Dweck, 1991). There are substantial differences in the type of goals these students set for themselves, their view of setbacks and mistakes, and the ways they achieve.

Youngsters who believe their intelligence is a fixed trait, for example, tend to seek out only positive evaluations of their abilities. These students are more focused on how others will judge their ability rather than on learning or mastering a skill. They are apt to become discouraged in the face of setbacks, and see failure as an indictment of their abilities. In contrast, young people who view their intelligence as malleable -- i.e., it can develop through learning -- tend to pursue goals that increase their abilities, and focus more on learning outcomes and less on how well they performed. These students remain confident in the face of obstacles because they tend to see impediments as a normal and expected part of the learning process (Henderson and Dweck, 1990; Mueller and Dweck, 1999).

The research on children's perceptions of their intelligence has led the faculty at our school to consider our own beliefs about mental ability. How many of us believe that intelligence is fixed? Do we believe our students can actually become smarter?

Adults who believe that cognitive ability is unchanging may

assume that only children who have a sufficient amount of intelligence can achieve at a high level. From that assumption can flow a multitude of logical but damaging consequences. The amount of innate ability we think a student possesses often becomes the basis for our decisions about placement in math courses, foreign language study, and rigorous science programs. When we observe a student foundering, our assumptions about intelligence often lead us to quickly question the appropriateness of a student's placement in a particular class before we thoroughly examine the impact of a student's efforts and strategies, or the effects of our own pedagogy upon achievement and motivation.

These insights have led us to gradually detrack our school and provide what once was the honors curriculum to all our students. With this change came improved achievement for our students as measured by standardized tests. Our own internal assessment ability was also improved.

What other beliefs might be limiting the development of students today? Could we possibly see, for example, a change in our mathematics achievement if we explored and changed our perceptions about who can do math? There seems to be an unspoken belief that when it comes to mathematics, "some people have it, while others don't." Would our schools, our curricula, and our grouping patterns look different if we believed that within the overwhelming majority of our students resides the capacity to think mathematically?

This shift in our orientation toward the meaning of intelligence has led to a more inclusive school culture with greater student achievement.

According to a new report by the Connecticut Conference of Municipalities, state aid for local public education in CT has not kept pace with rising school enrollment. As a result, 102 CT municipalities have experienced drops in per-pupil funding from the state since 1995, when the Education Cost Sharing (ECS) grant was capped. In addition, since 1995, 151 local governments have been forced to raise property taxes in order to maintain and improve education services. CCM's analysis shows that in 1995-96 the average property tax rate to support education was 10.26 mills. In five years this rate has increased by 1.22 mills, a 10% increase.

One person
with a commitment
is worth
more than 100

Assistant Principals' Conference, *continued from page 1*

(Branford High School). Of special note were the presentations by Dr. Betty Sternberg, Associate Commissioner of Education (Conspiracy of Silence: What CT Graduates Want You to Know About Their High School Experience) and Dr. Penny Lisi of CCSU (Assessing School Culture).

A particularly lively event was the presentation of the CAS/NASSP Assistant Principal of the Year Award. The chair of the CAS Citation Committee, Dr. Jerry Auclair, principal of Southington High School, presented the award to Gary Field, assistant principal of New Canaan High School. Gary, with modesty and humor, accepted the award on behalf of all the state's assistant principals. After some very heart-felt and humor-filled remarks, Gary received a standing ovation from his colleagues.

The conference was co-chaired by Mrs. Sally Biggs, assistant principal of South Windsor High School and Ms. Anne Jarvis, assistant principal of Glastonbury High School.



Glastonbury H.S.'s Anne Jarvis,
Conference Co-Chair



South Windsor H.S.'s Sally Biggs, Conference Co-Chair (l);
Weston H.S.'s Bob Westervelt, 1999 High School Asst. Principal
of the Year; Hamden H.S.'s Art Arpin, 1999 Conference Chair (r)

CABE PROVIDES TEACHER AND ADMINISTRATOR SETTLEMENT STATS

This item, written by Joan Libby, Esq., CABE Senior Staff Attorney, appeared in the March 2000 issue of the CABE Journal.

The Connecticut Association of Boards of Education (CABE) has received most of the teacher and administrator contract settlements for this negotiating season. The rest are likely to be reported in the next month. The details of the information reported here is incorporated in the CABE Negotiations Notes, which is sent periodically to superintendents and board chairs for all member districts.

Teacher settlements are averaging 4.24%, including increments. Most of the settlements are between 4.0% and 4.5% , with 7 over 4.5% and 9 under 4.0%. Two-thirds of the settlements have been resolved in mediation, with 9 settled at the negotiations stage, and 7 at some level of arbitration. The three-year increase is averaging over 12.5%. The average starting salary for a teacher with a B.A. degree is about \$31,700 and the average maximum salary at the 6th year level is approximately \$63,500.

Certain issues repeatedly occur. There continues to be a steady focus on increasing the length of teacher work day, with a strong emphasis on more student contact time. There has been some slight increase in the length of the work year, but more of a shift of professional development days being converted to instructional days. Several districts that have had no premium cost sharing (PCS) have been introducing it, although at a low level. Most districts have eliminated indemnity plans, at least for new hires, and PCS continues to edge up for almost all districts. Many plans have incorporated higher co-pays for doctor visits and prescription plans. Districts are attempting to bring in more flexibility with regard to the choice of insurance plan providers for the future.

Administrator settlements are averaging 3.66%, with a three-year increase of 10.1%. While there is a spread in the distribution of the percentages, most of the settlements are between 3.0% and 4.0%. Over 60% of the settlements were reached in the negotiations stage, with the rest being settled in mediation. The average minimum salary for elementary school principals is approximately \$81,500, though there is a wide spread in the minimum salaries. The average maximum salary for high school principals is about \$97,000.

CT's Economic Health

❖ Connecticut's two-year average poverty rate for 1997-98 was 9%, the fifth lowest rate in the nation; however, child poverty in the state was 17%. It is estimated that 159,000 school-aged children, or 24% of the school-age population in Connecticut, live in poverty. More alarming is the state's dramatic slide over the last ten years from having the second lowest child poverty rate to a national ranking of number 23.

❖ The ten fastest growing occupations in the state are as follows:

- computer engineer
- systems analyst
- computer support specialist
- financial sales
- physical therapist
- biological scientist
- recreation attendant
- social worker
- home care aide
- medical assistant

❖ The state's labor force is highly educated with 32.7% of those over age twenty-five holding a college degree. Connecticut ranks number two in the country in this measure.

❖ Connecticut has the highest per capita tax-supported bonded debt in the nation at \$2,857 for every man, woman and child in the state. This is an increase of \$582 from five years ago.

❖ In fiscal year 1999, the state issued over one billion dollars of new bonding. The state's net outstanding bonded debt grew by \$56 million last year to \$9.4 billion.

State of Connecticut

General Fund Expenditures (in millions of dollars)

| Source | FY 1998 | FY 1999 | Annual 5-Year Growth Rate |
|----------------------------|---------------|---------------|---------------------------|
| Legislative | 55 | 65 | 7.2% |
| General Government | 600 | 845 | 11.3% |
| Regulation & Protection | 121 | 215 | 15.4% |
| Conservation & Development | 81 | 92 | 10.0% |
| Health & Hospitals | 952 | 1,050 | 6.9% |
| Human Services | 3,541 | 3,475 | 3.7% |
| Education | 1,879 | 1,952 | 2.2% |
| Higher Education | 517 | 588 | 10.1% |
| Corrections | 932 | 1,027 | 7.2% |
| Judicial | 311 | 352 | 9.5% |
| Federal Grants & Others | 682 | 551 | -10.7% |
| Debt Service | 864 | 973 | 7.4% |
| Other | 188 | 103 | 2.7% |
| TOTAL | 10,723 | 11,288 | 4.3% |

State of Connecticut

General Fund Revenues (in millions of dollars)

| Source | FY 1998 | FY 1999 | Annual 5-Year Growth Rate |
|----------------------|---------------|---------------|---------------------------|
| TAXES | | | |
| Income | 3,197 | 3,368 | 8.2% |
| Sales | 2,759 | 2,922 | 6.2% |
| Corporation | 506 | 461 | -5.4% |
| Utilities | 170 | 168 | -2.1% |
| Inheritance & Estate | 259 | 216 | 1.9% |
| Insurance Companies | 183 | 180 | 1.3% |
| Tobacco | 126 | 122 | 0.3% |
| Other Taxes | 385 | 362 | 5.6% |
| Total | 7,585 | 7,799 | 5.4% |
| OTHER REVENUE | | | |
| Federal Grants | 2,646 | 2,709 | 1.8% |
| Casino Payments | 258 | 288 | 20.6% |
| Lottery | 267 | 274 | 4.7% |
| Miscellaneous | 356 | 287 | -0.9% |
| TOTAL REVENUE | 11,112 | 11,457 | 4.5% |

Source: The Comptroller's Report, January 2000

middle school news

Editorial: Teacher and administrator shortage a concern

By: Earle G. Bidwell, Asst. Executive Director

CAS principals and teachers continue to express concern with what they see as a growing problem in middle schools, the shortage of qualified teachers and administrators. At a recent joint meeting of the Center Advisory Board and the Middle Level Board, members articulated reasons for the shortage and discussed possible remedies for the future.

Members agreed that a primary reason for the teacher shortage was the difficulty in attracting teacher candidates to the middle level. Principals feel that the certification regulations, which were designed to raise standards, have gone too far and are actually discouraging otherwise qualified candidates from seeking middle level endorsements rather than elementary or secondary ones. The result is that a disproportionate number of new middle school teachers receive high school training and are less equipped to deal with the unique needs of early adolescents.

The shortage of qualified candidates for administrative positions can be attributed to two factors, according to teachers and principals at the meeting. Those factors are linked to increased stress on the job and a narrowing gap between teacher and administrator compensation.

It appears that the shortage of teachers can be best addressed through some relief in entry into the profession. This could be accomplished by creating alternatives to the standard means of obtaining a second endorsement for proven experienced teachers.

As for administrators, creative ways of providing additional administrative support by creating dual teaching/administrative positions might be a partial solution. Under this type of arrangement, qualified individuals could have a primary position as a teacher with release time for some administrative duties. This would not only support overburdened administrators but also provide an alternate career ladder for educators who would like to take on administrative responsibilities without giving up the classroom entirely. Regarding compensation, perhaps the state needs to take a second look at allowing administrators to gain credit for twelve months in the retirement system when they actually work twelve months.

RAFFERTY NAMED MIDDLE SCHOOL PRINCIPAL OF THE YEAR

Mike Rafferty, principal of Old Saybrook Middle School, was selected by the CAS Citation Committee as the 2000 Connecticut Middle School Principal of the Year. A 31-year veteran educator, Mike's contributions to public education at the local, state, and regional levels are virtually unrivaled.

In his ten years as principal of Old Saybrook Middle School, he has worked vigorously to offer programs during and after school to expand academic and social opportunities for students, to expose students to issues of equity and diversity, to build a climate which fosters academic achievement and personal safety, and to create a multifaceted educational program which allows ALL students to learn at high levels. In the words of his superintendent, Dr. Sal Pascarella, "Mr. Rafferty possesses the moral fiber and fortitude to stand behind his convictions, work with others, and provide a steady leadership that leads to quality education and a positive school environment."

Mike earned a bachelor of science and master's degree from the University of Wisconsin and a certificate of advanced study from the University of Massachusetts. Mike began his professional career in 1968 as a communications teacher in Darlington, Wisconsin. After relocating to Massachusetts in 1973, he served as a guidance counselor at Clarke Jr. High School in Lexington and then as an assistant principal at Austin Middle School in Lakeville. Mike worked as a principal in Massachusetts for eight years before assuming his current position of principal of Old Saybrook Middle School.

A man of extraordinary energy and integrity, Mike has been the driving force behind a number of successful initiatives at Old Saybrook. Under his leadership, Old Saybrook Middle School established several alternative educational programs to meet the diverse needs of its student body. The Peer Advocates Program, the Advisor Contact Time Program, the Student Assistance Team, the Extended Day Program, the Alternative Learning Center, the Talent Development Program, and Good-Guy phone calls are just a few of the unique, student-centered offerings at Old Saybrook. M.S.

Thomas Lane, Grade 8 Language Arts teacher and K-12 Language Arts District Department Chairman, says, "In my twenty-six years of teaching in the Old Saybrook School System, I have worked for many administrators but none like Mike Rafferty. He is the epitome of what every educator and



**Mike Rafferty, Principal
Old Saybrook Middle School**

administrator should strive to be and do....The number one priority and driving force behind every decision made at Old Saybrook Middle School is kids and what is best for them."

Mike's greatest talent is his ability to positively interact with and influence his students. He goes out of his way to make each and every student feel special and important. Eighth-grader Bridget Huysman describes her principal as a man who gives his heart and soul to his students. "Mr. Rafferty puts the students on top of his list of priorities, which is why it isn't hard to understand why he makes our school such a happy and encouraging environment. When he is at school, Mr. Rafferty's face is covered with a contagious smile from ear to ear. Mr. Rafferty makes us smile and brightens our day. This improves students' feelings about school...If you were to walk into our school, you would be overcome by a positive, warm and happy feeling, which originates from Mr. Rafferty's face and heart," says Bridget.

Despite an exhaustive schedule, Mike finds the time to engage in a number of professional activities outside the school building. He currently serves on the Farside Youth Center Advisory Board, the Grounds for Kids Executive Board, Healthy Community/Healthy Youth Executive Board. He is also vice president of the Pastoral Council of Christ The King Church in Old Lyme.

Mike's distinguished career in education is colored with numerous honors and awards, including the CAS Middle School of the Year Award (1997), the Blue Ribbon School Award (1998), and the Milken Family Foundation National Educator Award (1999).

An active member of CAS-CIAC since 1997, Mike currently serves on the CAS Board of Directors, the Student Leadership

continued on following page

... more middle school news

Middle Schoolers Attend Quinnipiac University

By: Earle G. Bidwell, Assistant Executive Director

Hosted by Quinnipiac University and sponsored by the Connecticut Association of Schools and Connecticut Lighting Centers, over four hundred (400) middle school student leaders and advisors gathered on March 14th for the Ninth Annual Middle School Leadership Training Conference.

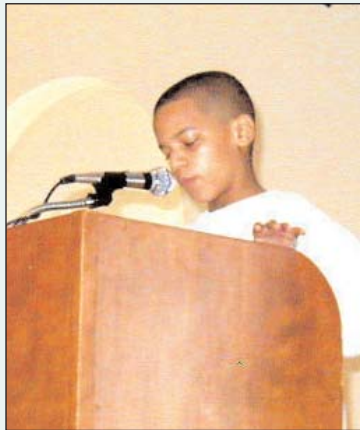
In her keynote address, Connecticut Comptroller Nancy Wyman advised the young leaders:

- Don't let anybody tell you that you can't be something that you want to be.

- Talk to people; understand what they want; try to give it to them and be willing to recognize that you will always need help.

- Stand up for what you believe is right.

- Leadership is the ability to follow, to listen, to understand and to energize.



Christopher Everson from Hamden Middle School introduces the keynote speaker, Nancy Wyman

In opening remarks, students were reminded that in order to LEAD, one must have a LOVE or passion for something, ENERGY to make it happen, the quality of ADAPTABILITY to deal with things that don't go as planned and a DREAM or vision of the future.

After the general session, students attended a series of workshops designed to enhance their skills in conflict resolution, celebrating differences among students, student participation and community involvement. New components at this year's conference were workshop sessions presented by recognized student leaders from area high schools.



*State Comptroller
Nancy Wyman*

Rafferty, *continued*

Conference Committee, the Middle Level Program Committee (chair), and the Public Relations Committee (chair).

Mike has been selected by CAS to represent Connecticut in the National Middle Level Principal of the Year Program sponsored jointly by the National Association of Secondary School Principals (NASSP) and MetLife. Mike, along with principals from each of the other fifty states, as well as the District of Columbia, New York City, and the Department of Defense Dependents Schools, will compete for the national honor. The National Principal of the Year is awarded a grant of \$10,000. The three finalists for National Middle Level Principal of the Year are each awarded a grant of \$2,500.

Newsletter Notes . . .

○ Reading, Discussing, Television and Performance

The National Assessment of Educational Progress (NAEP) makes some important points about kids who read and achieve in a section titled School and Home Factors Related to Reading Performance.

- Fourth, eighth and twelfth graders who reported reading the most pages daily - 11 or more - for school and homework had the highest average test scores.

- At all grade levels, students who reported talking about their reading activities with family or friends once or twice a week, or at least monthly, had higher average reading scores than students who reported doing so rarely or never.

- Students who reported watching three or fewer hours of television each day had higher average reading scores than students who reported watching more television.

Amity Regional Junior High Schools "Newsletter"

○ Educational Web-sites

Looking for Internet sites that are safe and useful for children? Here are seven super student sites. **Ask Jeeves for Kids** <http://www.ajkkids.com> - kids can actually type in their question. **B.J. Pinchbeck's Homework Helper** <http://bjpinchbeck.com> - an excellent resource for students, teachers and parents. **Funbrain** <http://www.funbrain.com> - play math baseball and mind games. **Homework Help** <http://www.startribune.com/homework> - volunteer teachers provide help with homework questions. **My Journal** <http://kidshealth.org/journal> - interactive journal written by children. **National Geographic** <http://www.nationalgeographic.com/kids> - games, trivia and pen pals. **Yahooligans** <http://www.yahooligans.com> - a search engine especially for students.

From the Jared Eliot Middle School Newsletter

○ Teen Community Outreach Program (Teen CORP)

Has been developed to help students bridge the gap between school and community. Every Tuesday students from Shelton Intermediate School venture into the community to work in a variety of settings. Among them are: the food bank at the local homeless shelter, Hewitt Memorial Hospital and Adopt a Garden Program. All projects have been integrated into the curriculum and all five core curriculum areas will be addressed (through the projects) during the school year.

"S.I.S. News" at Shelton Intermediate School

○ Phys. Ed. Newsletter

The Newington Public Schools publish a Physical Education Newsletter which they attach to their school newsletters. In addition to local news, it features timely articles such as "Something to Sleep On...Exercise," "Elderly Walkers Miles Ahead of Inactive Peers" and "Short, Repeated Warm Ups Better for Kids With Asthma."

"Partners in Education" John Wallace Middle School

Increased physical activity stimulates brain cells, thereby increasing memory and learning.

CMT Scores Continue to Improve

The CT Department of Education reports that Connecticut Mastery Test scores continued "a trend of upward growth" begun in 1993. Furthermore, urban school students are achieving a higher rate of growth than the state average.

elementary school news

LITCHFIELD'S LONGOBUCCO IS CAS ELEMENTARY PRINCIPAL OF THE YEAR

Andrienne Longobucco, principal of Litchfield Center School, was named the 2000 Connecticut Elementary Principal of the Year by the Connecticut Association of Schools. Andrienne was nominated for the award by her superintendent, Dr. Robert Lindgren, who describes her as "one of the most effective educational leaders I have known in over thirty years of public education."

Andrienne is a woman of tremendous energy and professionalism. In all that she does it is clear that the welfare of her students is foremost in her mind. "She believes to the core that schools are for kids and exudes that philosophy every chance she has," explains Dr. Lindgren. "Her consistent ascription to putting kids first has been the glue that binds the whole Center School community together."

Andrienne has demonstrated a decisive ability to unite and motivate her staff members, to promote cooperation and respect for the educational process, and to create an atmosphere conducive to learning, enrichment, improvement and progress. Dr. Lindgren reports, "The atmosphere at Center School is something special. I hear that all the time from parents and from visitors. I agree completely that there is a special ambiance that permeates the school. It is clearly a tribute to the exceptional staff at Center and the outstanding leader that provides them the vision and direction!"

Andrienne has the unique ability to understand, energize and empower others, to motivate and communicate persuasively and effectively, and to win and keep the trust, confidence and respect of all those with whom she works. Says lead teacher Lori Shuhi, "Mrs. Longobucco is always available for parents, students, and staff, and has instituted an "Open Door" policy that provides a conduit that enables consistent and productive communication for all....On a daily basis, Mrs. Longobucco uses her exemplary communication skills to promote harmony and productivity at Center School."

Jonathan Costa, Sr., an educational consultant in Litchfield, praises Andrienne's "strong vision of a child-centered school and her dedication to lead her staff toward a realization of that vision." "Andrienne [has] created a learning environment that is positive, warm, challenging and inviting to children, parents, and staff. Her leadership in this area also results in a community focused on high expectations for all and a shared commitment to working together to achieve them," says Mr. Costa.

Andrienne earned a bachelor's and master's degree from St. Joseph College in West Hartford and a sixth-year certificate from Southern Connecticut State University. A 25-year veteran educator, Andrienne began her professional career in 1975 as a home economics teacher at Wamogo Regional High School in Litchfield. In 1986, after serving as an administrative assistant at Wamogo for four years, Andrienne became assistant principal at Litchfield Middle School. In 1990 she assumed her current position of principal of Litchfield Center School. She also serves as the K-12 curriculum coordinator for the entire district.

Andrienne has become a respected leader in Connecticut education circles, serving on numerous state committees and advisory boards. In addition to being an active member of CAS, the Elementary and Middle School Principals Association of CT (EMSPAC), and the Connecticut Association for Supervision and Curriculum Development, she has served on the review panel for the Blue Ribbon School Program and has been a member of several New England Association of Schools and Colleges (NEASC) evaluation committees.

Despite her numerous commitments and responsibilities as principal and curriculum coordinator, she finds time to actively engage in a number of professional activities within the Litchfield community. She is currently a liaison with the Litchfield Parks and Recreation Department, the Litchfield Historical Society, the Litchfield Beautification Committee, the Litchfield Garden Club, and the Oliver Wolcott Library.



**Andrienne Longobucco, Principal
Litchfield Center School**

Drug treatment on the rise among preschoolers

According to a study published in February, doctors are prescribing anti-depressants, stimulants, and other psychotropic drugs to preschoolers at increasing rates. The study, reported in the Feb. 23 issue of the *Journal of the American Medical Association*, ("Trends in the Prescribing of Psychotropic Medications to Preschoolers"), found that prescriptions for 2- to 4-year-olds for such stimulants as methylphenidate, the generic form of Ritalin, increased threefold, while prescriptions for such anti-depressants as Prozac doubled between 1991 and 1995. Researchers monitored the prescriptions of more than 200,000 2- to 4-year olds in two state Medicaid programs and a health-maintenance organization to determine the prevalence of psychotropic-medication use in preschool-aged youngsters. With the exception of methylphenidate, none of the drugs examined in the study is approved by the U.S. Food and Drug Administration for use by preschoolers or for the conditions for which they were prescribed.

NCES to conduct longitudinal study

The National Center for Education Statistics has published a report providing national data on children's skills, knowledge and experiences as they enter kindergarten. The data are the first findings from the Early Childhood Longitudinal Study, Kindergarten Class of 1998-99 (ECLS-K). This report, using data collected in the fall of 1998 from approximately 22,000 kindergarten children attending about 1,000 public and private schools, provides estimates concerning children's cognitive skills and knowledge, their social skills, their physical well-being, their approaches to learning and their family environments and experiences. The ECLS-K will follow the same cohort of children from their entry into kindergarten through their fifth grade year. To view the preliminary findings of the ECLS-K, visit <http://nces.ed.gov/pubs2000/2000070.pdf>.

In the fall of 1998, about 4 million children were attending kindergarten in the United States, approximately 95% of them for the first time. Of the children attending kindergarten, 85% were in public school, 15% in private school, 55% were in full day programs and 45% were in part-day programs.

EDITORIAL: Thoughts on Sportsmanship

By: Earle G. Bidwell, Assistant Executive Director

What a great weekend for this "basketball fanatic"; Friday and Sunday at Gampel Pavilion for the NCAAs, Saturday at Central Connecticut State University for the CIAC Boys' Finals, and parts of a half dozen or more games on the tube. With all of this wonderful basketball, the dominant impressions on this Monday morning are not of the games themselves as much as of five men in suits at the Kaiser Gym on Saturday March 18th. The first image is of a tall, dignified man in a well-tailored suit moving effortlessly through the crowd at the end of the L Division game. Now and again, he stopped to nod to a security guard, shake a hand or engage in a brief conversation with a fan. This man is Dr. Edward Goldstone, Principal of Warren Harding High School and Honorary Chairman of this year's tournament. A graduate of Yale, a three-year starter in basketball and baseball, team captain in both sports and former professional baseball and basketball player, he is a highly respected high school principal in the state and a true gentleman.



Earle G. Bidwell

Thirty minutes later the second suit appeared, accompanied by stylish black and white dress shoes, worn by Warren Harding basketball coach Charles Bentley. As his team went through its stretching and warm-up exercises, he seemed to be everywhere until I suddenly realized that there was not just one, but four coaches (the others being Steve Nelson, Keith Pierce and Damon Lewis); all dressed the same and exhibiting the same calm demeanor. They moved among their players, saying little but seeing everything and being a real "presence." As the game progressed, I couldn't help but notice how these coaches conducted themselves. First, they didn't sit together at one end of the bench but spread out among the players. Second, as players were taken out of the game, they sat next to an assistant coach who spoke to them or drew a play on a white board. Coach Bentley was on his feet the whole game, barking out instructions, orchestrating substitutes and directing players. What he didn't do was "work" the officials, stamp his feet, wring his hands, reach to the heavens for divine relief or scream at his players. He just coached the game. Not surprisingly, his players were disciplined, played within the game, didn't complain about calls, show displeasure about being substituted for or pout at being on the short end of the score. In short, they all emulated their coaches at displaying good sportsmanship to go along with their considerable basketball skills.

One of the Connecticut sportswriters recently wrote a column where he posed a series of questions for the readers. One of the questions was, "would you want your son to play basketball for Bobby Knight?" Thankfully I don't have to answer that question; however if someone were to ask me if I would like my son to go to Ed Goldstone's school or play basketball for Charles Bentley, the answer would be a resounding "yes." The truth is that a month after the season, winning or losing the basketball game is less important than it was in March but being winners in the larger game of "life" is more important. I suspect that there are going to be a lot more winners than losers from Warren Harding High School because of Ed Goldstone and Charles Bentley, two men with a lot of class.

CIAC BOARD EXPANDS ELIGIBILITY REVIEW COMMITTEE

At its March 16th meeting, the CIAC board approved a change in Article V, Section C1 of the CIAC Bylaws. The revised article adds an additional three voting members to the CIAC Eligibility Review Committee.

The Eligibility Review Committee, established only two years ago, has been functioning successfully since that time. However, there have been a number of instances where it has been necessary to postpone a meeting due to failure to obtain a quorum. Such instances require additional staff time and association cost to reschedule. Furthermore, they disrupt the schedules of those members who have set aside time for the meeting; and, they upset athletes, families, and school personnel whose eligibility matters are not adjudicated in a timely manner. For these reasons, the board voted to expand the seven-member body to a ten-member body. The revised article, which appears below, will be brought before the membership for adoption at the annual meeting.

Section C. Eligibility Committee Review Board**1. Composition**

There shall be an Eligibility Committee Review Board composed of [seven] *ten* member principals and two non-voting consultants. The Board shall include the past CIAC Chairman, present chairman of the Eligibility Committee, [three representatives (L, M and S) who previously served on the CIAC Eligibility Committee or the CIAC Board], ***two class (L) representatives, two class (M) representatives, and two class (S) representatives who previously served on the CIAC Eligibility Committee or the CIAC Board***, two members who presently serve or have served on the CIAC Eligibility Revision Committee, the present CIAC Athletic Director consultant, (non-voting), and the CIAC superintendent consultant (non-voting).

The CIAC Board of Control has the discretion to appoint a CIAC member principal to fill any vacancy whenever a position cannot be filled in accordance with the above terms.

Language in brackets [] and underlined to be deleted
Language in bold italics to be added

New Address for the National Federation

The National Federation of State High School Associations has relocated to Indianapolis, Indiana. Please note its new address and phone number.

| | |
|-------------------------|--|
| <u>Street address:</u> | 690 West Washington Indianapolis, Indiana 46204 |
| <u>Mailing address:</u> | P.O. Box 690 Indianapolis, Indiana 46206 |
| <u>Telephone:</u> | (317)822-9649 |

ciac news

News & Notes...

○ New legislation in Michigan prohibits any school employee or volunteer from promoting or supplying dietary supplements with claims of enhanced athletic performance. The new law — Public Act 187 — covers androstendione and creatine and any compounds labeled as performance-enhancing. While the substances are legal and may still be obtained by students through their parents, the new law is intended to help protect schools from the ethical, health and liability issues that may evolve as the long-term effects on adolescents become known.

○ Effective July 1, 2001, membership dues for the National Federation Coaches and Officials Associations (NFCA/NFOA) will increase from \$12 to \$16. This is only the second dues increase in the history of the organizations. The reasons cited for the increase were:

- guaranteeing four issues of the Coaches/Officials Quarterly to each member;
- one full year of insurance coverage for all individual members;
- increased insurance costs;
- increased overhead (utilities, printing, salaries, etc.) to operate the organizations; and,
- increased cost of the annual Leadership Conference.

○ As of the conclusion of the winter sports' season, 2,800 individuals had signed up for the CIAC sports e-mail lists. Subscribers receive information, pairings, results and schedules directly via e-mail during tournament time. To sign up for a CIAC e-mail list (you can select any or all of the CIAC-sponsored sports) visit <http://www.casciac.org/listserve.html>.

○ The Billie Jean King Foundation, in cooperation with the American Diabetes Association, has applications available for the 2000 Donnelly Awards. The awards honor the achievements and determination of Diane Donnelly Stone and Tracey Donnelly Maltby, two sisters with Type I diabetes who work for World Team Tennis. This program awards a \$5,000 scholarship to two scholar athletes, ages 14-21, who play interscholastic, intercollegiate or intramural tennis AND live with Type I diabetes. Personal character also plays a big part in the selection process, as award candidates must show strong values, commitment, sportsmanship and community involvement. All interested candidates must submit an official application along with two letters of recommendation and a short essay regarding the significance of living with diabetes. The application deadline is May 15, 2000. For complete guidelines and an application form, please contact:

Donnelly Awards

Attn: Diane or Tracey

445 N. Wells, Suite 404, Chicago, IL 60610

(312)245-5300 / www.worldteamentennis.com

Sports Committee Notices:

○ Girls Soccer — 2000-01 season —

- Dates:

| | |
|-------------|---|
| October 2 | Schedule form Due |
| October 20 | Officials Form to CIAC |
| October 27 | Entry Form Due to CIAC |
| November 2 | Telephone in Scores |
| November 7 | First Round Games |
| November 9 | Second Round Games |
| November 11 | Quarter-final Games |
| November 14 | Semi-final Games |
| November 15 | Semi-final Games |
| November 18 | Finals -- Willowbrook Park, New Britain |

○ Field Hockey — 2000-01 season —

- Dates:

| | |
|--------------|---|
| August 26 | Begin practice |
| September 13 | First Contest |
| October 2 | Schedule Form Due CIAC Office |
| | Change of Division Request Form Due CIAC Office |
| | Site Information Due CIAC Office |
| October 23 | Officials Form Due to Officials' Coordinator |
| October 26 | Entry Form Due CIAC Office |
| November 2 | Last Date to Count for Tournament Games |
| November 3 | Pairings at CIAC Office |
| November 6 | Tournament Begins |
| November 18 | Finals |
| November 19 | Snow Date - (Sunday) Finals |
- Divisions:

| |
|--------------------|
| L -- 409 and above |
| M - 268 to 408 |
| S - up to 267 |

Girls' soccer expands to 4 divisions in 2000

At its March 16th meeting, the CIAC board approved a proposal by the Girls' Soccer Committee to expand the girls' soccer tournament from three to four divisions. Members of the Girls' Soccer Committee argued that, with the addition of several new varsity programs each year, the additional division was necessary in order to ensure equitable tournament competition.

The Girls' Soccer Committee surveyed the girls' coaches last spring. Seventy-five percent of the state's 137 coaches responded with eighty-six percent of the coaches favoring a move to four divisions.

In the 1999 season, there were 137 girls' soccer teams competing at the varsity level. The committee anticipates the addition of at least three or four more teams within the next two years.



Finish each day and be done with it. You have done what you could; some blunders and absurdities have crept in; forget them as soon as you can. Tomorrow is a new day; you shall begin it serenely and with too high a spirit to be encumbered with your old nonsense. ”

-- Ralph Waldo Emerson



COURT TO EXAMINE ASSOCIATION'S AUTHORITY

By Mark Walsh, Education Week, 3/1/00

The U.S. Supreme Court has agreed to decide whether a state high school athletic association that has been delegated authority to regulate interscholastic sports is an arm of the state for purposes of the protections of the U.S. Constitution.

The case has important implications nationwide because high school athletics in most states are governed by nominally private associations that have broad authority over eligibility and other issues.

Brentwood Academy, a Tennessee private school that was penalized in 1997 by the Tennessee Secondary Schools Athletic Association for alleged recruiting violations, filed the appeal the high court agreed to hear.

In the view of the academy, the association's rule against recruiting, which bars "undue influence" on prospective students to "secure or retain a student for athletic purposes," violates the school's First Amendment right of free speech by limiting its ability to communicate with prospective students about educational opportunities.

A panel of the U.S. Court of Appeals for the 6th Circuit, based in Cincinnati, ruled last year that the TSSAA was not a "state actor" under the Constitution and thus its rule against recruiting was not an infringement of the school's First Amendment rights.

The appellate panel described Brentwood Academy, a 580-student school near Nashville, as "a high school football powerhouse." Under longtime football coach Carlton Flatt, the school's team had a win-loss record of 420-46, with nine state championships since its founding in 1969.

In 1997, some public high school football coaches in Tennessee alleged that the private school was violating the TSSAA's recruiting regulations. The association's board ultimately found three violations by

HUMAN RIGHTS COMMISSION RULES IN FAVOR OF MAINE ASSOCIATION

In a decision made on January 24, 2000, the Main Human Rights Commission voted there were no reasonable grounds to believe that a fifth year student at Freeport High School was subjected to unlawful disability discrimination by the Maine Principals' Association and dismissed the complaint against the association.

The student, who has ADHD, wished to compete in high school ski competition. He alleged that the MPA failed to provide a reasonable accommodation, which he needed, in an eligibility rule.

The MPA said its eligibility rule does not violate the Maine Human Rights Act and that the student does not need an accommodation in the rule in order to enjoy equal access to athletic competition. At issue was the Eight Semester Rule in which a pupil is only eligible to compete in athletic events for the first eight consecutive

semesters after he or she first enrolls as a freshman.

The Investigator's Report said that while the student's ADHD has interfered with his academic progress, it has not interfered with his participation and success in athletics. The student began skiing at a young age and has competed at a very high level during four years of high school.

The Investigator noted the student " ... has already enjoyed an 'equal opportunity' in athletics as compared to other high school students. Waiving the MPA's eligibility rule would provide him with a greater opportunity than his non-disabled peers." The investigation found no evidence that the eligibility rule was adopted for discriminatory reasons, nor that it has any adverse discriminatory impact on individuals with disabilities.

(Reprinted from *The Maine Apprise*, Feb. 2000)

the school: that the academy provided free game tickets to a public middle school coach, who made them available to two student athletes; that Brentwood coaches conducted impermissible off-season athletic practices; and that Mr. Flatt had impermissible contacts with middle school students about participating in spring football practice.

The association placed the school's entire athletic program on probation for four years, fined the school \$3,000, and suspended the football and basketball teams from playoff participation during the 1997-98 and 1998-99 school years.

The association says in its brief that the goal of its rule against recruiting is "to prevent a sports-obsessed school from treating school-aged children as athletes first and students second. Brentwood Academy ran afoul of that rule, a rule it expressly agreed to follow."

The Supreme Court has granted review in *Brentwood Academy v Tennessee Secondary Schools Athletic Association* (Case No. 99-901) not to examine the wisdom of the association's recruiting rules but to consider the constitutional status of state athletic associations.

A federal district judge in Nashville sided with Brentwood Academy that the TSSAA was a "state actor" and thus its rules were subject to analysis under the Constitution. The court went on to hold that the association's recruiting rule violated the First Amendment, saying that prohibiting schools from communicating with prospective students would not be justified.

"It is simply not the business of the state to stifle competition among schools for students, whether those students are athletes, musical prodigies, or math geniuses," the district judge said.

continued on following page

INVESTORS IN CT YOUTH

GOLD SPONSORS

Coca-Cola
 McDonald's
 Big Y
 Bob's Stores
 Baden
 Martin Screen Print
 Schoolpop

SILVER SPONSORS

Konica
 Westfield Corp.
 Weekly Reader



BRONZE SPONSORS

Liberty Mutual
 Hartford Overhead Door
 Carlson Argosy Travel (Vernon)
 Eastern Rehabilitation Network
 Connecticut Lighting Centers
 Prentice Hall
 Jostens
 Just Kid, Inc.

The Myth of College Scholarships

Interscholastic athletics is not intended to be a "farm system" for colleges and universities to groom their athletes. The fact is that less than 1/2 of 1% of high school athletes receive any athletic financial aid to participate in college athletics.

There are four things most colleges look for in their scouting of high school talent:

1. A good ACADEMIC background, including good GPA and SAT scores. "He/she is the kind of student who will always attend classes and strive for his/her degree."

2. A good all-round attitude ranks right behind academic credentials. All colleges are looking for athletes who are receptive to coaching, possess a good work ethic, and have a positive influence on his/her teammates. When you remember that the college coach spends several months with his/her players before, during, and after the season, you can understand why "good attitude" is important. Bad kids wear the coach out and negatively impact the TEAM.

3. College coaches are turned off by kids without CHARACTER, who are having problems with the law, are untrustworthy, and pose too many risks for the college program.

4. ABILITY is vitally important, of course, but it no longer guarantees admission to a college program.

Athletes also are required to be processed through the NCAA Clearing House if they are interested in playing at a Division I or II college or university. They should contact their school counselor for further information.

*(Reprinted from The Charger --
H.H. Dow High School, Midland, MI,
The Interscholastic, No. 3)*

Court, continued

The 6th Circuit panel unanimously reversed the district court, ruling that the TSSAA was not an arm of the state. It noted that although the state board of education had for many years designated the association to conduct interscholastic sports, the TSSAA received no funding from the state.

Brentwood Academy unsuccessfully sought a rehearing before the full 6th Circuit court. U.S. Circuit Judge Gilbert S. Merritt, who was among the minority of the full appeals court who wanted to rehear the case, said the panel's decision was at odds with at least six other federal appeals courts that have ruled state athletic associations are state actors.

GIRLS' AND BOYS' BASKETBALL COMMITTEES HOST AWARD CEREMONIES

Each year the Girls' and Boys' Basketball Committees host an awards ceremony to honor individuals who have made extraordinary contributions to their sport. This year the histories of nine exceptional individuals were celebrated during two separate awards ceremonies held at Memorial Hall at Central Connecticut State University.

Girls' Basketball Dedication Ceremony

March 11, 2000

GIRLS' BASKETBALL MERIT AWARD RECIPIENTS

- ❖ Ms. Pam Childs
- ❖ Ms. Mary Faignant
- ❖ Ms. Brenda Reilly

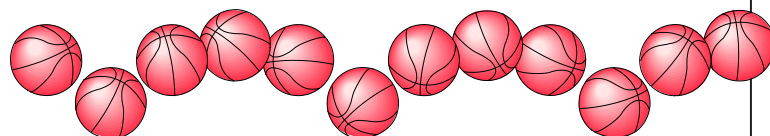
2000 DEDICATION AWARD

JOSEPH O. GUAY

Principal of Stratford H.S.
and Chair of the CIAC
Girls' Basketball Committee
Presented by Ivan Wood



Former CIAC Board Chairman Ivan Wood presents the 2000 CIAC Girls' Basketball Dedication Award to Joe Guay



Boys' Basketball Dedication Ceremony

March 18, 2000

BOYS' BASKETBALL MERIT AWARD RECIPIENTS

- ❖ Mr. Norman Feitelson
- ❖ Mr. James Healy
- ❖ Mr. Salvatore "Red" Verderame
- ❖ Mr. Benjamin Zajac

2000 DEDICATION AWARD

Dr. Edward C. Goldstone

Principal of Warren Harding H.S., Bridgeport and
Chair of the CIAC
Boys' Basketball Committee
Presented by Bob Cecchini



Dr. Edward Goldstone humbly accepts the 2000 Dedication Award and praises the efforts of his colleagues on the Boys' Basketball Committee

WINTER 2000 CIAC SPORTS CHAMPIONS

CHAMPION

○ Boys Basketball

- LL - Bulkely Hartford
- L - Holy Cross Waterbury
- M - North West Catholic W. Hartford
- S - Suffield

○ Girls Basketball

- LL - Norwalk
- L - Hillhouse New Haven
- M - Morgan Clinton
- S - Kolbe Cathedral Bridgeport

○ Ice Hockey

- Div. I - Fairfield Prep
- Div. II - Suffield

○ Wrestling

- LL - Danbury
- L - Ledyard
- M - Berlin
- S - Derby

○ Indoor Track Boys

- Open - Trumbull
- L - Trumbull
- M - Staples Westport
- S - Sheehan Wallingford

○ Indoor Track -Girls

- L - Cheshire
- M - Hillhouse New Haven
- S - Suffield
- Open - Hillhouse

Gymnastics

- L - NFA
- M - Hand Madison
- S - Darien
- New England - Hand Madison 2nd., NFA, 3rd.

○ Boys Swimming

- Open - Greenwich
- LL - Greenwich
- L - Cheshire
- M - Pomperaug Southbury
- S - Darien

○ Cheerleading

- L - Danbury
- M - Holy Cross Waterbury
- S - Derby
- Co Ed - Wolcott

RUNNER-UP

- Harding Bridgeport
- Bassick Bridgeport
- Trinity Catholic Stamford
- Hyde New Haven

- NFA
- Seymour
- Sheehan Wallingford
- St. Paul Bristol

- Greenwich
- Immaculate

- Southington
- Fermi Enfield
- Bethel
- Montville

- East Hartford/Xavier Middletown
- Amity Woodbridge
- Guilford
- New London/Ellington

- Amity Woodbridge
- East Lyme
- Coginchaug Durham
- NFA

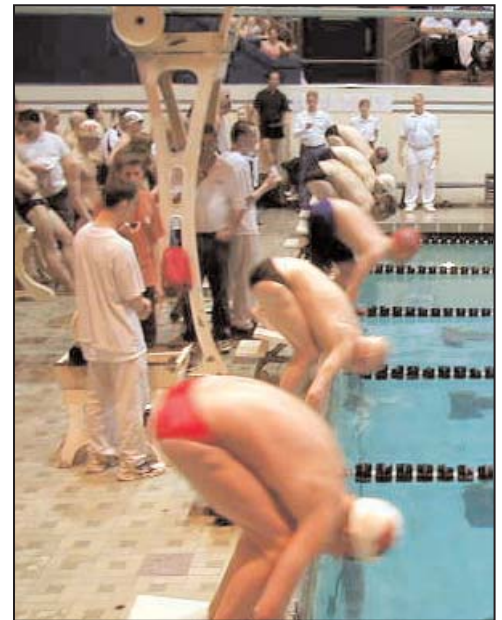
- Rockville/Somers co-op
- Glastonbury
- Wilton

- Cheshire
- Fairfield Prep
- Notre Dame West Haven
- Wilton
- New Fairfield

- Shelton
- Berlin
- Plainville
- Newtown



Division I Ice Hockey Championship at Yale
Fairfield Prep. defeats Greenwich 2-0



Boys' Swimming State Open at Yale University



Indoor Track Championships at Yale University

caad news

HIGHLIGHTS:

CAAD Executive Board Meeting

March 1, 2000 / Holiday Inn, Cromwell

- Because CAAD's current technology plan is behind schedule, the board assigned a new committee consisting of John Novakowski, Candy Perez and Fred Balsamo to investigate another plan or network for the CAAD website.
- The job description drafts for officers of CAAD were reviewed at length. The terms of each office will continue to be one year appointments with a maximum of two years of service.
- It was announced that Leadership Training Courses will be offered at the Cromwell Holiday Inn on the following days:
 - LTC 501, 502 on Tuesday, May 9
 - LTC 504 on Wednesday, May 10
- Representatives from NBC-30 gave a short presentation on its new InstaSports program. NBC30's InstaSports Program provides local schools with a means of reporting high school sports results on-line. The InstaSports site—which can be accessed by clicking on the InstaSports icon at www.nbc30.com—offers game results, team statistics, individual player stats, game schedules and directions, game cancellations, game highlights, rosters, and local weather conditions.

SUPPORTING YOUR STUDENT ATHLETE

Reprinted from Bristol Eastern High School's Lancers News, December 1999

It's tough these days to be a parent. Perhaps, one of the most demanding areas of parenthood is that of student athletics. Each of us who has sat along the sidelines at an athletic contest watching our son or daughter struggle to be successful can attest to the mixture of feelings which washes over us.

Paramount among our concerns is that our child be safe during the contest and free of injury. The second most prevalent emotion usually involves our internal demand for fairness. Whether it be the opposing team, our own coaching staff or the game officials, we demand that our child be treated at all times in such a manner as we personally deem fair. When it appears that such treatment is not forthcoming, especially in our interpretation of the calls of the officials, there may well-up in us an urge to rush to our child's defense.

In most cases, cooler heads prevail and we realize that game officials are human and subject to the same errors we all would make under the pressures of their responsibilities. None of us has ever been 100% correct in every decision in our lives. Then why do some of our parents appear to expect a superhuman performance by game officials and turn to ridicule and negative comments when they determine an error has occurred.?

I can only conclude that their overwhelming love for their child causes them to lose track of their responsibility to be role models and allows anger to rear its ugly head.

NCAA news & notes...

- Plaintiff attorneys in the Cureton v. NCAA case have filed a motion to amend their complaint in an attempt to prove that the NCAA has impermissibly used race as a discriminatory factor through its use of Division I initial-eligibility standards. A federal district judge originally ruled for the plaintiffs in the case, but a federal appeals court overturned the ruling in December.
- Legislation approved by the NCAA in early January has simplified the criteria for defining what constitutes a high-school core course for initial-eligibility purposes. This change becomes effective with student-athletes first entering college on or after August 1, 2000. The new core-course definition eliminated the NCAA's "75 percent instructional content" requirement for all core courses. The new core-course criteria are:
 - A course must be a recognized academic course and qualify for high school graduation in one or a combination of these areas: English, math, natural/physical science, social science, foreign language, computer science or nondoctrinal religion/philosophy.
 - A course must be considered college preparatory by the high school.
 - A math course must be at the level of Algebra I or higher.
 - A course must be taught by a qualified instructor as defined by the appropriate academic authority. A course must be taught at or above the high school's regular academic level (i.e., remedial, special education or compensatory courses not considered).

✠ SAVE THE DATE ✠

CAAD General Membership Meeting

May 10, 2000 / 8:00 a.m.
Cromwell Holiday Inn

The Connecticut Association of Schools
30 Realty Drive
Cheshire, CT 06410

NON-PROFIT ORG
U.S. POSTAGE PAID
NEW HAVEN, CT
PERMIT NO. 561