



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

VOL. 78 / NO. 7

APRIL 2004

CAS PRINCIPALS DIALOGUE WITH NEW COMMISSIONER

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

On March 31st, over seventy school leaders from CAS member schools convened in the CAS Conference Center for a candid conversation with new state education commissioner, Dr. Betty Sternberg. In a far-ranging, ninety-minute discussion, Dr. Sternberg clearly conveyed that she is acutely aware of the exigencies of schooling in the state, that she is accessible to and welcoming of feedback from practitioners, and that her litmus test in setting policy is whether or not it helps or hurts students. In her opening remarks, Dr. Sternberg discussed the steps she has taken at the national level to influence NCLB (she joined thirteen other state education commissioners in petitioning Secretary of Education Paige for more flexibility in its implementation) as well as the present difficulties with McGraw Hill in the scoring of the CMT's. She then responded to a variety of questions including this sample:

• **Question:** Is testing in grades 4, 6, and 8 only going to be possible under NCLB? Not this year or next, but possibly in the spring of 06. **Answer:** *A lot depends on the election this fall. I don't think we need to have it in every grade and I'd much rather use the money on pre-school.*

• **Question:** Why didn't more commissioners sign on to the petition for flexibility under NCLB? **Answer:** *Many of our state school heads are elected and are responding to more conservative constituencies in more conservative parts of the country.*

• **Question:** Are any changes envisioned in BEST? **Answer:** *That second year of the process is overwhelming. We're looking at this within the context of two variables: first, we have to attend to what kids need, that is, teachers who can walk that fine line between requiring a lot and also being able to help kids get there; second, how many of you in this room are thinking of retiring in the next five years? About half? Well, that mirrors the projections statewide with about half or 25,000 teachers out of*

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Commissioner Sternberg engages in a Q&A session with seventy CAS principals.



CEA President Rosemary Coyle joins CAS members in welcoming Dr. Sternberg.

CAS Hosts Reception to Officially Welcome "New" Commissioner

Following the "conversation," Dr. Sternberg was the guest of honor at a reception hosted in the CAS offices. Remarks were given by Dr. Allen Fossbender; President of CAS, Dr. David Larson, Executive Director of CAPSS; Mr. Robert Rader, Executive Director of CABA; and Ms. Rosemary Coyle, President of the CEA. All four speakers were unanimous in their praise of Betty's ability to listen and to always put students' needs first.

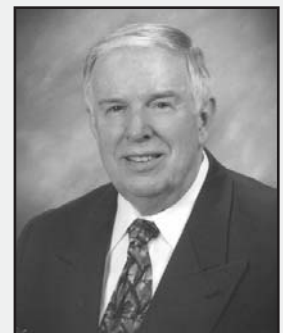
Earle Bidwell

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To learn more, visit www.casciac.org/bidwell/

Ballots can be found in the April issue of Middle Ground magazine.

LEGAL MAILBAG

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



Editor's Note: *Legal Mailbag* is a regular feature in the CAS BULLETIN. We invite readers to submit short, law-related questions of practical concern to school administrators. Each month we will select questions and publish answers. While these answers cannot be considered formal legal advice, they may be of help to you and your colleagues. We may edit your questions, and we will not identify the authors. Please submit your questions to: legalmailbag@casciac.org.

Q. Dear Mailbag: It was tough, but last month we recommended that a non-tenured teacher in our school not be renewed. We tried to keep it as quiet as possible, and with the help of the superintendent and the union the teacher eventually resigned. Now, however, the teacher is going around telling his co-workers that he is going to fix our wagon by collecting unemployment compensation over the summer and then getting a better job. The other teachers are getting jealous, claiming that they would like to get unemployment over the summer as well. Can I tell them that the departing teacher is just blowing smoke?

Keeping A Lid On

A. Dear Lid: Things are not that simple. Teachers are not generally eligible for unemployment compensation over the summer because of a special provision of the unemployment compensation law that applies to school employees between academic terms or years. Such employees are not eligible for benefits during such time, but only "if there is a contract or a reasonable assurance that such individual will perform services in any such capacity for any educational institution in the second of such academic years or terms." In plain English, a teacher in good standing is not eligible for unemployment compensation benefits for the summer. A teacher who is not returning and does not have another job, however, will be. Also, here the teacher resigned in the face of a non-renewal decision. As such, he will not be considered a "voluntary quit," which would otherwise make him ineligible for benefits.

Q. Dear Mailbag: Sometimes it seems that Central Office looks for ways to make our lives difficult. E-mail is a great invention, but we just got a memorandum from the Superintendent telling us that, because of "legal concerns," we should not use e-mail to communicate about students. I just need to know – what's the legal problem with using e-mail to communicate with colleagues about a student matter?

Ready to "Send"

A. Dear Send: As with many concerns, this one may have gotten exaggerated in the retelling. There is nothing inherently wrong with using e-mail to discuss a student matter. The concern comes from the ease of use. Regardless of the medium, communication on student matters should be limited to those with an educational need to know, and appropriate confidentiality should be maintained with any such communication. Those of us who have mistakenly hit "Reply All" are painfully aware of the consequences of mistakes with e-mail. Our counsel is that this resource can be used to communicate on confidential matters – but only very carefully.

Q. Dear Mailbag: My building is pretty run down, but all some of the rooms need is a new coat of paint. Fortunately, the PTO has all sorts of energy, and the President has asked me to schedule a "working weekend" when the parents can come in and paint the halls and the classrooms. She has even picked out an attractive "robin's egg blue" for my office. Before I give them the green light, I just wondered if you see any problems.

Ready to Roll

A. Dear Roll: Before scheduling this event, make sure that the Superintendent knows about the activity and that there is proper supervision. Volunteers are protected against liability claims in the same way employees are, but only if they are engaged in an activity approved by the board of education and under the supervision of a certified staff member. Also, check to see that the district's insurance covers this activity. When workers do their jobs, the district's workers' compensation policy protects the district. Volunteers, however, are different. Finally, brace yourself for a possible union claim. If employees (who may be looking for overtime) normally do this work, they may not be as appreciative as you are of the PTO's efforts.

ct news & notes

■ In conjunction with Connecticut Voices for Children, the Legislative Advocacy Clinic at Yale Law School is conducting a study of the effects of the federal No Child Left Behind Act on Connecticut public schools. The research has two goals: 1) to develop an informed understanding of the Act's effects on Connecticut public schools, and 2) to document findings in a report that can be shared with legislators, educators, and other advocates for public education in Connecticut. In order to achieve these goals, feedback from principals is essential. Please take a few minutes to complete the on-line survey at the following web address: <http://islandia.law.yale.edu/ss/wsb.dll/ag225/nclbsurvey.htm>

■ Last month, the state board of education recognized twenty-one Connecticut educators who completed the rigorous process to obtain certification by the National Board for Professional Teaching Standards (and, of those 21, eight were from the Milford school district!) This is particularly impressive considering that only 91 teachers in the state are nationally certified. Connecticut has historically lagged behind other states in the number of educators achieving national certification. This was due, in part, to the fact that few districts offered financial incentives to undertake the 400-hour process. However, the state now offers teachers a \$1,150 subsidy of the \$2,300 cost to apply for certification. Furthermore, numerous districts now offer salary boosts (see specific district incentives at <http://www.state.ct.us/sde/dtl/curriculum/nbccert1.htm>). Nationwide, only half of those who apply achieve the certification. Connecticut has a 70% success rate. (*Source: Connecticut Post*)

■ According to a survey by the U.S. Centers for Disease Control and Prevention, Connecticut tops the nation in childhood vaccinations with a 93% vaccination rate. Colorado had the lowest rate, at 65%. Connecticut has historically been among the top five or ten states in the nation in its efforts to vaccinate children. At an annual cost of between \$13 and \$14 million in federal and state funding, vaccines are available to all children in Connecticut, regardless of income.

... more ct news & notes

■ According to a new report from the Asthma and Allergy Foundation of America, Hartford is the 10th worst metropolitan area in the United States for asthmatics. The rankings were based on government statistics such as total number of asthma cases, risk factors such as indoor air quality and smoking laws, and measures of medical care such as number of prescriptions written and asthma specialists practicing in an area. Hartford was the only Connecticut metropolitan area named as a top 100 "asthma capital." Knoxville, TN, was ranked as the worst city in the country for asthmatics.

■ The Connecticut Staff Development Council is sponsoring an all-day workshop to assist administrators, professional development coordinators, department supervisors, and teacher leaders to support high levels of student achievement by promoting quality professional learning opportunities for all members of the school community. The workshop will be held at the Hartford/Windsor Marriott Airport on May 7, 2004. In the morning, Dr. Dennis Sparks, executive director of the National Staff Development Council, will present a general session on "Transforming Teaching, Learning, and Relationships in Schools." The afternoon program will include a keynote address by Dr. Betty Sternberg, five concurrent workshop sessions, and an opportunity to dialogue with CSDC board members. Visit www.casciac.org/pdfs/CSDC_brochure.pdf to download a conference brochure and registration form.

■ According to state department of education statistics, teacher absenteeism is rising slightly in Connecticut. Teachers were absent an average of 8.2 days in 2001-2002, the most recent year for which statistics are available. That represents a fairly steady climb from 1996-1997 when teachers were out 7.1 days. In private industry, employees took an average of 6.2 sick days; and that's with an average of 238 workdays a year, compared to an average of 186 workdays for teachers. However, one must take into account the fact that the teacher absenteeism figures include time missed for illness, personal days, funeral leave, religious holidays and maternity leave, as well as long-term disability leave. Some blame the increase in absenteeism on an aging workforce and frequent exposure to sick students and sick buildings. Others say it's a pattern that tends to subside with sufficient attention. The figures are gathered by the state department in order to track the number of days students come to class without the benefit of a certified teacher.

■ The federal government has awarded \$5.7 million in grants for early childhood development programs for low-income children in seven Connecticut towns. The funds will support three programs that serve Manchester, Enfield, Meriden, Berlin, Wallingford, Jewett City and Southington. The Thames Valley Council for Community Action will receive \$3.1 million; the Manchester Board of Education will be awarded \$1.6 million; and Easter Seals Connecticut, Inc. will be awarded \$1 million.

national news & notes

BUSH ADMINISTRATION EASES RESTRICTIONS OF NCLB

The Bush administration has made several concessions to show it is trying to answer concerns about the *No Child Left Behind Act*. Last month, U.S. Secretary of Education Rod Paige announced:

• . . . a new policy for calculating participation rates which will allow states to average participation rates over a three-year period. Under the new policy, a state may use data from the previous one or two years to average the participation rate data for a school and/or subgroup, as needed. If this two- or three-year average meets or exceeds 95 percent, the school will still meet the AYP requirement. A school that tested only 94% of students one year, for example, could make the mark if it tested 96% of students the year before. In addition, students who are unable to take the test during the testing and make-up windows because of a unique, significant medical emergency will not count against the school's participation rate. (See <http://www.ed.gov/news/pressreleases/2004/03/03292004.html>)

• . . . three new policies giving teachers greater flexibility in demonstrating that they are highly qualified under the *No Child Left Behind Act* (NCLB). Rural teachers, science teachers and those who teach multiple subjects will get leeway in showing they are highly qualified under federal law, the education department said Monday. The changes are most sweeping for rural teachers, thousands of whom who will get an extra school year -- until spring 2007, three years from now -- to show they are qualified in all topics they teach. Newly hired rural teachers will get three years from their hire date. (See <http://www.ed.gov/news/pressreleases/2004/03/03152004.html>)

■ School principals' salaries have slipped down a bit this year according to the National Association of Elementary School Principals (NAESP). The 2003-2004 average annual salary for an elementary school principal was \$75,144; middle-level leaders averaged \$80,060; and high school principals earned \$86,160. In 2002-2003 those salaries were elementary, \$75,291; middle-level, \$80,708; and high school \$86,452. "This is the first salary decline in over a decade, which certainly doesn't reflect the higher expectations and increasing responsibilities of the profession," said Vincent Ferrandino, NAESP's executive director. "It's small but troubling because it comes at a time when candidates for the principal's job are already in short supply."

■ Children and teenagers are safer now than they have been in three decades, but on many other measures, including school performance and health, their lives are no better, according to a first-of-its-kind national survey. The report, com-

plied by researchers from Duke University and the Foundation for Child Development, shows that young people today are less likely to become criminals, crime victims or parents than they were in 1975, the survey's base year. High school seniors are less likely to smoke, drink or use illicit drugs. But children and youths also are more likely to be obese or to commit suicide and far more likely to live in a single-parent home, which brings with it a number of financial and emotional problems.

■ A new study, *Academic Atrophy, The Condition of the Liberal Arts in America's Public Schools*, shows the *No Child Left Behind Act* is narrowing what's being taught in public school classrooms. Since the law holds schools accountable only for student performance in math, reading and eventually science, predictably that's where schools are devoting the majority of their instructional time. According to the study, released by the Council for

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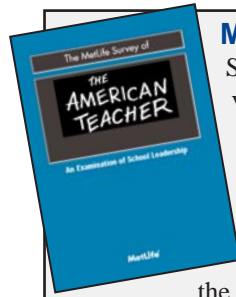
... more national news & notes

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Basic Education, other courses that round out a student's educational experience and help boost performance in the core subjects are getting short shrift. Educators told the Council for Basic Education that to focus on the act's testing requirements, they've decreased instructional time for social studies, civics, geography, languages and the arts in order to devote more to the subjects that will be tested. The greatest cutbacks are in the arts. The study shows the curriculum is narrowed most in schools with large minority populations. For the full report visit: www.c-b-e.org/PDF/cbe_principal_Report.pdf.

■ The first in a long-awaited series of studies shows that nationally certified teachers are more effective at raising their students' reading and math scores than are teachers who apply for the credential but do not receive it. Critics have questioned the expenditure of state and district money on National Board for Professional Teaching Standards certification, but the recent study offers the first evidence that teachers who undergo the process make a difference in the classroom. The research, which focuses on North Carolina, finds end-of-the-year test scores improved an average of 7 percent more for students whose teachers had earned national certification, when compared with students whose teachers had failed to earn it. Read the report at http://www.urban.org/UploadedPDF/410958_NBPTSOOutcomes.pdf.

■ "Department of Education Forecast of Funding" lists virtually all programs and competitions under which the department of education has invited or expects to invite applications for new awards for FY 2004 and provides actual or estimated deadline dates for the transmittal of applications under these programs. The lists are in the form of charts -- organized according to the department's principal program offices -- and include programs and competitions the department has previously announced, as well as those it plans to announce at a later date. Note: This document is advisory only and is not an official application notice of the department of education. Updates to this document are expected through July 2004. Visit <http://www.ed.gov/fund/grant/find/edlite-forecast.html>.



METLIFE ISSUES REPORT ON SCHOOL LEADERSHIP

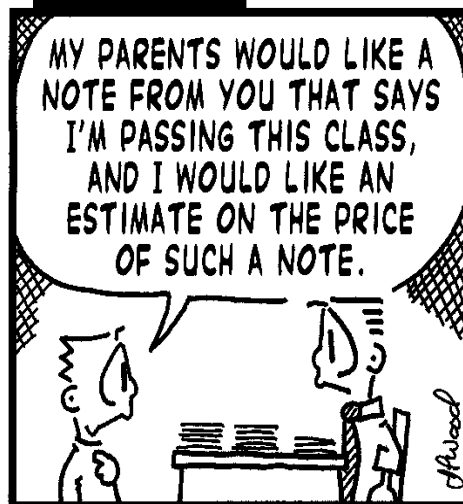
Since 1984, MetLife has conducted a series of surveys that bring the views and voices of those closest to the classroom to the attention of policymakers and the public. Conducted by Harris Interactive, survey topics have changed to address key issues over the years -- from reform to violence -- but the premise remains the same: to give voice to teachers and others most familiar with classroom realities and most affected by education reform. The newly released MetLife Survey of the American Teacher, 2003, explores the attitudes and opinions of teachers, principals, parents and students regarding school leadership. The survey examines the role of the school leader in establishing the school's atmosphere and also looks at relationships among members of the school community. Download the survey at <http://www.metlife.com/WPSAssets/20781259951075837470V1F2003%20Survey.pdf>

■ A new report from MDRC (Manpower Demonstration Research Corporation) describes how Career Academies -- a widely used high school reform initiative that combines academic and technical curricula around a career theme -- influenced students' capacity to improve their labor market prospects and remain engaged in post-secondary education programs. Based on the experiences of more than 1,400 young people from nine high schools across the nation in the four years following their expected completion of high school, the report found that Career Academies significantly increased the earnings of young men -- especially those who were at medium or high risk of dropping out of high school when they entered the programs -- over the earnings of their non-Academy peers. Academies were found to have had no significant impacts, positive or negative, on the labor market outcomes of women. Overall, Career Academies served as viable pathways to a range of

post-secondary education opportunities, but they do not appear to have been more effective than other options available to the non-Academy group. The findings provide compelling evidence that investments in career-related experiences during high school can produce sustained improvements in young people's employment and earnings prospects. For the full report visit: www.mdrc.org/publications/366/overview.html.

■ American voters are becoming increasingly aware of the *No Child Left Behind Act*, but a growing minority of them are deciding they don't like it, a new poll sponsored by the Public Education Network and Education Week suggests. The fifth annual PEN/Education Week poll, funded by a grant from the MetLife Foundation, found that three-fourths of voters questioned in January said they had heard about the bipartisan law, up from 56 percent who said so in a survey a year earlier. While supporters still outweighed those who dislike the law, the opposition grew threefold between January 2003 and a year later. Twenty-eight percent of this year's respondents said they opposed the *No Child Left Behind Act*, compared with 8 percent in the 2003 PEN/Education Week poll. The level of support remained relatively steady, dipping slightly from 40 percent of respondents a year ago to 36 percent this year. The survey also examined how education stacks up against other concerns, how it might play in the presidential race, and how voters view taxes for schools. Visit http://www.publiceducation.org/portals/Learn_Vote_Act/default.asp for additional findings and to download the full report.

SCHOOLIES © 2004 by John P. Wood



FLANAGAN GRANTS FOR 2004 ANNOUNCED

Sponsored by Big Y World Class Markets

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

Janet Garagliano, chair of the Student Activities Board of Control (SABC), is pleased to announce on behalf of CAS and Big Y World Class Markets the 2004 recipients of the Thomas R. Flanagan Memorial Grant Awards. The following outstanding student activities have been selected for awards from the forty-three applications received:

- **Farmington High School** - *Leadership 2004* is a summer-based leadership workshop for approximately 100 students representing a variety of clubs, groups, and athletic teams. The objective is to teach leadership skills to attendees so that they may effectively lead the groups they are involved with throughout the year.
- **Holy Cross High School, Waterbury** - *Stockings for Seniors '04* continues a two year old tradition, supported by every student at Holy Cross High School, of providing a Christmas stocking to each resident of the Cedar Lane Nursing Home in Waterbury. This project is one of several that at certain points of the year provide assistance, entertainment, and companionship to this "adopted" home.
- **Somers High School** - *Students Supporting Students* is a diverse group of students drawn from each class who develop the skills and knowledge to be effective support resources for their peers. SSS was initiated 12 years ago to fill the gap between students' tendency to rely on each other and existing adult support resources. The grant will support the annual retreat that is essential to sustain this important school resource.
- **Wintergreen Interdistrict Magnet School, Hamden** - *The Mini-Conference for Youth* is being organized by the Peer Mediators at Wintergreen and will provide 225 students in grades 6 – 8 the opportunity to attend a variety of workshops related to conflict resolution, self esteem, internet safety, substance abuse prevention, and bullying and harassment.
- **Wooster Middle school, Stratford** - *Wooster Steps Up to "Fat Like Me"* is the response of students and staff to the recent ABC special on obesity filmed at Stratford High School, Wooster's pathway high school. The grant will support a community health fair focusing on the plight of overweight teens.
- **J.F. Kennedy Middle school, Enfield** - *The JFK Community Service Club* is a 4 year old activity involving approximately 130 students or 10 percent of the school. The club meets weekly to choose, plan, and complete a variety of community service projects which are completed on a monthly basis.
- **Annie E. Vinton School, Mansfield** - *The Monarch Habitat Restoration Project* aims at having every Vinton student help reverse the negative influences of development on the habitat of the monarch butterfly. All 250 will plant *Asclepias curassacica*, a tropical variety of milkweed and favorite monarch host, in family gardens and/or strategic locations in the community. This project coordinates with the existing school practice of tagging monarchs for Project Monarch Watch.
- **Holmes Elementary School, New Britain** - The grant will support The Holmes School Singers production next year of "The King and I." This extra-curricular activity for students in grades 2 – 5 provides extended opportunities to develop an appreciation for and the ability to perform in the area of musical expression.
- **Union School, Unionville** - The Garden Club is a weekly after school service club initiated this year to support the

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2004 GOVERNOR'S SCHOLARS

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

Under the direction of Education Commissioner, Dr. Betty Sternberg, the Connecticut Association of Schools (CAS) and Big Y World Class Markets have again collaborated to extend the Governor's Scholars Program. Now in its eighth year, the purpose of the program is to recognize academically talented high school students throughout the state and present thirty students for special recognition to the Governor of Connecticut. All principals of CAS member high schools are given the opportunity to nominate one junior ranked in the top four percent of his/her class. An essay on an assigned topic must be completed. Members of the Governor's Scholars Committee, professional educators from throughout Connecticut, judge the completed applications and assign a composite score to each based on rank in class, PSAT or SAT scores, CAPT scores, and the student essay. Laura Ferrante Fernandes, chair of the Governor's Scholars Committee, is pleased to announce the thirty finalists in this year's competition and, on behalf of the CT State Department of Education, CAS, and Big Y, extend congratulations to:

- **Anna Afonso** of Westbrook High School
- **Joshua Allen** of Greenwich High School
- **Daniel Barlow** of Woodstock Academy
- **Kolleen Burbank** of Robert E. Fitch Senior H.S. in Groton
- **Erin Coffey** of Daniel Hand High School in Madison
- **Rebekah Diamond** of New Milford High School
- **Molly Douglas** of Canton High School
- **Carol Eddy** of Coventry High School
- **Kathleen Fenn** of Sacred Heart Academy in Hamden
- **Allison Field** of Joseph A. Foran High School in Milford
- **Colin Gibbs** of Montville High School
- **Varun Gokarn** of Simsbury High School
- **Daniel Gostin** of New Britain High School
- **Alex Krasser** of Windham High School
- **Nicholas Leiserson** of North Haven High School
- **Laurie Lomask** of Conard High School in West Hartford
- **Matthew Lucia** of Southington High School
- **Seth Luty** of Oliver Wolcott RVTS in Torrington
- **Heeren Makanji** of Norwalk High School
- **Julie McIntyre** of Mark T. Sheehan H.S. in Wallingford
- **Nicole Millar** of Stafford High School in Stafford Springs
- **Joanna Myers** of Watertown High School High School
- **Charles Nathanson** of Hamden High School
- **Ashley O'Brien** of East Windsor High School
- **Meghan Purdy** of East Lyme High School
- **Stephen Rettger** of Ridgefield High School
- **Emily Rollinson** of Shelton High School
- **Matthew Watras** of Maloney High School in Meriden
- **Allison Whalen** of Northwest Catholic H.S. in West Hartford
- **David Wheelock** of Darien High School

The thirty students listed above will attend the Governor's Scholars Luncheon at The Aqua Turf Club in Southington on May 26, 2004. At the reception, Governor's Scholars will receive recognition as well as information on participation in courses at selected Connecticut colleges and universities. Half-tuition scholarships to the University of Connecticut will be available for any of the thirty Governor's Scholars who choose to matriculate there.

Commissioner,**continued from page 1**

50,000 retiring in the next five years. So how do we maintain quality and replace all of those? How do we tap into the knowledge and skills of the retirees to mentor newcomers? Maybe internships with mentors who've retired or maybe master teachers in this role. Maybe the portfolio gets moved but we have to look at this in the larger context.

• **Question:** What's the status of the follow-up to *Sheff v. O'Neill*? **Answer:** It remains abundantly clear that our focus on reducing the achievement must continue. As you know, the court case requires certain numbers to be met. We're moving toward those numbers, but have lagged on magnets. Two were supposed to come on line in greater Hartford this year, but didn't. I think the New Haven example shows us that it's better to go at a slower pace. We'll know in a month or so whether we're back in court.

• **Question:** A "highly qualified" (under NCLB) teacher in New York is not the same as a "highly qualified" teacher in CT. Is there any flexibility on this? **Answer:** I submitted a modified definition that was rejected by O.E. It's on the radar screen.

• **Question:** Would you consider reciprocity with New York? **Answer:** We are looking at an inter-state compact. Remember the issue of people leaving is in every state, not just CT, and certainly differences in standards by state are problematic.

• **Question:** What about CAPT starting time? **Answer:** First of all, I've told Kevin Sullivan what I think. We're stuck with it this year, but keep good records. We'll go

back - and if your parents are upset, have them contact their legislators.

• **Question:** Middle level certification presents a dilemma. We like the content expertise of the secondary certification, but our schools are organized around teams and there's always a need for a teacher to teach more than one subject. Is there a chance for the proposal that's on the table?

Answer: We're looking at that. I know that NCLB is a factor but I'm aware of your dilemma.

• **Question:** Apart from the VT schools and with all of the stress on academics, I'm concerned with the decline in vocational options in public schools. Do you share this? **Answer:** Well all students have to be able to read, write, and do math. But having said that, I also believe that all students have to have something that ignites their passion. For some students, that's vocational education, for others it's the arts. It's not just about CMT and CAPT scores.

• **Question:** Within the last year, the state department has lost approximately 50 % of its employees. What aren't you going to be doing? **Answer:** This may truly be a case where less is more. We're going to have focus on working smarter and more efficiently. For example, do we really need to collect and publish all of that data included in Connecticut Education Facts? What information is really essential? Also, we are hiring, bringing in new blood with fresh ideas. It's not zero sum.

• **Question:** Has there been any progress with the state universities incorporating CAPT into their admission criteria?

Answer: This remains under discussion, but no progress to date.



CAS President Allen Fossbender shares personal anecdotes from his days working with Dr. Sternberg at the SDE.



CABE Executive Director Rob Rader jokes that he is pleased to finally have a commissioner with whom he can see "eye to eye"!

The Passing of Common Sense . . .

Today we mourn the passing of a beloved old friend by the name of *Common Sense* who has been with us for many years. No one knows for sure how old he was since his birth records were long ago lost in bureaucratic red tape. He will be remembered as having cultivated such valuable lessons as knowing when to come in out of the rain, why the early bird gets the worm and that life isn't always fair.

Common Sense lived by simple, sound financial policies (don't spend more than you earn) and reliable parenting strategies (adults, not kids, are in charge). His health began to rapidly deteriorate

when well intentioned but overbearing regulations were set in place.

Reports of a six-year-old boy charged with sexual harassment for kissing a classmate; teens suspended from school for using mouthwash after lunch; and a teacher fired for reprimanding an unruly student, only worsened his condition.

It declined even further when schools were required to get parental consent to administer aspirin to a student; but, could not inform the parents when a student became pregnant and wanted to have an abortion.

Finally, *Common Sense* lost the will to live as the Ten Commandments became contraband; churches became businesses;

and criminals received better treatment than their victims.

Common Sense finally gave up the ghost after a woman failed to realize that a steaming cup of coffee was hot; she spilled a bit in her lap, and was awarded a huge settlement.

Common Sense was preceded in death by his parents, *Truth* and *Trust*; his wife, *Discretion*; his daughter, *Responsibility*; and his son, *Reason*. He is survived by two stepbrothers; *My Rights* and *I'm a Whiner*.

Not many attended his funeral because so few realized he was gone. If you still know him pass this on, if not join the majority and do nothing. (*Unknown source*)

principals' center news

PRINCIPALS' CENTER TEAMS ATTEND TECHNOLOGY CONFERENCE

By Tom Galvin, Principals' Center Director

Teams of educators organized by the Principals Center's Technology Committee recently attended the "Classroom Connect" two day technology conference in Boston. The program included a series of workshops on the use of technology in instruction such as *Middle School Science On-line*, *On-line Courses and Resources*, *Teaching Math with the Net*, *Putting Technology into Your Classroom*, *It's Not the Technology, It's the Education* and more. A special feature of the program was the "hands-on labs," offering topics such as Advanced Adobe, Advanced Flash and Advanced On-Line Searching.

The keynote speaker was Roger Farr, a reading expert from Indiana University. Under his topics: "Teaching Strategies to Develop Students Who Think,"

Dr. Farr expressed his upset at the emphasis on state and federal test preparation, insisting that, if reading and writing are taught well, the tests will take care of themselves.

He expressed concern over student regurgitation of facts as illustrated by the excessive use of "yellow highlighters" by students. He called for a breaking up of the tests and a continuous, focused classroom assessment. He expressed his view that the United States lower performance in the upper levels of international tests in comparison with other countries can be at least partly attributed to our emphasizing writing in our schools less than other countries. He calls for us to have students write answers, not fill in "bubbles." Finally, he pointed out that there is no program that will teach a child; only a teacher can teach a child."

The technology committee, chaired by Bob Hale, principal of Westbrook High School, conducts professional development programs for administrators linking technology to instruction. The activities of the committee are supported by a grant from the Bill and Melinda Gates Foundation.

Upcoming Principals' Center Programs & Activities

Mark Your Calendars!

Your attendance is encouraged at the following upcoming Principals' Center-sponsored events:



- **May 18, 2004 - How Lincoln Elementary School (Mt. Vernon, NY) Closed the Achievement Gap** / George Albano, principal, and Lincoln staff members / This nationally acclaimed program has been featured on Lehrer News Hour and praised in national press including N.Y. Times. CAS Conference Center, 9:00-12:00
- **June 30, 2004 - Mini-Conference on Administrator Personal Productivity through Technology** / Presented by The Principals' Center's Technology Committee. CAS Conference Center, 10:00-12:00
- **July 14-16, 2004 - Principals' Center's Annual Residential Retreat** / The Heritage, Southbury, CT
- **August 18, 2004 - Annual "Back to School" Legislative Update and Picnic** / Attorney Tom Mooney, Shipman & Goodwin LLC. CAS Office, 3:30 p.m.
- **September 14, 2004 - Annual Convocation for Superintendents, Principals and Administrators** / The Aqua Turf

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THE BULLETIN

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

ATTORNEY MOONEY SPEAKS TO EDUCATORS IN BRIDGEPORT

By Tom Galvin, Principals' Center Director

The Principals' Center sponsored an education law program on March 29th for administrators and teachers from the Bridgeport Schools and participants in the SCSU Administrators Intern Program. Attorney Thomas Mooney, a partner with Shipman & Goodwin, L.L.C. and a faculty member of UConn's Neag School of Education, spoke to the group on the latest interpretations of a "highly qualified teacher" under *No Child Left Behind* and legal issues related to teacher evaluation.

Attorney Mooney explained what requirements need to be met in order to have holders of temporary certification and DSAP's and those with temporary minor assignments considered "highly qualified" under NCLB.

In discussing teacher evaluation, Attorney Mooney presented a number of situations and asked the participants to choose a correct response from a list of

actions an administrator might take. This helped the participants better understand how to "legally" deal with situations involving confidentiality, conferencing, teacher notification, record keeping and others.

The center was assisted in the organization of the program by Linda Hartzler, consultant, Bridgeport Public Schools and Dr. Gladys Labas, professor at SCSU and director of the Educational Leadership Program at SCSU.

"There are two kinds of people, those who do the work and those who take the credit. Try to be in the first group; there is less competition there."

- Indira Gandhi

CANHS CALL TO ACTION

The CANHS is promoting a statewide effort to raise funds to support the Literacy Volunteers of Greater Hartford. Each middle and high school chapter of the National Honor Society is being asked to raise \$100. If all honor society chapter members of our state National Honor Association participate in this activity, we will meet our state goal to raise \$10,000.00 for this organization. We hope to make the formal presentation to the Literacy Volunteers organization at our state NHS/NJHS conference next month. Schools that have already contributed \$100 each in support of this statewide effort are listed below.

High Schools:

- Cromwell H.S.
- Derby H.S.
- East Hampton H.S.
- North Haven H.S.
- Plainfield H.S.
- Portland H.S.
- Southington H.S.
- Stafford H.S.
- W.F. Kaynor RVTS
- Wethersfield H.S.

Middle Schools:

- John F. Kennedy M.S., Southington
- Joseph A. Depaolo M.S., Southington
- Northeast M.S., Bristol
- Pulaski M.S., New Britain

It's not too late to help! Mail contributions to Don Gates, Principal; Portland High School; PO Box 73; Portland, CT 06480. If you desire additional information, contact Mr. Gates at 860-342-1720.

Flanagan,

continued from page 5
ongoing educational purposes of the outdoor classroom at Union School known as the *Reader's Garden*. The grant will support expansion of the club beyond the fourth grade to involve more students in garden maintenance as well as science, environmental, and literacy activities.

The purposes of the Flanagan awards program are to stimulate the growth and improvement of student activities and to provide recognition for outstanding student activities. The award recipients will be recognized at a reception at the CAS Conference Center on May 10, 2004.

Thomas Flanagan was the former principal of Waterford High School. A member of the CIAC program, basketball, and football committees, Tom was

most closely identified with the Student Activities Board of Control (SABC) during its years of transition and growth. He was also a highly respected member of the NASSP Standing Committee for Student Activities. In 1976, he was awarded CAS's highest honor, a Citation. The Thomas R. Flanagan Student Activities Memorial Grants are dedicated to his legacy.

Big Y has been a dedicated corporate partner of CAS since 1997. In addition to sponsoring the Flanagan Memorial Grants, it produces a highly acclaimed nutritional newsletter mailed to all CT students and funds the prestigious Governor's Scholars Program. Big Y was founded in 1936 and currently employs over 8,500 people in 52 stores throughout Massachusetts and Connecticut.

LOOKING BACK . . .

Ever wonder about how the organization evolved from a modest operation concerned mainly with the governance of interscholastic athletics into a powerful organization that is a recognized and respected force in Connecticut education? Would you like to learn some of the who's, what's and when's that constitute CAS-CIAC's rich history? Each month, this new column will offer you a glimpse of the association's past by chronicling some of its major –and minor – milestones.

1953:

The birth of CASS . . . In 1921 high school principals formed the Connecticut Interscholastic Athletic Conference to regulate the abuses which had developed in high school athletics. Thirty-two years later, a second organization, known as the Connecticut Association of Secondary Schools (CASS) was formed, also by high school principals of Connecticut, to provide guidelines and regulations for student participation in interscholastic activities which were not of an athletic nature – i.e., such activities as debating contests, essay contests and band competitions. This organization, CASS, replaced a professional organization, the Connecticut Association of Secondary School Principals (CASSP), an organization of principals whose purpose was to provide a forum for state principals to discuss their common professional problems. They also tried to regulate non-athletic activities, but failed.

(Source: "A History of the Connecticut Inter-scholastic Athletic Conference and the Connecticut Association of Secondary Schools 1921-1986: Their Influences on Interscholastic Activities and the Structure of Connecticut's Professional Organization for Secondary School Principals," By John F. Shine, Ph.D.)

REPORT ADDRESSES SEXUAL MISCONDUCT IN SCHOOLS

A draft report commissioned by the U.S. Department of Education concludes that far too little is known about the prevalence of sexual misconduct by teachers or other school employees, but estimates that millions of children are being affected by it during their school-age years. Written in response to a requirement in the federal *No Child Left Behind Act*, the report by a university-based expert on schoolhouse sexual misconduct concludes that the issue "is woefully understudied" and that solid national data on its prevalence are sorely needed. Yet despite the limitations of the existing research base, the scope of the problem appears to far exceed the priest abuse scandal in the Roman Catholic Church, said Charol Shakeshaft, the Hofstra University scholar who prepared the report. The best data available suggest that nearly 10% of American students are targets of unwanted sexual attention by public school employees -- ranging from sexual comments to rape -- at some point during their school-age years, Ms. Shakeshaft said. The report offers the following recommendations for reducing sexual misconduct in schools.

- Craft written policies that unambiguously describe and prohibit inappropriate educator-student relationships.
- Screen new and current employees with background checks that include fingerprinting.

- Centralize record-keeping and designate one case coordinator to whom "all rumors, allegations, or complaints are channeled."
- Thoroughly and promptly investigate allegations and report them to both child-protection and law-enforcement agencies.
- Make educators, parents, and students aware of the signs of misconduct by educators.
- Educate employees and students about expectations for behavior, the responsibility to report suspected wrongdoing, and the proper channels for doing so.
- Change state certification rules to require that new educators "understand the professional expectations and ethics in regard to student relationships."
- Set up adequate state and federal registries of educators who have engaged in sexual misconduct with students "where future employers or parents can turn to check backgrounds."
- Revise state policies and laws to protect students of all ages; to require stringent background checks; to mandate reporting to the state of misconduct accusations; to give immunity to employers from lawsuits over candid job references given in good faith; and standardize age-of-consent laws and definitions of child sexual abuse across states.

(Source: Education Week, 3/10/04)

EDITORIAL: Where Are Your Priorities?

By Earle G. Bidwell, Assistant Executive Director

You see an on-line advertisement for a new digital camera at an unbelievably low price and can't resist the urge to buy it. When it arrives at your door, you eagerly unwrap it and begin to snap pictures. The resulting pictures are grainy, lack sharp colors and the zoom lens can't even pull in a close-up shot across a room. You tell your friend about the experience and you can predict the response even before it is spoken. "You get what you pay for." Your neighbor hires a plumber to install a new sink and is not only charged for the sink and the labor to install it, but an hourly rate for travel time to and from the shop. Questioning the charge your neighbor is told, "Time is money." A colleague graduated from a university that has an intense rivalry with your alma mater. The night before a big game between their respective basketball teams, you tell him that you are positive that your team is going to win. "He reaches in his pocket, produces a handful of bills and says. "Put your money where your mouth is." You've heard these expressions scores of times and perhaps used them a few times yourself. While so time-worn and predictable as to be almost devoid of meaning, they all have a foundation in truth and relate to how people show what they value. In short, they answer the question, "Where are your priorities?"

Applying these expressions about priorities to education in light of new testing and accountability standards is quite revealing. Arguably the most important factor in successful schools is attracting and retaining great teachers. As Sue Swaim, Executive Director of the National Middle School Association has written. "We know, without a doubt, that well-prepared teachers are more successful in the classroom than teachers who are not as accomplished. At least 100 studies in the past decade have documented that highly skilled, highly effective teachers help students learn more. In a 1998 study involving a half million elementary and middle grade students in 3,000 Texas schools, researchers (Hanushek, Kain, and Rivkin) found the most important factor in student achievement was teacher quality." Couple

these statements with the fact that by far, the greatest expenditure in education operating budgets is for salaries. A look at five Connecticut communities representing urban, suburban, and rural schools revealed that the average expenditure for teachers' salaries represents 80% of the education budget. Given the enormity of this expenditure, it appears that school systems value teachers and back up their claim with the dollars. Furthermore, affluent communities point with pride to their salary scales and their ability to attract the best and brightest. Conversely, less affluent communities often blame poor student performance in their schools on an inability to compete for these same teachers.

A second look at these same representative Connecticut school districts tells quite a different story. While they spend 80% of their budget to acquire teachers, they spend a paltry 1.5% to maintain them and to improve their skills. Out of a total budget of over 15 ½ million dollars with about 12 ¼ quarter million spent on teacher salaries, less than 20 thousand was spent on in-service and professional development. In any other aspect of life this would be unheard of. That is the equivalent of purchasing a \$30,000 automobile and spending \$45 a year in maintenance or spending \$120 a year for medical expenses for a family of four with an annual income of \$70,000. It is shortsighted at best and bordering on ineptitude. Given the importance of highly skilled teachers, it would appear that a substantial amount of the remaining budget should be allocated to the improvement of their skills, yet, "A nationally representative survey conducted by the National Center for Education Statistics (2001) found that in 'nine out of ten content areas, teachers typically reported that they had spent the equivalent of 1 day or less on professional development activity during the previous year'" (Sue Swaim). Having attended two national, one regional and Connecticut's state convention in the last six months, this writer can attest to the fact that enrollments for professional development activities are considerably lower than in the past. Many principals

report that professional development monies are frozen. Others that they can't hire substitute teachers for professional development. Funds are available for other things. The same communities that spent 1 ½ % on professional development spent 5% on textbooks, yet nowhere have I found that textbooks were significant determiners of student success.

With the *No Child Left Behind* (NCLB) mandate of a highly qualified teacher in every classroom by 2005-2006, school districts can no longer under fund professional development. While the definition of "highly qualified" coming from Washington clearly speaks to content knowledge, quantifying content knowledge is relative easy, it will not be teachers with just content knowledge who will motivate students. It will not be "troops to teachers" (one of the more absurd solutions offered in NCLB) who will inspire a love of learning in students. It will not be the large contingent of teachers, too long out of the classroom themselves, applying skills learned decades ago to the needs of today's students, who will lead marginal students to attain adequate yearly progress. It will be the highly skilled teachers, familiar with the latest instructional strategies, data driven curricula, and knowledge of developmentally appropriate approaches to learning, that will make a difference.

There is nothing wrong with holding teachers and administrators accountable for student success, but they must be given the tools to do the job. Those who develop and control school budgets must "put their moneies where their mouths are." Saying that teachers are valued must be backed up with a sound investment in their continued growth and development. "Time is money." Give educators the time needed to hone their considerable skills and it will be paid back with greater success in the classroom. Remember, "You get what you pay for." Skimp on professional development and you will continue to get what you have now, and in an age of increasing accountability, that is not good enough.

elementary news

Study: CT's preschool children better prepared for kindergarten than peers without preschool

HARTFORD, Conn. -- A study overseen by the Connecticut Commission on Children found that children who attend preschool for two years are twice as likely as children with no preschool experience to have the language, literacy and math skills needed to be ready for kindergarten.

The legislature's education committee requested the study, which was supported by the state department of education and the Connecticut Center for School Change. The aim was to determine how many children in the state's poorest school districts entered kindergarten with the necessary skills.

Researchers surveyed 400 kindergarten teachers in "priority" school districts. The teachers rated 3,295 children in the needy districts, which included Bridgeport, Danbury, Hartford, Meriden, New Britain, New Haven, New London, Norwalk, Stamford, Waterbury and Windham.

The study, conducted by Kristine Mika of Marlborough, found that more than 65 percent of children with two years of

preschool had most or all the language and literacy skills needed to be ready kindergarten. Of children with no preschool experience, 25 percent had the needed skills. Sixty-seven percent of preschool children had the necessary math skills, compared with 30 percent of non-preschool children.

The study also found that:

- preschool children were 1 1/2 times more likely that non-preschool children to have the social, emotional and fine motor skills needed to be ready for kindergarten;
- predominantly Spanish-speaking children with two years of preschool experience fared significantly better in language, literacy, math, social, emotional and fine motor skills than Spanish-speaking children with one year of preschool; and,
- 87 percent of parents of children who went to preschool for two years were seen as highly involved in their children's education (as compared with 67% of parents whose children did not attend preschool.

(Source: *www.bostoncom*, 3/28.04)

A Look at Principals' Salaries

The U.S. Department of Labor's Consumer Price Index over the past five years indicates increases in principals' salaries are ½ a percentage point lower than the rising cost of living. The difference in salaries that school districts pay their principals is linked to a number of factors, including the geographical region, the district enrollment, and the per-pupil expenditure level.

In California and the Far West region, for instance, the average elementary principal's salary is \$87,010 which is slightly down from last year but 13.3 percent above the national average, while principals in the Rocky Mountain states earn an average of \$62,975, which is 19.7 percent below the national average and well below last year's average.

(Source: NAESP)

Elementary Spring Conference Features National Speaker

Dr. Robert F. Carroll, Asst. Executive Director

"Advances in neuroscience contribute to the development of curriculums that build on the way the brain constructs knowledge." This quote by Dr. Lawrence Lowery is an indication of the change schools all over the country are making in designing curriculums for the 21st century.

In addition to being the featured speaker and workshop presenter at the Elementary Spring Conference this year, Dr. Lowery is also working with CT State Department of Education personnel in math and science during his two-day stay in Connecticut. The state department is placing an emphasis over the next several years on math and science curriculums.

In a recent article in the Association for Supervision and Curriculum Development, Dr. Lowery remarked, "The new curriculums do not 'speed up' the student's development of 'move down' advanced concepts. Rather, their intent is to make what the student is capable of

learning more useful, effective, relevant, and interesting and to enable the student to progressively build, from grade level to grade level, an understanding of the grand ideas of a subject by relating subsequent knowledge to prior knowledge."

"With so much explicit knowledge about how the brain works and with data so clearly supportive of the fact that students construct knowledge for themselves, it is surprising that so little real change has occurred in the way that science and math are taught. Today, thoughtful schools and school systems are engaged in systemic changes whereby new curriculums, especially in mathematics and science, are a fundamental component of those changes."

In addition to Dr. Lowery, Dr. Liz Buttner, elementary science consultant for the state department of education will also present a workshop. Her workshop will focus on how districts can approach a change to their entire science program;

how teachers will teach; how students will learn; how learning will be assessed; and what policies need to be in place in order to make it all happen. Dr. Buttner's workshop is entitled, *Achieving the Vision of the New Science Curriculum Framework: Looking Beyond Who Teaches What!*

Other very interesting and important workshop offerings include, *Designing Curriculum Based Upon How Students Learn*, by Dr. Lawrence Lowery, professor emeritus at the University of California at Berkeley and *Moving from Arithmetic to Algebra*, by Charlene Tute Nichols, math consultant for the state department of education.

This year's spring conference will be held at the Farmington Marriott on May 3, 2004. Enrollment is limited so those wishing to attend should register early. Those needing registration materials can contact Dr. Robert Carroll or his secretary, Jennifer, at (203) 250-1111.

. . . more elementary news

2003 National Distinguished Principal Addresses School Volunteers

Dr. Robert F. Carroll, Asst. Executive Director

Louis Pear, principal of West Hill School in Rocky Hill and Connecticut's 2003 National Distinguished Principal, addressed volunteers being honored at this year's Volunteer Recognition Banquet recently held at the Aqua Turf in Southington. Over two hundred seventy volunteers from eighty-nine schools across the state were honored.

In remarks to over 600 attendees, Lou Pear, the evening's featured speaker, congratulated those being honored and stressed the importance and value of being a volunteer in today's schools. "Nothing seems to speak to this topic as perfectly as data compiled by Jamie Fulmer and incorporated in a speech that was given by Dr. Vincent Ferrandino, Executive Director of the National Association of Elementary School Principals (NAESP)," said Mr. Pear. He went on to relate that the data chronicled the growth in responsibilities of the American school system. "By understanding the growth in our educational system, the value and need for volunteers in our schools can also be understood."

Mr. Pear traced the evolution of the nation's educational systems, dating back to the mid 1600's. "At that time, family and church were basically responsible for the education of children. Schools were responsible for teaching reading, writing and arithmetic." He then noted that from the 1600's to the early 1900's the only additions to the curriculum were science and geography. Nutrition and health education weren't added to the curriculum until the beginning of the 20th century. "Physical education, the arts and half-day kindergarten and the school lunch program didn't come into being until the 1940's," he said. "In the 1950's we saw the expansion of science, math, music and art. Safety education and driver education were introduced, as were requirements for foreign language. This is also when sex education was added to the curriculum.

"The 60's brought about Advanced Placement courses, Head Start, Title 1, adult education, consumer education, and career education," he continued. "Believe it or not, it was the 70's that brought mandated special education, an expanded Title IX, drug and alcohol abuse education, parent education, character education, environmental education, women's studies, African American Heritage Education and the addition of school breakfast programs."

Mr. Pear went on to recount that the 80's brought on computer education, global education, ethnic education, multi-cultural and non-sexist education, English as a Second Language, bilingual education, teen pregnancy awareness, Hispanic Heritage Education, Jump Start, Early Start, Even Start, Prime Start, full-day kindergarten, pre-school programs for children at risk, after-school programs for students of working parents, alternative education, stranger and danger education, anti-smoking education, sexual abuse prevention education, expanded health and psychological services, and child abuse monitoring requirements for all teachers.

"If that's not enough," said Mr. Pear, "the 90's brought conflict resolution and peer mediation, HIV and AID's awareness education, CPR training, expanded computer and Internet education, inclusion, tech prep and school-to-work programs, bus safety, bike safety, gun safety, water safety and in urban areas... gang safety."

In concluding his remarks, Pear stated, "Schools have become responsible for so much within a child's day. While the additional programs are worthwhile, it is sometimes a challenge to implement them. We have exceptional teachers, especially in our Connecticut schools, but even the best teacher can be stretched only so far. What really helps to make these added programs work is volunteers. It's the extra set of hands to help within a classroom, the extra ears to listen to a child read a story, or the extra encouragement given to a child who needs a smile and some individual help. Volunteers, thank you for caring for today's children."

ciac news

NATIONAL FEDERATION RELEASES ANNUAL DATA ON FOOTBALL INJURIES

INDIANAPOLIS, IN (April 12, 2004) — The 2003 Annual Survey of Football Injury Research indicated two direct fatalities in the 2003 high school football season, the lowest number in 10 years and tied for the third-lowest mark in the 74-year history of the survey.

The purpose of the annual survey is to assist in reducing risks in the game of football. Jerry Diehl, assistant director of the National Federation of State High School Associations (NFHS) and staff liaison to the NFHS Football Rules Committee, said with this annual report, rules committees are able to see injury trends, and then use those trends as tools to promote changes in helping promote risk minimization. Since 1980, the Annual Survey of Football Injury Research, as it is known today, has been compiled by Frederick O. Mueller, Ph.D., University of North Carolina at Chapel Hill, and chairman of the American Football Coaches Committee on Football Injuries.

In the report, football fatalities are classified as either direct or indirect. Direct fatalities are those which result directly from participation in the fundamental skills of football. Indirect fatalities are those which were caused by systemic failure as a result of exertion while participating in football activity, or by a complication which was secondary to a non-fatal injury.

During the 2003 football season, there were four indirect fatalities at the high school level, which is the lowest number of indirect deaths since there were two in 1994. Indirect fatalities are often heart-related or caused by heat stroke. All four of the indirect fatalities in 2003 were heart-related. For the second consecutive year, none of the indirect deaths were due to heat stroke.

Of the two direct fatalities, one resulted from an injury to the brain and the other involved an injury to an artery in the player's neck. According to Diehl, brain injuries often result from what is called, "Second-Impact Syndrome," in which a player can have an initial concussion, yet not show any symptoms. If that same player were to receive a second concussion, the body would react differently. It is this concussion that appears to precipitate brain damage, although the real cause may have been from the original concussion.

Since a 1976 rules change that made initial contact with the head while blocking or tackling illegal, direct fatalities in high school football have declined dramatically. After a high of 26 direct deaths in 1968, the average number of direct fatalities per year during the past 10 years has been four. Diehl said this reduction is due, in part, to the annual data collection and recommendations made in the report to help reduce the incidence of serious injury.

In addition to effective monitoring of athlete injuries, the 2003 report makes several more suggestions

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ciac news briefs

CIAC Chair Pat Llodra Reflects on Her Experiences with High School Sports . . .

Editor's note: The following acceptance remarks were made by E. Patricia Llodra, chair of the CIAC Board of Control and member of the Girls' Basketball Committee, at the 31st Annual Girls' Basketball Tournament Reception held on March 13th at Central Connecticut State University. Pat was awarded the prestigious Girls' Basketball Dedication Award. The remarks have been edited for length.

"Thank you very much for this recognition and especially, family and friends, thanks for coming here this morning to wish me well. I am humbled by this attention. As my family knows well, I enjoy the opportunity to highlight and celebrate others, but really do not relish being in the spotlight myself. My work for athletics and girls' basketball in particular has been a labor of love. I recall Tony Mosa calling me in the spring of 1990 and asking me to serve on the CIAC girls' basketball committee. I was completing my first year as N.W.

continued on page 13

Letter to the Editor

I've been reading the latest issue of the Bulletin (March 2004), and I was especially drawn to the pieces about obesity and school children. Under "Doctor's Group Urges School Soda Ban.....," it's noteworthy that the American Academy of Pediatrics has issued a policy statement about the availability of soft drinks in our schools, and the resulting dangers associated with obesity. Soft drinks SHOULD be eliminated from schools, but the problem goes so much deeper, and schools are all too often the culprits. School menus, and the choices of food available to children in schools, are so destructive in their complete disregard of offering balanced and nutritious foods. Cafeterias make more money from selling junk foods that are usually overbalanced with carbohydrates. Give kids lots of sugar, lots of carbs, and then send them back to class really "wired." The teachers have to deal with that and try to teach the students as well. In my humble opinion, the AAP could have been a bit stronger and more far-reaching in its recommendations.

Under "Today's Kids Have shorter Life Expectancy" the question is posed as to why children are fatter today, and two likely causes are equated with weakened school-based sports programs. P.E. programs have traditionally centered on sports rather than focusing on complete physical education, which, to me, should zero in on proper diet, nutrition, and exercise. Not "kick the ball," but "kick the carbs." After all, isn't it Health and Physical Education?

As for the social and emotional problems associated with obesity, that section is so right-on that it needs no further comment from me.

The best part, however, was the highlighted article which referred to Region 15's initiatives in attacking obesity through its Physical Education program. Kudos to the region and to Athletic Director Joe Velardi. It's about time a school district had the guts to break away from the mold. There's hope yet.....

Richard Aronson, Retired Administrator, Darien Public Schools

■ Federal legislation was introduced last month to provide increased penalties for anabolic steroid offenses near sport facilities. The Anabolic Steroid Control Act of 2004 would update the list of illegal dangerous substances aggressively marketed as performance-enhancing drugs and increase the penalties for those who traffic these substances within 1,000 feet of a sports facility. Read the entire bill at <http://www.casper207.com/files/HR3866.pdf>

■ Remember the NFL's stunt-of-the-season? With the aid of a teammate, New Orleans receiver Joe Horn celebrated a touchdown by pulling a stashed cellphone from the goalpost padding and pretending to call home. In the future, such capers will cost the team itself. The NFL plans to impose a 15-yard penalty against teams when two or more players grandstand in a premeditated way. The penalty will come in addition to fines, which are not working as well as the league had hoped. Spontaneous, one-man celebrations will remain unaffected. [USA Today, 3/25]

■ **Background Check Resources:** Background checks have fast become a requirement in many youth sports. If you have access to the Internet, your checks will be very simple. Below are links to sites that list free resources for conducting a wide range of background checks and accessing information in the public domain:

1. Little League has a state-by-state listing of child protection resources. It includes links as well as contact numbers for local agencies that can provide information on registered sex offenders and convicted felons:
<http://www.littleleague.org/childprotect/printlist.htm>
2. The site for the Polly Klaas Foundation lists many helpful resources for accessing criminal records. Access to records by state:
<http://www.klaaskids.org/pg-legmeg.htm>

A list of sex offenders by state and police/sheriff's department contact information:
<http://www.klaaskids.org/pg-legmeg2.htm>

A list of current and past inmates by state:
<http://www.klaaskids.org/pg-offenderlinks.htm>

3. This free site provides a complete list of federal, government and private agencies that keep public records, along with contact information and links:
<http://www.backgroundcheckgateway.com/>
4. One of dozens of companies on the Net, this agency will do a criminal background check for \$24.95: <http://www.crimcheck.com>

INVESTORS IN CT YOUTH



- ★ Baden Sports ★
- ★ Big Y Supermarkets ★
- ★ Bob's Stores ★
- ★ Coca Cola ★
- ★ CT Lighting Centers ★
- ★ CT Sun ★
- ★ IGA Supermarkets ★
- ★ Konica ★
- ★ Kukulski Bros ★
- ★ Liberty Mutual ★
- ★ Martin Screen Printing ★
- ★ McDonald's ★
- ★ Met Life ★
- ★ NBC-30 ★
- ★ Rawlings ★
- ★ Spalding ★
- ★ Sports Image ★
- ★ Toyota ★
- ★ US Air Force ★
- ★ US Marines ★
- ★ Westfield Corporation ★

Football Injuries, continued from page 11

for reducing head and neck injuries. Among the suggestions are conditioning exercises to strengthen the neck, practice drills which emulate proper execution of fundamental football skills – particularly blocking and tackling – and assurance that all equipment is properly fitted.

The report can be downloaded in its entirety at www.unc.edu/depts/nccsi/SurveyofFootballInjuries.htm.

. . . more ciac news

Editor's Note: On March 12-13, CAS-CIAC sponsored "Go for the G.O.L.D.: A Conference for Student Leaders On and Off the Field." This two-day workshop, held at the University of Connecticut, was designed to encourage and promote leadership, character, sportsmanship, and community spirit among participating students and staff. One of several awards presented at the conference was the "Sportsmanship Award," which is given to an individual, coach, team or other group that demonstrates great sportsmanship. This year's "Sportsmanship Award" recipient was John Zadnick, athletic director of Plainville High School. Printed below is a copy of the nomination letter that was submitted by one of John's student-athletes.

To whom it may concern:

I am writing this letter on behalf of the coaches, administration, and student athletes at Plainville High School. Myself a student athlete, I am nominating John Zadnik, our athletic director, for the Sportsmanship Award at the 2004 Spring CASL Conference.

Mr. Zadnik is an exemplary candidate for the Sportsmanship Award. He is known at Plainville High School for attending as many athletic events as possible. Perhaps more importantly, however, is how Mr. Zadnik always guides Plainville athletes to be respectful to other teams and fans at games, meets, and extra curricular activities. While he likes to see Plainville win, Mr. Zadnik is graceful himself, and encourages our athletes to be graceful, both to opposing teams, and referees. Mr. Zadnik also recognizes that it is impossible to win every single game or meet and respects the efforts of our teams even after a loss.

Sportsmanship is what you might call a "two-way street". Not only does sportsmanship involve graceful losses, but also a respect for those who have been defeated or who may be less capable than others. Mr. Zadnik organizes an annual Unified Sports basketball tournament for disabled students from many schools across the state. The tournament gives students who might not normally be able to participate in such activities a chance to try something new and have fun. Mr. Zadnik's patience and attitude with the teams and students involved in the Unified Sports tournament is an illustration of what sportsmanship is all about: caring enough to respect differences in one's opponent, whether the differences are physical might, or disability.

I urge you to give the 2004 CASL Spring Conference Sportsmanship Award to John Zadnik. Mr. Zadnik not only encourages sportsmanship in his athletes, but demonstrates it himself at sporting events, and also by organizing the Unified Sports tournament. There is no better candidate for this award than John Zadnik.

Sincerely,
Woody Underwood, Plainville High School

UNIFIED SPORTS® PROGRAMS TO RECEIVE PRESTIGIOUS MICHAELS CUP

By Ann Malafronte, Director, Unified Sports®

The Michaels Achievement Cup awards program, the most prestigious awards given to high school athletic programs in Connecticut, has recently been expanded to include recognition of high schools Unified Sports® programs. Schools which sponsor Unified Sports® programs were evaluated on three criteria: (1) participation, (2) commitment and (3) outreach. The five schools achieving the highest overall scores were selected and will be honored on April 24, 2004, at the Connecticut Association of Schools' Conference Center in Cheshire.

The five winning schools are Berlin High School, Farmington High School, Staples High School (Westport), Norwich Free Academy and Killingly High School. Additionally, Bacon Academy, Windsor High School, Northwest Regional High School (Winsted), Guilford High School, Trumbull High School, Hall and Conard High Schools (sponsored co-op team) and East Hartford High School will all be recognized for scoring in the top five in one or more of the three categories. Also, twenty-one Special Partners will be cited for essays written on the topic, "The Benefits that Accrue as a Result of Being a Special Partner". Jessica Kuropat of Guilford will read her winning essay to the group.

Coca-Cola, the International Board of Approved Basketball Officials-Board 8 and the Connecticut Board of Certified Basketball Officials-Board 6, will receive citations for their contributions to Unified Sports®. Michaels Jewelers is the sponsor of this first-time event.

Kevin Nathan, NBC 30 sportscaster, will be the master of ceremonies. The main speaker will be Mr. James Smutz, managing director of Special Olympics North America.

Llodra, continued from page 12

Regional principal and our school team had just won the state class S championship. I was pleased to be asked to serve, thinking that at least girls' basketball was something I knew a little bit about, unlike the job of high school principal which I was completely overwhelmed by at that time. I was immediately impressed by the leadership of folks like Joe Guay and Dave Maloney, the vision and intelligence of Mike Savage and the CIAC folks. I learned a lot from observing their leadership and management styles. Each of us is the sum total of our experiences and issues of sport have always been part of the fabric of my life. I remember being a 14 year old desperately wanting to be one of the pretty and popular blonde cheerleaders in my school, but being certain of rejection because of my poor farm girl status. And I remember the wise gym teacher Miss Bennet who said why don't you come play basketball with us after school. I remember feeling that I belonged then and the importance of that experience. I remember too

actually advocating for pay-for-play from my bully pulpit as a newly elected Board of Education member and later realizing the error of that stance and how my advocacy must have caused my two older children considerable stress as they were trying to find their way in high school athletics, in football, swimming, baseball, and, yes, cheerleading. Although I am embarrassed by having held that position I forgive myself for youthful indiscretion and shallow judgment. I also remember working with my friend Ruby Johnson to start a girls' soccer program and how difficult it was to convince our town to support and fund some teams. And four years later how proud I was to watch my younger daughter play for that varsity team and to know that my efforts made a difference. As the world of youth athletics has woven in and out of my life, I have had the opportunity to interact with some really good people. I feel privileged to have been able to participate in promoting girls' basketball and other sports. I have already been rewarded by the very experience of being involved and your

recognition of my small efforts is a gift I did not expect. Today when I watch the four final games I will feel very proud of any small contribution I have made. I will be especially proud that four of the twelve officials presiding over today's games are female -- an event that is occurring only because of the courage and persistence of the girls' basketball committee. I will feel confident in the tournament because of the strength and oversight of the committee and the leadership of Ralph White. I will also feel very proud of the talent and athleticism exhibited by the players. The development in this sport is phenomenal. The game I played in 1957 bears no resemblance to today's game. So, too, has there been incredible growth in fan appreciation and general support. Long gone are the days when girls could not get gym time and when no one, I mean no one, was allowed to witness the spectacle of girls playing basketball. I like where we are today ... it feels right and I am glad to have been a part of it."

WINTER 2003 CIAC SPORTS CHAMPIONS



Wrestlers square off at the Class LL wrestling tournament at Shelton H.S.

■ WRESTLING

	Champion	Runner-up
Open:	Danbury	Windham
Class LL:	Danbury	Glastonbury
Class L:	Ledyard	Rockville
Class M:	Windham	Killingly
Class S:	Nonnewaug	Plainville

■ BOYS SWIMMING

	Champion	Runner-up
Open:	Greenwich	Notre Dame, W.H.
Class LL:	Greenwich	Xavier
Class L:	Notre Dame, W.H.	Cheshire
Class M:	New Canaan	Darien
Class S:	Brookfield	New Fairfield

■ BOYS BASKETBALL

	Champion	Runner-up
Div I:	Crosby	Trinity Catholic
Div II:	Bassick	Kolbe Cathedral
Div III:	Holy Cross	New London
Div IV:	Griswold	Enfield

■ GIRLS' BASKETBALL

	Champion	Runner-up
Class LL:	Windsor	Fairfield
Class L:	Hillhouse	Pomperaug
Class M:	East Catholic	Avon
Class S:	Kolbe Cathedral	Trinity Catholic

■ ICE HOCKEY

	Champion	Runner-up
Div. I:	Fairfield Prep	Notre Dame,
	West Haven	
Div. II:	North Haven	Daniel Hand

■ CHEERLEADING

	Champion	Runner-up
Coed:	Wolcott	Stamford
Class L:	Danbury	Pomperaug
Class M:	Holy Cross	Lauralton Hall
Class S:	Cromwell	Sacred Heart, Wtby

■ GIRLS' GYMNASTICS

	Champion	Runner-up
Class L:	Hall	Southington
Class M:	Pomperaug	Wethersfield
Class S:	Killingly	Daniel Hand



Runners pace themselves at the Class L girls' indoor track meet at the New Haven Athletic Center.

■ GIRLS' INDOOR TRACK

	Champion	Runner-up
Class LL:	Danbury	Fairfield
Class L:	Wilbur Cross	Fitch
Class M:	Hillhouse	Wilton
Class S:	Career	Darien
Open:	Wilbur Cross	Danbury

■ BOYS INDOOR TRACK

	Champion	Runner-up
Class LL:	Danbury	Amity
Class L:	Staples	Notre Dame, W.H.
Class M:	Ledyard	Hillhouse
Class S:	Griswold	Hyde
Open:	Danbury	Griswold



Gymnasts celebrate after the Class M tournament at Jonathan Law H.S.



Runners take their marks at the Class L boys' indoor track meet.

2004 CAAD CONFERENCE A HISTORIC ONE

By Ray DeAngelis, Athletic Director, Emmett O'Brien RVT, Ansonia

The 20th Annual CAAD Conference was held on March 25th and 26th, at the North Haven Holiday Inn. The two-day conference featured educational workshops, guest speakers, a business meeting and an awards banquet. A record number of vendors displayed new athletic uniforms, equipment and products.

The Thursday morning CIAC workshop kick-off session was led by Mike Savage, executive director, CAS-CIAC. Mike reviewed various rule changes since last year, especially the transfer rule. Mike challenged athletic directors to take a more pro-active leadership role in their community to promote athletics. Matt Fischer, CAS-CIAC Director of Information Services, again navigated the AD's through the new changes in the on-line eligibility center tournament entry procedures.

The CAAD Annual Meeting was chaired by President Paul Mengold, Amity Reg. High School, Woodbridge. The business meeting included a financial report from CAAD treasurer, Ken Marcucio, athletic director, Derby High School, stating that our organization is in "stable financial condition." Crackerbarrel topics were presented to the membership for Friday's dis-

cussion. A special highlight of the meeting was Dennis Fries, incoming president of NIAAA, speaking to the group. Mr. Fries discussed how to use the national emergency car travel card, networking with fellow AD's by using power point, presentations and guiding your student/parent through the college selection process. Mr. Fries also reported that the NIAAA may be on its own soon. Mr. Fries concluded his remarks by quoting a former CAAD guest speaker, Harvey Alston, by saying "Take pride in what you do."

Next year's national conference will be in New Orleans from December 11-15. Check out the web site at www.niaaa.org for more information.

The Thursday afternoon general session keynote speaker was Wayne Soares of ESPN. Soares' comments centered on bringing you to the next level in life and in your career. Soares re-defined humor by recalling different events in his life. Soares told his "teddy" story in overcoming obstacles and how much of an impact adults have on kids. "Always make the time in life important". Soares also told ADs to take pride in their work and develop "positive ways vs mean spirit."

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(Left to right) John Shukie, Len Corto and Tom Allen enjoy Thursday's pre-awards banquet reception

The 20th Anniversary of the CAAD Conference

1984 - 2004

By Ed Tyburski

A Brief History . . .

In the fall of 1984, after a year of planning, CAAD, then in its sixth year of existence, initiated the "First Annual CAAD State Conference." It was held at the Ramada Inn in Mystic, Connecticut on November 18th-19th.

Patricia Lemley Kamercia, CAAD president and athletic director at Haddam-Killingworth, and Fred Balsamo, then athletic director at Middletown, served as conference co-chairpersons.

This first gathering of the state's athletic directors was a great success with over 100 AD's and 30 vendors participating. Some of the topics at workshops included: Save Our Sports, What Coaches Expect of the Athletic Director, Computers for the Athletic Director, Coaching Certification and Game Plan for Retirement. Breakfasts, luncheons and a banquet dinner gave the AD's opportunities to mingle and exchange thoughts and ideas with their peers. Positive and enthusiastic comments from conference attendees encouraged CAAD to make the conference a yearly event.

The following year the conference moved to the center of the state in Cromwell, and was held at the Treadway Hotel. Patricia Lemley Kamercia and Fred Balsamo continued as co-chairpersons.

In the spring of 1986 the conference moved to the Holiday Inn in Cromwell, where it continued to be held for the next 17 years. Fred Balsamo served as conference chairman during that time. This year, the CAAD Conference was held at the Holiday Inn in North Haven, and Fred Balsamo continued in his role as chairman.

At the first conference in 1984, registration was \$50.00 before October 15 and \$60.00 after that date. After 20 years, conference registration has only increased to \$70.00.

All through the 20 years that CAAD conference have been held, Fred Balsamo has been the man behind the success of these annual gatherings. He works all through the year spending countless hours lining up speakers, vendors and seeing that the hundreds of details at each conference are taken care of. His extraordinary efforts have helped advance the profession of the athletic director and made him one of the great leaders of the CAAD organization.

Conference, continued from page 15

At the end of the meeting, the awards committee consultants, Dave Johnson, Bunnell High School, Stratford and Chip Dorwin, Guilford High School, presented service awards of 15, 20 and 25 years of service to those athletic directors. Congratulations to all.

Judy Samaha, Athletic Director, Sheehan High School, Wallingford, was the master of ceremonies at Thursday evening's awards banquet. Judy once again provided us with comic relief while at the same time attending to the serious business of honoring four outstanding individuals. The *NCSSA Award* was presented to Joseph Velardi, Athletic Director, Pomperaug High School, Southbury. Marjorie Dolan, Athletic Director, North Haven, received the *NIAAA State Award of Merit*. The *Distinguished Service Award recipient from Outside the Field of Athletic Administration* was Barry Goldberg, M.D., Yale University Health Services and Amity Reg. High School, Woodbridge, team doctor. The *Distinguished Service Award recipient from Inside the Field of Athletic Administration* was Joseph Tonelli, Athletic Director, Notre Dame High School, West Haven.

Friday morning's breakfast meeting featured a presentation from the state department of education on the coaching permit renewal process. Ms. Nancy Pugliese, SDE Certification Bureau Chief and Ms. Diane Gray, distributed the revised form (5/03) ED 185 (application-coaching permit). There was a question and answer time that helped clarify how the new SDE coaching permit process would be implemented. For more information check www.caadinc.org. Here's how to contact the Bureau of Educator Preparation and Certification:

E-mail teacher.cert@po.state.ct.us
 Website www.state.ct.us/sde
 Fax 1-860-713-7017
 Telephone 1-860-713-6969

The second morning session was a statewide faculty workshop for athletic directors to teach module 1 of the CAAD coaching certification course. Fred Balsamo, East Haven High School and Pam Goodpaster, Joel Barlow High School, Redding, taught the new Module 1 curriculum to the athletic directors.

The closing general session on Friday was led by John Shukie, athletic director, N.W. Catholic, West Hartford. The membership discussed two crackerbarrel topics on better officiating / ejection of coaches and promoting good sportsmanship. In a vote for girls' volleyball, the athletic directors voted in favor of the CIAC tournament changing from three to four divisions.

In the second part of the closing session was an athletic director's intelligence test. The winner was Brian Fell, Athletic Director, Rocky Hill High School



Dave Johnson presents NCSAA Athletic Director Award to Joe Velardi, Pomperaug High School.

In the athletic director's packet of information was an AD anti-stress kit. I'm sure some of us will take advantage of it. My head feels better already! Thanks to Jay Cottone, athletic director, Wethersfield High School, for taking pictures.

Next CAAD general meeting will be May 19 at the North Haven Holiday Inn at 8:00 a.m. with NIAAA-LTC training at 9:00 a.m.

"RAY" of Hope

Dear Readers: I am looking to establish a regular column in the CAAD section of the BULLETIN called "Ray" of Hope. In it, I would like to address issues of concern to today's athletic directors and I would like to include thoughts and opinions from fellow administrators. In past issues, I have presented a few "hot topics" for your consideration. This month, I offer a new one. If this issue "strikes a chord" with any of you, please send your thoughts, comments or opinions to me at:

raymond.deangelis@po.state.ct.us

- Ray DeAngelis, Emmett O'Brien RVTS

This month's HOT Topic:

- ◆ Performance-Enhancing Compounds in Schools - SB 00166PH (effective October 1, 2004 -- Let's act on this!)

Last month's HOT Topics:

- ◆ The Connecticut State Medical Society's recommendation regarding the use of helmets in girls' field hockey and lacrosse
- ◆ The Connecticut State Medical Society's finding that there is no evidence to link soccer heading to brain injury