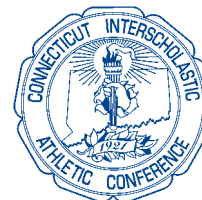


BULLETIN

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

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APRIL 2005

CAS TSUNAMI RELIEF EFFORT UPDATE

Dr. Robert F. Carroll,
Assistant Executive Director

The world was shocked and stunned by the tsunami, which created one of the greatest human and physical catastrophes in the history of mankind. CAS wants to take this opportunity to thank the students and schools of Connecticut who responded to its appeal for help.

Hundreds of schools and thousands of students stepped up to the plate and responded, as expected; and, to date, they have donated close to \$175,000.00, with more checks coming in every day! Students have indicated that they want their dollars to be used to rebuild a school, or orphanage, or children's library in a particularly devastated area.

CAS immediately decided that not one cent of donated dollars would go to its overhead or to any other organization's overhead. CAS further decided that, in keeping with the students' wishes, the most appropriate project to undertake with the collected funds would be the rebuilding of a school. This became our goal and we set about making it happen.

Knowing that it would take somewhere

continued on page 8

VOTE FOR KIT BISHOP NAESP Zone 1 Director

Kit Bishop, principal of Daisy Ingraham School in Westbrook, Connecticut, has been selected as one of two candidates for the position of Zone 1 Director on the National Association of Elementary School Principals (NAESP) Board of Directors. The Zone 1 Director represents the six New England states and Delaware.

Kit has been the NAESP State Representative for Connecticut for the past six years and serves on both the CAS and the CAESP Boards of Directors. A long time state leader with EMSPAC (the Elementary and Middle School Principals' Association) which has now unified with CAS, Kit was an officer including president for over nine years. She was a recipient of the Joseph J. Formica Leadership Award, The Raffone Distinguished Service Award, First Year Principal Award, and the CAS Letter of Commendation.

Established in 1921, the National Association of Elementary School Principals serves 30,000 elementary and middle

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“Kit Bishop has always been a strong advocate for the children of Connecticut. She understands the complexities of the principalship and the importance of rallying support for what is good for students. Working on the NAESP Board of Directors would provide her with a forum for sharing her many talents at the national level. She would represent us with a powerful voice and a commitment to excellence.”

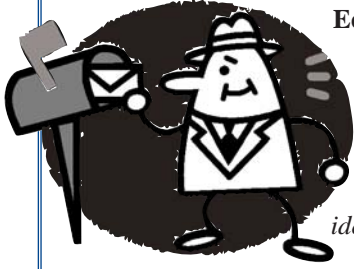
-- Ed Handi, Former NAESP Zone 1 Director



Sixty Connecticut principals participate in CAS' first-ever legislative summit. See story page 7.

LEGAL MAILBAG

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



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

[<legalmailbag@casciac.org>](mailto:legalmailbag@casciac.org)

Q. Dear Mailbag: Each year we plan trips with our seniors, and we generally have no problems in getting enough people to serve as chaperones. The problem is that the students (and their parents) insist on our building into the schedule some "unchaperoned" time when students can explore the city we are visiting without our breathing down their necks. We have no interest in following students around, but we are concerned about liability. What is our responsibility for supervising students 24/7 on trips abroad?

-- *Willing but Wary*

A. Dear Willing: The issue here is whether school officials have acted reasonably, because liability will be imposed for a student injury only if school officials act unreasonably and a student is injured as a result. The problem is that whether or not arrangements for supervising students were reasonable will be decided in court with 20/20 hindsight. Nonetheless, school officials can make a reasonable judgment as to whether, when and where students (of sufficient maturity) will be "on their own." It is advisable, however, to describe any such circumstances clearly in the information you provide to parents. Such notification could be seen as part of being reasonable. Also, it would provide further protection because it would put parents on notice and thereby shift the burden to them to point out any special problems or concerns in advance.

Q. Dear Mailbag: The PTO has proposed to fund a program where it recognizes teachers who have had perfect attendance over the year with a dinner and a gift certificate. The union is grumbling about "mandatory subjects of negotiation," and the president has threatened me with an unfair labor practice if the PTO goes ahead with its plan. I would like to give the PTO my blessing, but I don't need another battle with the union. Does the union have a legitimate beef?

-- *Innocent Bystander*

A. Dear Innocent: If you or the board of education were to provide a special incentive to teachers, you would trigger a duty to negotiate. Employers must negotiate over any changes in working conditions, including the addition of benefits or incentives. Here, however, it is the PTO that is providing the incentive. Moreover, it is up to the individual teachers whether they wish to be recognized and receive dinner and a gift certificate. Accordingly, the union does not have a beef with you. You might want to tell the union to chill out and thank the PTO members for their efforts.

Q. Dear Legal Mailbag: One of my teachers is marginal, but unfortunately I got busy this year and I did not follow up with proper documentation. With no bullets in my gun, I thought it best to give the teacher a pass this year. Since he is only in his second year, however, I want to do it right next year so that I can recommend non-renewal if he does not improve. Just how tough is it to make a case for non-renewal?

-- *Feeling Guilty*

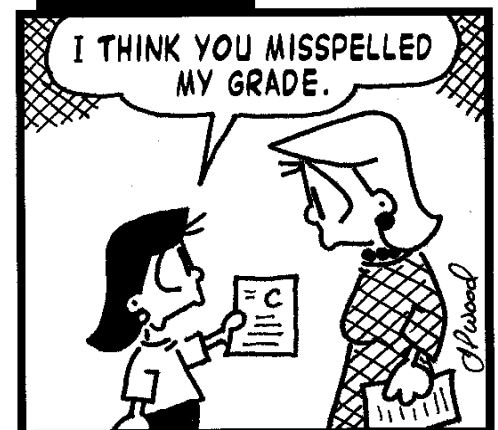
A. Dear Guilty: A non-tenured teacher has probationary status. The Teacher Tenure Act gives him or her the right to request a hearing after contract non-renewal for any reason other than reduction in force, but the statute also provides that the non-renewal should be affirmed unless it was arbitrary and capricious. Therefore, the essential question in the non-renewal is whether supervision has been fair and appropriate. How much "proof" is needed will depend upon how long the teacher has been employed, the seriousness of the concerns and the results, if any, of teacher efforts to improve. Given the significant difference between the standards for non-renewal and termination, however, you should be prepared to recommend non-renewal if the teacher's performance does not meet your standards.

ct news & notes

■ Currently under consideration by the Connecticut legislature is a bill which would allow teachers in religious schools to form unions and collectively bargain for salaries and benefits. The bill, "An Act Allowing Parochial School Teachers to Bargain Collectively," was introduced in January by the General Assembly's Labor and Public Employees Committee.

■ Results of the fall 2004 administration of the Connecticut Mastery Test (CMT) to students in Grades 4, 6 and 8 - the fifth and final administration of the CMT's third generation - show two trends. First, over the period from 2000 through 2004, the participation rate of students on the CMT assessment significantly increased statewide. For two subgroups of students, the increases were dramatic. Participation of students with disabilities increased by 29 percentage points and of English language learners (ELLs) by 60 percentage points. Second, when analyzing the results of the total population of students taking the tests over these past five years, there has not been a consistent pattern of either increased or decreased achievement across all subject areas and grade levels. This is not surprising because the composition of the students taking the test has changed significantly from year to year due to NCLB requirements. Students who traditionally have a more difficult time taking a test were recently required to participate. "While we are pleased with our overall participation rate, it is hard to draw conclusions about growth in achievement because the composition of the group of youngsters taking the test has changed dramatically over time," CT Commissioner of Education Betty Sternberg said. For additional information, visit <http://www.cmtreports.com/>

SCHOOLIES © 2004 by John P. Wood



national news & notes

■ A new report from Education Testing Service (ETS) warns that little is being done to address rising dropout rates, declining earnings for dropouts in the job market, and reduced public investments in effective second-chance efforts. The report tracks dwindling high school completion rates throughout the 1990s, which persist today. The report also found clear evidence that more students are dropping out earlier, between ninth and tenth grades. Coupled with the finding of too few counselors and a steep decline in federal investment, from about \$15 billion in the late 1970s to about \$3 billion today, the outlook is not good. View the report at www.ets.org/research/pic/onethird.pdf.

■ Several advocacy groups are calling on the U.S. government to take down one of its new Web sites, saying it presents biased and inaccurate advice to parents on how to talk to their children about sex. The site -- 4parents.gov -- stresses the promotion of abstinence. Emphasizing abstinence is fine, said the groups, but the government, under the conservative Bush administration, also should stress the need for contraception if sexual relations do occur. The Sexuality Information and Education Council of the United States sent a letter addressing its concerns to Michael Leavitt, secretary of the Health and Human Services Department. More than 100 organizations, primarily liberal advocacy groups, signed on, including the American Civil Liberties Union, the Human Rights Campaign and Planned Parenthood.

■ The Education Trust released an easy-to-use guide that gives parents and the public the tools to collect and analyze school data to improve student achievement. The report, *Making Data Work: A Community & Parent Guide*, is available to download at <http://www2.edtrust.org/edtrust/images/dataguidefinal.pdf>.

■ Teenagers who pledge to abstain from sex before marriage still engage in certain sexual behaviors, and as a result contract venereal diseases at rates similar to those of nonpledgers, a study by researchers at Columbia and Yale universities concludes. The researchers scrutinized data from the federal National Longitudinal Study of Adolescent Health, which surveyed more than 11,500 7th through 12th graders on their sexual activity between 1995 and 2002 and tested them for certain sexually transmitted diseases. The researchers note that for many teenagers, virginity is linked only to avoidance of vaginal intercourse, not other sexual behaviors. "They substitute other non-coital sex, which, however, puts you at risk," says Hannah Brueckner, assistant professor of sociology at Yale and one of the study's authors. The study, which appears in the April issue of the *Journal of Adolescent Health*, says that while pledgers tend to have sex later than nonpledgers and get married earlier, most pledgers do not wait to get married before having vaginal sex for the first time.

■ A far-reaching study released last month offers a damning assessment of the programs that prepare most of the nation's principals and superintendents. Led by Arthur E. Levine, the president of Teachers College, Columbia University, the report says most university-based preparation programs for administrators range in quality from "inadequate to appalling." The study charges that administrator programs have been dumbed down by low admissions criteria, irrelevant coursework, unskilled faculty members, and incoherent curricula. In particular, the report derides the rigor of the growing number of off-campus programs created by education schools. The study, "Educating School Leaders," is available from The Education Schools Project. (www.edschools.org/reports_leaders.htm)

■ Texas researchers have found a correlation between the amount of mercury released into an area's environment and the number of children with autism and in special education in surrounding schools. For every 1,000 pounds of environmentally released mercury in a county in Texas, the rate of autism in its school districts increased by 61 percent, and the rate of children in special education rose by 43 percent, according to researchers at the Texas Health Science Center in San Antonio. Environmentally released mercury is usually a byproduct of fossil-fuel combustion by electrical utilities and medical and municipal-waste incinerators.

■ A college-educated person is less likely to suffer from age-related memory loss than someone with less education, a report from Canada suggests. The findings from the University of Toronto's Rotman Research Institute show that people with more education tend to use the more active frontal lobes of the brain associated with problem-solving, memory, and judgment. Co-author Cheryl Grady said more education while the brain is still developing, before the age of 30, causes more connections between brain regions to form.

■ Last month, the Washington State House of Representatives passed a bill that would encourage public high schools to offer "family-preservation" classes on building loving relationships, resolving conflicts, being responsible parents and managing money. The goal is to help students learn the value of strong, enduring relationships and reinforce the importance of families as the basic unit of society -- lessons many teens may not be learning at home. Proponents say a focus on preparing students for life after high school -- teaching them how to juggle work and home life more effectively and modeling good parenting skills -- can strengthen the social fabric and lower the divorce rate. Opponents worry that high schools that create the curriculum could wind up alienating some students by promoting the traditional family structure -- a mother, a father and their children -- over other types of families, such as those headed by a single parent or a gay couple.

■ SchoolMatters.com, a web-based national education data service that provides in-depth information and analysis about public schools, districts and state education systems, was unveiled by the National Education Data Partnership. SchoolMatters.com is the largest easily searchable collection of education performance data ever assembled. In addition to student achievement information, financial data and demographic breakdowns, the service includes powerful analytical tools and objective analyses provided by Standard & Poor's that provide education leaders with the information they need to make better-informed decisions about schools and school systems. With this website, educators in a given school will be able to find schools that have similar demographics with higher academic performance. This can be a useful start for schools and districts looking to develop comprehensive improvement programs and provides a first step in identifying promising practices of school reform. The National Education Data Partnership is funded by a \$45 million investment by The Broad Foundation and the Bill & Melinda Gates Foundation. (<http://www.schoolmatters.com/>)

■ The nation's public school systems are sinking further into debt, the Census Bureau has reported. They were saddled with over \$250 billion in red ink in the 2002-03 school year, up 11 percent from the previous year. Many districts are stuck with huge debts to pay for new buildings to accommodate a surging student population. Nationally, enrollment grew slightly to 47.6 million, up 1 percent. Other districts have struggled to find money to fix older buildings or hire more teachers. The data, the latest available, also reflect the first full school year after the *No Child Left Behind Act* was signed into law in January 2002. Collectively, spending for public elementary and secondary school systems increased roughly 4 percent to \$453 billion in 2003. That included over \$38 billion in that school year alone for construction costs. Overall, the nation's public school districts spent \$8,019 per student, up about \$400 per student from the previous year. Spending varied widely, with Northeastern states again atop the list. The District of Columbia, New Jersey and New York each spent over \$12,000 per pupil. Utah ranked last in per-pupil spending at nearly \$4,900.

■ More African-American families have embraced home schooling in recent years, making black people one of the fastest-growing segments of home schoolers. Like charter schools and voucher programs, the home-schooling movement is fueled by parents fed up with large class sizes, low academic achievement, peer pressures and the high cost of private education. Nationwide, 85,000 black children learned at home in 2003, according to national education statistics and home-schooling groups. Black students probably make up about 5 percent of the nation's 2 million home schoolers, says the National Black Home Educators Resource Association.

... more national news & notes

■ A number of large, high-performing schools are beginning to acknowledge that a culture of excellence can have a dark side, and that the push to craft gilded college applications can bring on stress and overscheduling. One elite public school, New Trier High School in Winnetka, IL -- considered a stalwart of traditional education -- is rethinking everything from its schedule to class rank and weighted GPAs in an effort to alleviate pressure. Among the proposals New Trier's board is expected to vote on is one that would make a lunch period mandatory, and require students who come in an hour early for "early bird" classes to take a free period later in the day. The proposals have caused a firestorm of debate in the community, but New Trier is hardly alone in beginning to consider stress along with test scores. These days a number of powerhouse schools are changing their rhetoric to preach the value of sleep, family time, relaxation, and less homework.

■ The 2005 Index of Child Well-Being (CWI) shows a mixed picture for America's children: substantial declines in crime, violence, and risky behavior amid increasing poverty and worsening health. According to the 2005 CWI, released by the Foundation for Child Development (FCD), dramatic declines in rates of violence and risky behaviors such as teen births, smoking, and alcohol and illegal drug use during the past 10 years have contributed substantially to modest and slow progress in the overall well-being of America's children. However, overall child well-being improved only fractionally since 1975 and several of the underlying trends are discouraging. The rate of educational attainment -- as measured by student test scores in reading and mathematics -- remains stagnant, despite two decades of national focus on how to improve the education system. More children live in poverty today than did in 1975. In addition, persistent high rates of obesity -- which have more than tripled in 30 years -- are seriously hurting children's health. To view the 2005 CWI report, visit <http://www.fcd-us.org/PDFs/2005CWI-Report-Final.pdf>.

■ The State of Texas has decided to permit local school districts to exempt more special education students from the testing provisions of the *No Child Left Behind Act* (NCLB) than is allowed under the U.S. Department of Education's regulations. Under the department's regulations, schools may offer alternate assessments to as many students with disabilities as require them, but the total number of scores that can be used to meet the adequate yearly progress (AYP) target cannot exceed more than 1% of the total number of students being assessed. Although the education department has not formally responded to the Texas action, the state could be subject to sanctions, such as withholding federal funds or possible fines.

■ Students in one-third of the nation's public school districts took distance education courses in the 2002-03 school year, illustrating such classes' growing popularity, says a report released by the National Center for Education Statistics. The report—which the NCES says is the federal government's first-ever survey of distance learning in K-12 schools—found thousands of students enrolled in courses that are conducted via the Internet or through video- or audio-conferencing, with the teacher and student in separate places. Nearly one of every 10 public schools in the country had students enrolled in such courses, the survey found. *Distance Education Courses for Public Elementary and Secondary School Students: 2002-03* is available online at <http://nces.ed.gov/pubs2005/2005010.pdf>

■ The "high-aptitude" women who once chose to teach are no longer filling America's classrooms, a study suggests. No longer your stereotypical schoolmarm, a schoolteacher today has a profile markedly different from a generation ago. She - teachers are still overwhelmingly female - is less likely to make teaching a lifelong career. Having possibly worked in another field first, she's a bit older than her counterpart 40 years ago. Chances are, she's also more educated. But there's one shift in the new demographic of teachers that has drawn particular attention - and concern. It seems that fewer "high-aptitude" women - those from the most selective colleges with stellar SAT scores - are becoming teachers. "These teachers were never a big share, but they were a non-negligible share," says Caroline Hoxby, a professor of economics at Harvard, whose research focuses on the economics of education. "People say they were important leaders. They weren't in every classroom but they were mentors." Hoxby suggests that pay is the reason so few high-aptitude women opt to teach. Specifically, they cite "pay compression," whereby the salary differential between high- and low-aptitude public school teachers has narrowed since the 1960s, so that today "those with the highest aptitude earn no more than those with the lowest."

■ Mark Wasserman is too young to drive a car to school, but not too young to drive a tractor. The 13-year-old eighth grader drove a John Deere tractor to school last month because budget cuts meant he could no longer ride the bus to Lake Middle School. Bus transportation service was eliminated for students who lived within two miles of school. Mark's father, Robert Wasserman, told him to drive the tractor to school as long as he was unable to ride a bus. "I'm a single parent and that's the only way I have to do it," said Wasserman. As long as he can safely operate the equipment, obey traffic laws, and stay under 25 miles an hour, there is no law barring Mark from operating farm equipment on a roadway, said a spokesman for the Ohio Highway Patrol.

CAS and NASSP Offer *Breaking Ranks II* Training for Connecticut Educational Leaders

CAS is pleased to announce a second training session for school leaders to learn more about *Breaking Ranks II: Strategies for Leading High School Reform*, the National Association of Secondary School Principals' publication.

A two-day training session, "Beginning the Conversation," will be held June 29 and 30, 2005. The training will be from 8:30 a.m. to 4:30 p.m. at the CAS office in Cheshire. The seminar will offer CEU's. The cost for either training session is \$300 per participant and includes all materials, a copy of *Breaking Ranks II*, refreshments and lunch.

NASSP has certified CAS as a state association provider of training for high school principals, assistant principals, school district administrators, and other school leaders who want to develop further their understanding and use of the recommendations in *Breaking Ranks II*.

Participants who complete the training will become *Breaking Ranks II* facilitators and be fully qualified to lead *Breaking Ranks II* efforts in their schools.

The deadline for registration is May 15, 2005. Register on-line at www.casciac.org. If you need additional information, please call Dennis Carrithers at 203-250-1111 or email at dcarrithers@casciac.org.

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FIRST EVER CONGRESSIONAL SUMMIT ON EDUCATIONAL ISSUES AFFECTING CT SCHOOLS

Robert F. Carroll, Ed. D., Assistant Executive Director

President Bush's avowed intention to give much attention to educational issues in his second term made it imperative that our congressional leaders be aware of the issues which are most important to Connecticut educators. CAS responded by holding a "Congressional Summit" which provided a rare opportunity for educators and legislators to get together to talk about what's in the best interest of the children in Connecticut schools.

The primary focus of this very successful summit, held on February 18th at the Dolce Heritage Hotel & Conference Center in Southbury, was the federal *No Child Left Behind Act*. In attendance from Connecticut's congressional delegation were Representative Nancy Johnson (R-5th District), and Congressmen John Larson (D-1st District), Rob Simmons (R-2nd District) and Christopher Shays (R-4th District).

Participants included 60 Connecticut principals representing elementary, middle and high schools. Representatives of non-public schools were also in attendance as were a number of superintendents and state department of education personnel. The National Association of Secondary School Principals was also represented by Steven DeWitt, associate director of government relations. Frances Rabinowitz, associate commissioner of education, division of teaching, learning & assessment, served as moderator.

LeRoy Williams, principal of Roberto Clemente Middle School in New Haven, told legislators that he wants every boy and girl in his school to be able to read and write. "The problem," as he explained, "is the law doesn't give him the flexibility to monitor a child's progress but instead places too much emphasis

on test scores. It angers me that we do everything based on a test." Representative Nancy Johnson agreed that there should be more local control. "This bill is clearly not flexible enough to work with states to achieve the goals of the legislation," she said.

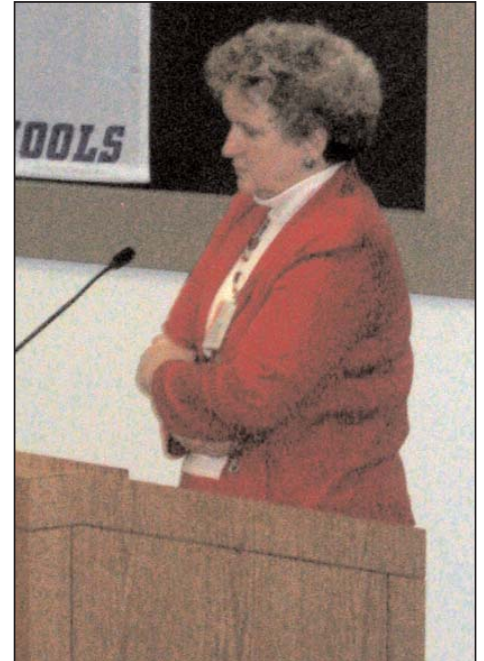
Williams went on to say that he recently enrolled a seventh-grade student from Jamaica. Next year this student will have to take the same test as students his own age which is very unrealistic due to his language barrier.

Katharine Bishop, principal of Daisy Ingraham School in Westbrook, agreed with Williams saying, "We are very concerned that we would give these children a challenging test that they are not ready for."

Bishop went on to say that, statewide, approximately one percent of students deemed disabled are excluded from taking the test, but as many as ten percent could be exempted legitimately. "If we did that, it could provide a more accurate way to track a school's overall performance."

David Snead, superintendent of schools in Waterbury, said that more than half of Waterbury's schools were on the underperformers list because the percentage rule is too arbitrary. Eight schools were on the list for the second year and, therefore, over 6,000 children at those eight schools were eligible to transfer to better performing schools in the city. The transfer option under NCLB, said Snead, is rarely exercised because parents like their neighborhood schools and it's inconvenient to bus children across town.

Williams quickly responded that the problem is then shifted to another school that then gets on the underperforming list and the prob-



Associate Commissioner of Education Frances Rabinowitz served as the program moderator.

lem never gets resolved. "If 50 - 60 of my kids go, I'm off the list but someone else gets on the list."

Jody Goeler, principal of Avon Middle School was opposed to adding standardized testing to grades three, five and seven. "We now test in grades four, six, and eight with the CMT. If we have to test in grades three, five and seven, we will lose much instructional time."

Diane Hartman Chesley, principal of Fairfield Middle School, felt that every grade should be tested every year because it puts more accountability on teachers at every grade level.

Bob Pitocco, principal of Rocky Hill High School stated, "Those of us at the high school level have more than enough information on students to deal with their particular needs."

State Associate Commissioner Fran Rabinowitz said testing students in every grade is costly and won't give us much new information about their performance.

Snead added that results are now tracked by doing a yearly analysis of test results from different students which doesn't make any sense. Students should be measured by their own progress - how they perform over time. We should not be measuring them to the performance of other students tested in previous years.

At the close of this very productive day, CAS provided everyone a gourmet buffet lunch at the hotel's restaurant. CAS fully intends to sponsor future summits on educational issues affecting our schools.



Federal legislators (left to right): Christopher Shays, John Larson, Nancy Johnson, and Rob Simmons

2005 FLANAGAN GRANTS ANNOUNCED

Sponsored by Big Y World Class Market

Janet Garagliano, Chair of the Student Activities Board of Control (SABC), is pleased to announce on behalf of CAS and Big Y the 2005 Thomas R. Flanagan Memorial Grants Awards. The following outstanding student activities have been selected for awards from the twenty-nine applications received at the elementary, middle and high school levels:

- **Vinal Regional Technical High School, Middletown** - A new *Multicultural Club* will be formed to help educate and prepare students and staff for increased enrollment and changing demographics.

- **Rocky Hill High School** - *Lend A Paw Day* is an annual community service involving over a third of the student population.

- **Branford High School** - The *Cultural Diversity Club* at BHS raises the level of awareness of the many dimensions of diversity by providing school-wide assemblies, in-school seminars for faculty and students, out-reach programs for the district's middle and elementary schools, seminars for advisory room representatives, and a full-week of activities entitled "Awareness Week."

- **Wooster Middle School, Stratford** - *The Extreme Makeover: Wooster Pond* is a new community service activity designed to upgrade the pond which science teachers and students at the school utilize to learn about the environment, ecology, and pond studies.

- **Harborside Middle School, Milford** - *The Harborside Drama Club* is performing the musical "Honk, Jr." which will involve approximately 10% of the school's population, bringing a strong message of tolerance and the danger of misconceived prejudices to the entire school community.

- **Martin Kellogg Middle School, Newington** - *WKMS-TV*, Kellogg Middle School's new television station went on the air in January of this year. It is being used to bring live morning announcements, monthly news segments, and "special events" to the school community.

- **Brooklyn Elementary School, Waterbury** - *From Our House to Yours* is an activity in which all 190 students at the Brooklyn School will be involved. Two interdisciplinary musical performances, *The Gingerbread Kid* and *Tikki Tikki Tembo*, will be organized, rehearsed, and presented for residents of the Abbott Terrace Health Center in Waterbury.

- **Spencer Elementary School, Middletown** - *The Stamp Club* gives students in grades 2 to 5 the opportunity to develop skills and knowledge in map reading, geography, history, and languages as well as a curiosity about the world and its people.

- **Ansonia High School & Prendergast Elementary School, Ansonia** - *The Big Brother/Big Sister Program* is an on-going activity pairing 34 high school students with 30 K-2 elementary students. Together they engage in activities such as art projects, games, workbooks, puzzles, cooking, talking and homework.

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 11, 2005.

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. The Thomas R. Flanagan Student Activities Memorial Grants are dedicated to his legacy.

Big Y World Class Market has been a committed corporate partner of CAS since 1997. In addition to sponsoring the Flanagan Memorial Grants, it produces a highly acclaimed nutritional newsletter provided to CT students and funds the prestigious Governor's Scholars Program. Big Y, founded in 1936, currently employs over 8,500 people in 53 locations in Massachusetts and CT.

ASSISTANT PRINCIPALS FOCUS ON SCHOOL REFORM

By Dennis C. Carrithers, Ph.D., Assistant Executive Director



Esther Bobowick from CES presented a workshop on data analysis for administrators.

The 28th Annual Assistant Principals Conference convened on March 17, 2005, at the Four Points Sheraton in Meriden on the topic of "Making Sense of School Reform." As educational leaders, assistant principals heard a keynote address by Richard Flanary, director of the office of professional development services for the National Association of Secondary School Principals. Dick urged the audience to consider the benefits of school reform given the changes that have occurred in our society and the increasing demands of school accountability. He further put educational reform into the context of other changes in all institutions in the country and the demands of finding leaders in corporate life as well as education. Using *Breaking Ranks II* for high schools and the upcoming publication by NASSP of *Breaking Ranks in the Middle* for middle schools, he cited the work of NASSP to assist school leaders in being agents to improve learning for all students.

Conference attendees had a choice of two workshop sessions to hear current and best practices from a number of presenters. The topics included "Technology Tips for Administrators," "Data Analysis for Administrators," "Improving Morale Through Staff Empowerment," "The Changing Role of Leadership," and "Current Drug Trends in Today's Youth." Richard Flanary led a small group session on *Breaking Ranks II*; and Stu Cabe of *The Boomerang Project* presented "Link Crew," a program that eases the transition from eighth grade to high school. A group of new and experienced assistant principals offered a panel discussion to administrative aspirants and to colleagues titled "From the Trenches."

The last speaker of the day was Duffy Miller of LEAD New England on the topic of "What Does History and Research Tell Us About School Reform?" Duffy traced the history of school reform movements and analyzed the emergence of national school reform models. A strong advocate of school improvement and meeting the future needs of students, Duffy stressed the major trends of school reform in four areas. He explained in detail the importance of personalization, equity, student engagement, and professional collaboration. On the last point, he stressed the need at all school levels for faculty and administration collaboration for the greatest impact on school improvement. He demonstrated research indicating that building school learning communities among teachers produces the most significant and long lasting changes in improving student performance.

CAS's Assistant Principals Committee, chaired by Sally Biggs of South Windsor High School, organized the conference. Co-chairs of the conference planning committee were Donna Hayward of Rocky Hill High School and Kathy Barmak of East Windsor High School. Teachers Insurance Plan was the corporate sponsor of the conference and was represented by Steve Zerio.

A REACTION TO THE "LAPTOP INITIATIVE"

From the Connecticut Principals' Center Technology Committee

The technology revolution of the last two decades has brought about unprecedented changes in society. Never before have inventions so rapidly transformed the way we do business, communicate, and educate ourselves. Our society continues to evolve in response to technology yet education lags behind in implementation of sound technology integration practices. This current generation of students was born during the technological revolution and has not experienced life without the modern conveniences that technology has afforded us. As a result, today's students naturally assimilate the technology that seems special to us and use it as an integral necessity in their daily existence.

A recent report, "Voices and Views from Today's Tech-Savvy Students, Highlights from NetDay's National Report on Speak Up Day 2003" (February 12, 2004)¹, highlights the following perceptions of our students:

- Students are not just using technology differently today, but are approaching their life and their daily activities differently because of the technology.
- 97% of students in grades 7-12 believe strongly that technology use is important to their education.
- 91% of students in grades 7-12 say that technology helps them with their schoolwork.
- 83% of students in grades 7-12 said that loss of Internet access would have an impact on their schoolwork.
- When asked to prioritize expenditure on items, overwhelmingly across all grades, the top priority for increased spending was to buy more computers and software for student use.
- If a school had a lot of technology available to students, students in grades 4-12 believe they would learn more, school would be more fun, student projects would be better and students would get higher grades in class and on tests.

Integrating technology into learning has been a hot topic for the last decade. This issue has not gone unnoticed in Connecticut. In 2001,

the Connecticut Association of Schools along with the Connecticut Association of Public School Superintendents developed a joint technology position which stated that "students must be empowered to become self-directed, interdependent and self-assessing learners. This shift requires a significant change in teaching and learning and technology is a vital tool for accomplishing this shift in teaching and learning."²

More recently, the commissioner of the department of education as well as the governor of Connecticut have also indicated the necessity of incorporating technology into the schools of our state. In her 2005 budget address to the state legislature, Governor Rell stated, "If we want our students to be on the leading edge of learning, we've got to provide cutting-edge technology and teaching innovation."³

It is evident that society, students, government officials, and educators all realize change is required in order to meet the needs and new learning styles of our students but sustained change cannot happen overnight. For our students to benefit most from an infusion of new technology, we must have:

- a clear vision so everyone will know "why we are doing this;"
- training and onsite coaching for faculty and staff to help them lead students in the appropriate use of technology;
- technical support to prevent downtime and help teachers and students have the appropriate technology available when and where they need it;
- specific targets and benchmarks so that schools, teachers and students will know when they have been successful.

The absence of any of these critical components will impede the kind of powerful and long-lasting change that technology can bring about in our schools.

The recent laptop initiative proposed in the governor's budget address to the legislature in January, 2005 is a proposal that is worthy of further discussion and examination. Certainly any opportunity to bring more technology into

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CAS BOARD APPROVES NEW MEMBERSHIP CLASS

At its meeting on February 3, 2005, the CAS Board of Directors approved a new category of membership called "Associate Institutional Membership." The new category was established in response to a request from the Connecticut Department of Corrections for membership in CAS. Because of its unique needs, the department could make use of some but not all of the services that CAS offered and, therefore, asked to apply for a "limited membership" in CAS. CAS Assistant Executive Director Earle Bidwell, who oversees membership, designed a new membership category which would allow for fewer services and would be less costly and better suited to "districts" such as the department of corrections and perhaps even some private schools.

The addition of a new category of membership requires a change in the CAS Constitution. The CAS Board of Directors approved the addition of the following language, which will be brought before the membership for adoption at the annual meeting in May.

Article III (Membership) / Section A (Classes of Membership)

3. Associate Institutional Members

The following shall be eligible for non-voting associate institutional membership:

Any public or non-public elementary, middle or high school which is approved by the state board of education for certification and tuition purposes. Upon approval of its application for membership and payment of dues and assessments established for the purpose, such school shall be admitted to limited membership in the Connecticut Association of Schools. Participation for principals, assistant principals and teachers from Associate Institutional Member Schools shall be limited to:

- CAS professional development work shops, conferences and seminars at member rates;
- CAS committee appointments.

The dues structure for associate institutional members will be as follows: District membership will be \$150 for the first school and \$50 for each additional school when all district schools are enrolled and paid with one check. Single school membership will be \$150 for each school if enrolling fewer than all district schools.

Save the date!

Summer Principals' Institute School Leadership Inside & Out

June 28 ~ June 30, 2005

Heritage Inn, Southbury

For more information, visit:

www.casciac.org/pdfs/Save_the_Date_Summer_Institute.pdf

Tsunami, continued from page 1

between \$400,000.00 - \$440,000.00 to build a school, we needed help. We appealed to corporations to match our student donations dollar for dollar. A corporation quickly responded by challenging our students to collect a total of \$200,000. The corporation agreed that if the students reached this dollar amount, it would match it penny for penny, and the students of Connecticut would have the dollars to build their school.

On March 14th, CAS put out a second appeal aimed primarily at those schools throughout the state that had not already sent in dollars. Checks have continued to come in; and each day we are one step closer to reaching our goal.

What else has CAS done so far? We determined that the area hardest hit by tsunami was Sri Lanka, particularly the northern part of the country on the coast. Forty thousand people, many of them children, lost their lives; and millions lost everything. CAS learned further that 59 schools along the coast were totally destroyed. This is where Connecticut kids will rebuild one of them.

Many school principals have reported that their students don't want to stop with the rebuilding of the physical plant. They want to replace textbooks, fill the school library with books, and supply the desks and equipment that will make every kid in Connecticut proud that he or she has engaged in a global community service that all of us will remember for a long, long time.

CAS has therefore decided that there will no longer be a cut-off-date for receiving checks. We hope soon that our goal of \$200,000.00 will be reached, our corporate sponsor will come through with matching funds and construction of the Sri Lankan school will begin. Dollars that come in after that will be used to provide books, desks and other equipment that will make this a school of which we can all be proud. Perhaps other corporations may come forward to contribute, and maybe, just maybe, we would have all the dollars needed to make this the best-equipped school in Sri Lanka?

CAS is already negotiating with Sri Lankan authorities about this project and it has decided that Price Waterhouse is the auditing firm that will ensure that every cent of student dollars is spent on the project.

We are also making arrangements for a Connecticut architect who designs schools to donate a large brass plaque that will eventually be affixed to the new building. This plaque will list every Connecticut school that has helped build this facility.

Close to 1,100 schools are members of CAS. To date approximately 250 schools have made this their priority community project. If those remaining 800 CAS schools decide to get on board what we could do for Sri Lankan children would almost be difficult to imagine. Can we challenge you to do your fair share?

All schools that become part of this project will be kept informed of the progress being made and where every dollar has been spent. We will also encourage Connecticut students to become pen pals with their Asian counterparts.

Any school that needs to have questions answered about this project can contact Dr. Robert Carroll at (203) 250.1111 or by email bcarroll@casciac.org.

NOTE: Next month's issue of the BULLETIN will include a listing of all of the schools which have contributed to the CAS Tsunami Relief Initiative to date.

Technology, continued from page 7

the hands of our student learners should be met with great enthusiasm. Educational leaders should applaud the governor's commitment to technology and willingness to allocate funds in light of a fiscally responsible state budget. The Technology Committee of the Connecticut Association of Schools' Principals' Center also supports the governor's vision of integrating technology into learning. This committee supports a systematic approach to implementing such dynamic initiatives into our schools. The following components must be considered when developing any statewide technology initiative.

- A high level committee should be established to consider best implementation strategies for technology integration. This committee should be composed of educators, education leaders, parents, government officials and students.
- Leadership is a crucial element in any change in initiative. Therefore, a strong executive position that administers state technology programs should be established in the Department of Education. This position should have the authority and influence to make decisions that will positively affect policy.
- Integration of technologies into our schools must be well designed and comprehensively planned and consider the best interest of all students as the primary goal. Successful integration models used in other states should be used as we design our own.
- Consider all available technologies before committing to a technology solution. Current emerging technologies such as the PC Tablet are receiving high marks in the nation's colleges and universities. These new technology tools have the power to transform teaching and learning across all disciplines and may be a better fit with the way work will be conducted in the future.
- The federal *No Child Left Behind* legislation requires that all 8th grade students

demonstrate technology proficiency upon leaving middle school. If we are serious about meeting that standard then perhaps we should consider expanding the grades that would benefit from new technology infusion. Sound technology integration programs must adhere to the State of CT Technology Standards for Students.

- A comprehensive and sustained technology professional development plan for teachers is essential to assure the success of any technology integration program. This professional development plan must adhere to the State of Connecticut Technology Standards for Teachers. The state should take a strong leadership role and provide exemplars that will be applicable in a variety of sizes and configurations of schools and districts.
- School districts should develop professional development and evaluation processes to ensure that all administrators demonstrate proficiency of the CT Administrator Technology Standards. School and program leaders must become advocates and technology leaders within their organizations.

The State of Connecticut has shown its commitment to utilizing technology in the business of education. Numerous initiatives have been successful yet there is still much that needs to be done. The time for a comprehensive, unified approach to integrating technology into Connecticut students' education is at hand. Sustained change in our instructional models is essential in order to meet the needs of the 21st century learner.

The saying that "the only constant is change" is more applicable today than ever. For a major improvement in student access to technology to make a real difference, there must be a clear and comprehensive plan in place that addresses all of the related facets and the needs of all stakeholders. Technology has the potential to not only improve instruction, but inspire our students to become life-long learners who are motivated to explore, take ownership of their learning, and prepare for the unpredictable future that lies ahead.

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middle school news

Acceptance Quotient High at Leadership Conference

By Earle G. Bidwell, Assistant Executive Director

Over five hundred participants from fifty middle schools took positive steps in raising the "respect quotient" in their schools and creating a more positive school climate by their attendance at the Middle Level Student Leadership Conference - *Making Acceptance Acceptable*. The need for this type of program was brought home again by yet another tragedy, this one at Red Lake High School in Northern Minnesota. As Ben Feller, AP Education Writer stated in a March 22nd story, "Communication (is) often the security gap at school." He further states that "while federal government figures show violent crime against students in school fell significantly between 1992 and 2002, ... numbers don't capture what school safety specialists say is the most critical goal: changing school culture. That means adults who model appropriate behavior, monitor warning signs of violence and even train students to help stop peers from bullying."

For several years the focus of *Making Acceptance Acceptable* has been to raise awareness of the necessity for creating a positive school climate for all members of the school community and to give students and advisors additional tools to raise their schools' "acceptance quotients." This year was no exception. The day-long conference, held at Quinnipiac University, began with a series of team-building activities led by Jennifer Buckley, associate director of the Upward Bound program at Wesleyan University. She was assisted by her students and high school student leaders from the Connecticut Association of Student Councils.

The activities were designed to immediately immerse students from different schools into groups of twenty that they would travel with throughout the day, and to engage them in physical tasks that required intense concentration and cooperation. Apprehension at the prospect of meeting new people was quickly replaced by conversations among students who a short time earlier were perfect strangers. A testament to the effectiveness of the opening activity was evident in the cafeteria where many students shared lunch tables with newfound friends rather than eating with those from their home school.

Another new feature of the opening activity was a slide show on the big screen showing pictures of students from Connecticut middle schools engaged in leadership and service activities. The brainchild of Principal Tom Heffernan from East Granby M.S., the show was designed to give students a focus as they entered Alumni Hall, to create a sense of comfort at seeing scenes from "home," and to promote the themes of the conference. By

all accounts, it was a success.

Throughout the day, students were challenged and informed with ideas and activities intended to give them skills in building a climate of acceptance, making a difference at school, and taking personal risks to make their school a better place. Led by twenty teams of teachers, counselors, administrators and high school leaders, the groups of twenty attended several break-out sessions. They also had opportunities to react to situations posed by the "Esteem Group" from Canton High School under the direction of Joan Reskin or to participate in a "fishbowl" activity led by Ms. Buckley.

Not to be left out, advisors were treated to two informative sessions designed to raise their awareness of highly effective programs that further the themes of the conference. The first was led by JoAnn Freiberg, from *Operation Respect CT*. Dr. Freiberg has educated thousands of Connecticut teachers and students through the highly acclaimed "Don't Laugh at Me" and "Respect Me" programs. She also unveiled a new initiative coming this spring which will take climates of respect initiatives directly into schools in the form of climate surveys and blueprints for action.

The second advisor session was led by Caroline Messina and Francie Goodwin from Keigwin Middle School in Middletown, the Connecticut Association of Schools' 2004-2005 *Middle School of the Year*. According to Messina and Goodwin, "Effective Behavior Support (EBS) is a school-wide approach which schools adopt as a preventive intervention that provides behavioral support for their students, including students who exhibit chronic behavior problems EBS schools have an EBS Team that takes responsibility for improving behavioral support for their students throughout the system."

In its fourteenth year, the leadership conference is supported by corporate partner Connecticut Lighting Centers. Because of its generous support, schools are able to send teams to the conference below cost. Furthermore, President David Director makes a personal appearance at all of the leadership events and supports the Arthur Director Leadership Award, given to the school that best exemplifies the concepts and themes of the conference. Recent winners of the award are East Hartford Middle School and Avon Middle School. The participating schools at this year's conference are invited to submit an application for the award that includes a plaque, public recognition at an assembly in their school and a check to further their good work.



Lindsey Fortunato and Matt Cavedon, Berlin High School presenters



Team-building activities!

Has your school signed up for the . . .

**Arts in the Middle
Conference** ???

May 17, 2005

• **University of Hartford** •

Send a team of students and an art teacher for a day of hands-on creative art in eleven different media.

Check the website for details

www.casciac.org

... more middle school news

Board of Education Policy: Ground Floor Development

By Tom Heffernan

Experienced teachers and administrators recognize that there are board of education policies that impact just about everything they do on a daily basis. In most districts those policies are developed at the board level in response to state requirements or local situational needs, and it is only the regulations in support of those policies that receive administrative input for development. Fortunately administrators and teachers have input into the development of regulations since it is up to school personnel to implement policies.

In July of last summer the administrators of the East Granby Public School received a stack, in excess of fifteen hundred pages, of 5000 series (Pupil Personnel) policies and regulations. Included were local policies, suggested policies developed by the Connecticut Association of Boards of Education (CABE), policies from other Connecticut districts and regulations to match. In addition, an analysis of local policies with suggestions was provided to guide the district in aligning policies with current state statutes and educational thinking. These policies and regulations were provided through a contract with CABE and proved to be both comprehensive and extensive.

When first charged with reviewing and recommending changes the administrators' response was predictable; they grumbled. A work schedule was developed including meeting dates, review responsibilities, and a reporting procedure. The task was daunting yet provided an opportunity for administrators to thoroughly review local and suggested policy, gain an updated perspective, and have ground floor input into the process. The opportunity for the 'first review' was critical to establishing policies and regulations from the building level. The BOE's policy subcommittee then worked from the administrators' suggestions to formulate policies and regulations. This has left a firm building level imprint on the eventually adopted policies and regulations. Although the board of education (BOE) is yet to complete the process of formal adoption of all policies, administrative input has increased the speed at which they normally adopt policies. In retrospect, the result was well worth the effort in the eyes of the district administration. Administrators can now look at a stronger partnership with the BOE and know that policies and regulations that come out of the process meet the needs of the schools.

Tom Heffernan is a member of the CAS Board of Directors, The Connecticut Association of Middle School Principals and principal of East Granby Middle School.

elementary school news

International Association Honors Wakelee for Exemplary Reading Program

Four Wolcott Public School educators travel to Texas to receive award
Dr. Robert F. Carroll, Assistant Executive Director

A vision, which began in Wolcott four years ago as a "Reading is Everybody's Business" slogan, has finally come to fruition, and has brought national recognition to Robert A. Wakelee Elementary School. The district learned last month that Wakelee was selected to receive the 2004-2005 International Reading Association's "Connecticut's Exemplary Reading Program Award."

"The Exemplary Reading Program Award (ERPA) recognizes outstanding reading and language arts programs in schools throughout North America," said International Reading Association (IRA) Division of Council and Affiliate Services Director Brenda S. Townsend, who also noted the IRA includes members and affiliates in 99 countries.

"The state is proud to be represented by Wolcott Public Schools, as its Wakelee Elementary School is honored with the 2004-2005 International Reading Association's *Connecticut's Exemplary Reading Program Award*," said Connecticut Governor M. Jodi Rell

Connecticut State Department of Education Commissioner Dr. Betty J. Sternberg echoed the governor's sentiment. "The *Connecticut Exemplary Reading Program Award* is one of the most prestigious honors a school can earn. I want to congratulate the teachers, students, parents, and community for making this award possible. It's a testament to the highest academic standards at Wakelee Elementary School and Wolcott Public Schools," Dr. Sternberg said.

Accompanied by Wakelee reading specialists Dale Bartlett and Lori Galvin and teacher Tammy Couture, Principal John Cook will be presented with the award on May 1 at the IRA's 50th Annual Convention in San Antonio, TX.

"I am immensely proud of Mr. Cook and everybody at Wakelee for the recognition they brought to themselves and this school community," said Wolcott Public Schools Superintendent Dr. Thomas M. Smyth, Jr. "All of the teachers, staff, parents, students, and community working together toward this common vision speaks well of Wolcott."

Two months after submitting its application, Wakelee received a phone call that an ERPA visiting committee would arrive the following week. Comprised of Connecticut Reading Association and University of Connecticut NEAG School of Education representatives, the committee interviewed a host of people throughout the school. Then, two more months passed before Wakelee received word that it would be the award recipient for the State of Connecticut.

When asked about the literacy strengths of Wakelee School, Mr. Cook noted five key areas: an uninterrupted K-5 daily guided reading

block; "Good Reader" strategies instruction; the integration of reading strategies and Connecticut Mastery Test (CMT) reading comprehension stems into all curricula; continual assessments of student reading progress, and community support for reading improvement.

In further explanation of the strategies, he said, "Teachers have scheduled a daily uninterrupted language arts block of time in which guided reading is provided at each student's instructional level. Research shows that students learn best when provided with reading instruction at their instructional level."

"These students have come such a long way and they know so much more than in the past," said Jackie Tedesco, Wakelee instructional assistant who works with students in kindergarten through second grade. "At first with guided reading, I was apprehensive, but now I can even feel the growth within myself."

In addition to the guided reading, a consistent writing program that empowers students is used at each grade level. The students are given multiple opportunities to practice literacy skills outside of the language arts block of time, Ms. Bartlett and Ms. Galvin noted. "At each grade level, we collaboratively work to develop comprehension strategy posters and bookmarks used throughout the building. Different learning styles and multiple intelligences have been taken into consideration as teachers plan effective lessons for all students."

In analyzing Wakelee's success with hard data, Marie Truscinski, Connecticut ERPA Chair noted, "[At Wakelee], assessments are used to drive instruction. State test scores results are impressive, ranking Wolcott first in the Economic Regional Group in reading and writing on the 2003 CMT." According to the 2004 data, 75%, or three-quarters of the student body, in reading, 86% of the students in writing, and 85% of the students in math scored at goal on the CMT.

CareerCentral is Open

NAESP recently launched a new and improved online resource for job seekers and employers. CareerCentral is now open and can be accessed from the NAESP homepage, www.naesp.org. If you're looking for a job, you can view employment opportunities in both the private and public sector, post your resume for free, and receive automatic notification of new jobs matching your criteria. If you are an employer, you have access to a searchable resume database and can post a job to the largest, exclusive audience of education professionals.

... more elementary school news

MARINE SCIENCE DAY MAY 19TH

Dr. Robert Carroll, Assistant Executive Director

CAS will once again host its annual marine science day on May 19th at the University of Connecticut Department of Marine Sciences at Avery Point in Groton. The purpose of this conference is to educate 5th and 6th graders about marine science and, specifically, Long Island Sound.

Each student attending the conference will be individually scheduled to participate in a series of workshops presented by university personnel, graduate students, and environmental educators from a variety of organizations and institutions. These workshops are designed to promote a greater awareness of Long Island Sound and marine science.

Student enrollment for this program is limited. Schools may send up to four students and registrants will be accepted on a first-come, first-serve basis. All student attendees will be given a complimentary T-shirt. Other materials will be distributed to both students and their teachers who attend this conference. The first 120 students registered will have the opportunity to have a hands-on experience on the Enviro-lab boat.

This year's conference is being co-sponsored by Long Island Sound Foundation and eesmarts, a program funded by the Connecticut Conservation and Load Management Fund and administered by the United Illuminating Company and the CT Light and Power Company. Tom Callinan from Crackerbarrel Entertainments will also perform for the students.

The deadline for registration is May 2, 2005. All elementary and middle schools have been sent flyers and registration materials. Anyone having questions concerning this very interesting conference may call CAS, 203-250-1111 and ask for Jennifer LaCroix or Dr. Robert Carroll.

Kit Bishop, *continued from page 1*

school principals in the United States, Canada, and overseas. Both the CAS Board of Directors and the Connecticut Association of Elementary School Principals Board of Directors have endorsed Kit's candidacy for the national position. The NAESP ballot will come to NAESP members shortly after April 20th by first class mail. Please exercise your right to vote and help determine the leadership of your National Association.



"Kit Bishop is a leader of leaders. For the past ten years she has chaired the CAESP and EMSPAC fall and spring conferences. Each time she has secured top educational leaders to be our keynote speakers. Through her dedicated service principals and teachers have always learned from speakers on the cutting edge of current educational practices."

-- Lou Pear, Chair, Board of Directors
Connecticut Association of Elementary School Principals

eEsMarts™ and The Connecticut Association of Schools Present: **ENERGY EFFICIENCY ESSAY CONTEST**



The United Illuminating Company and Connecticut Light & Power, administrators of the **eEsMarts** program, are proud to support educational efforts in our state. **eEsMarts** is committed to building relationships with the educational community that will foster an ethic of energy awareness and responsibility for the future. This is why **eEsMarts** is thrilled to announce its alliance with the Connecticut Association of Schools!

Something for nothing! Sounds too good to be true, right? But with **eEsMarts**, schools are getting something for just about nothing. What is **eEsMarts**? It is an educational program sponsored by The United Illuminating Company and The Connecticut Light and Power Company that was devel-

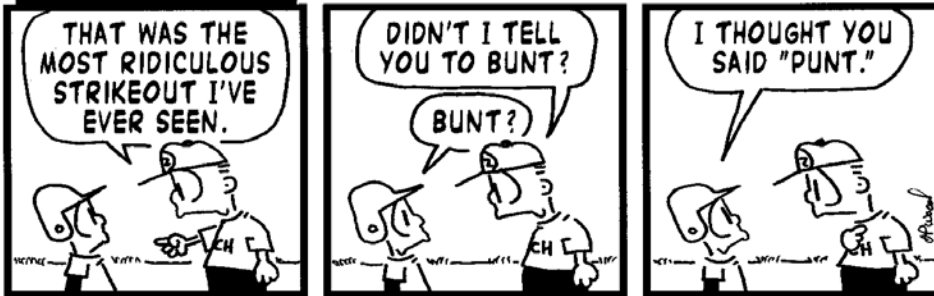
oped by a group of Connecticut teachers. This free program offers teachers a great way to teach their grade K-8 students about energy and conservation while developing their Connecticut Mastery Test skills and preparing them for the Connecticut Academic Performance Test as well. The curriculum is a hands-on, activity, literacy, inquiry and experiment-based interdisciplinary program including lessons in reading comprehension, math, science, social studies and language arts. In exchange for receiving this free curriculum that meets the new Connecticut Science Framework, **eEsMarts** asks that schools send in a teacher evaluation, after implementing the program. If an evaluation is submitted, the school will receive a free gift!

As part of the **eEsMarts** energy educa-

tion program, **eEsMarts** has just released a middle school curriculum supplement that is available to teachers at no cost. In addition, it is sponsoring a sixth and seventh grade essay contest in partnership with the Connecticut Association of Schools. Students are invited to write a one-to two-page original essay on the subject of energy efficiency. All participants will receive recognition, and winners will receive special awards.

Schools will soon receive a packet containing a letter of explanation, a poster, and the contest rules. Log on to www.eesmarts.com or call 1-877-514-2594 for more details about the contest and **eEsMarts**. Don't be afraid to show us your **eEsMarts**!

ciac news briefs

MR. WOODHEAD © 2004 by John P. Wood

Spring sports tournament packets have all been posted on the CIAC website and can be downloaded either directly from the eligibility center, or from the individual sports pages: www.casciac.org/sportscenter.shtml.

■ A bill that could provide legal immunity to state athletic associations and other such "rule-making bodies" is currently before the Senate Judiciary Committee. *The Non-Profit Athletic Organization Protection Act of 2005* (S.B. 567) would limit the liability of non-profit, volunteer organizations that oversee sports events and leagues. The bill is designed to discourage lawsuits advancing a claim that a non-profit rulemaking body is liable for a physical injury incurred by an athlete participating in one of its sports events when the rules were made by a properly licensed body that acted within the scope of its authority. Under the bill, such lawsuits can be moved forward if the rulemaking body was grossly negligent or engaged in criminal or reckless misconduct.

■ In a decision hailed by advocates as "a huge win" for women's rights, the U.S. Supreme Court has ruled 5-4 that a high school girls' basketball coach could sue his Alabama school district for allegedly retaliating against him after he complained that his female athletes were treated unfairly compared with the boys' team. The court held in its March 29 ruling that the private right to sue under Title IX of the Education Amendments of 1972 extends to claims of retaliation for complaints about violations of the statute, even if the plaintiffs are not the direct victims of the sex discrimination they complain about. Roderick L. Jackson, a physical education teacher who said the Birmingham, Ala., school system fired him from his coaching job in 2001 after he complained that his girls' team was getting shortchanged, now will have the chance to make his case in a federal district court. A U.S. District Court judge in Birmingham had dismissed his case without a trial, a decision that was upheld by the U.S. Court of Appeals for the 11th Circuit, in Atlanta. Justice Sandra Day O'Connor wrote in the majority opinion in *Jackson v. Birmingham Board of Education* (Case No. 02-1672) that a ruling against Mr. Jackson could have crippled enforcement of Title IX.

■ A private school's wrestling coach has filed a lawsuit against the Maryland Public Secondary Schools Athletic Association (MPSSAA) after his team was barred from competing in a MPSSAA sanctioned tournament because there are home schooled students on the team. Carlos Sandoval, head wrestling coach at Progressive Christian Academy, is suing MPSSAA for \$7.7 million. He also has named MPSSAA director Ned Sparks and MPSSAA wrestling tournament director Duke Beattie as defendants and is seeking \$350,000 from each of them. MPSSAA rules restrict member schools to competing "only against high school teams" and stipulate that participants on school teams must be "students who are officially registered with, attending and representing the school from which they intend to graduate." Mr. Sandoval asserts, "They discriminated against a particular class of athletes, manufactured fraudulent rules, and applied [them] in an arbitrary manner. The ultimate goal is to [stop] the MPSSAA from issuing sanctions... that... disallow non-member schools from using home-schooled athletes." Dana Murray, an assistant state attorney general representing MPSSAA, plans to file a motion to dismiss the case on the grounds that Mr. Sandoval "is not entitled to the relief sought as a matter of law."

■ The Friday night lights in Texas could soon be without bumpin' and grindin' cheerleaders. Legislation filed by Rep. Al Edwards would put an end to "sexually suggestive" performances at athletic events and other extracurricular competitions. "It's just too sexually oriented, you know, the way they're shaking their behinds and going on, breaking it down," said Edwards, a 26-year veteran of the Texas House. "And then we say to them, 'don't get involved in sex unless it's marriage or love, it's dangerous out there,' and yet the teachers and directors are helping them go through those kind of gyrations." Under Edwards' bill, if a school district knowingly permits such a performance, funds from the state would be reduced in an amount to be determined by the education commissioner. Edwards said he filed the bill as a result of several instances of seeing such ribald performances in his district.

IMPORTANT ALERT**Girls Volleyball Coaches**

The CIAC Girls Volleyball Committee has adopted the "Libero" substitution effective with the 2005 season. The libero is a back-row player and is not allowed to complete an attack from anywhere if, at the moment of contact, the ball is entirely above the height of the net. Only one libero may be designated per game.

The libero:

- when used, must be designated on the lineup sheet prior to each game;
- must enter game after starting lineup has been checked;
- may exercise one replacement per dead ball;
- must enter and exit game between the attack line and the baseline;
- may be the team captain;
- may be used as an exceptional substitution for an injured player if no other legal substitutes are available;
- shall not replace a disqualified teammate;
- shall not block or attempt to block;
- shall not serve;
- shall not set the ball using overhand finger action while in front of the attack line extended for an attack above the height of the net.

Rationale: The libero is used at all levels of volleyball. It has improved the caliber of play and allows for greater on-court involvement by the team's best defensive player.

■ A 2002 study of more than 300 athletes at The Ohio State University (OSU) contradicts the findings of a recent study published in the January/February issue of *General Dentistry* which shows a connection between sports drinks and dental erosion. Published in the journal *Caries Research*, the OSU study reports that the level of dental erosion in athletes regularly using sports drinks was 36 percent versus 40 percent erosion in non-users, disputing the idea that acidity in sports drinks contributes to dental erosion. "This new study, which attempts to link sports drinks to dental erosion, has several limitations and should be taken with a grain of salt," says Dr. Paul Casamassimo, one of the lead researchers of the Ohio State study and a dentist at Children's Hospital in Columbus, Ohio. "The primary limitation is that it does not replicate a real-world scenario. The teeth were studied outside of the mouth, so the study doesn't take into account the protective effect of saliva and the natural biological system."

... more ciac news

CIAC SPONSORS WORKSHOP ON SUPERVISION & EVALUATION OF COACHES

By Paul Hoey, Assistant Executive Director

On Monday March 7, 2005 over 125 athletic directors, principals and personnel directors were on hand at the CAS-CIAC conference center for a legal update on Public Act 04-243 "An Act Concerning the Termination of Coaches." The presenters for this timely and important topic were Attorney Thomas B. Mooney of Shipman and Goodwin and his associate, Attorney Elisa H. Bartlett. The legislative history of the act was reviewed in detail as well as the responsibilities of the athletic director and school administration under the new law. A sample board of education policy, drafted by Attorney Mooney, was shared with the attendees and he recommended schools develop a written policy as soon as possible, if they have not done so already, since the statute does not prescribe or define the process to be used in the supervision, evaluation and termination of coaches very clearly. Therefore, it is important that each school district have a written policy and procedures in place that serve the best interest of the district. Attorney Mooney also critiqued several end of season evaluation documents submitted by athletic directors and he offered suggestions on how to improve or enhance the final written evaluation. Both Attorney Mooney and Bartlett answered questions from the audience throughout the session.



Attorneys Elisa Bartlett and Tom Mooney of Shipman and Goodwin

Download a copy of Attorney Mooney and Attorney Bartlett's hand-outs from the CAS-CIAC website at <http://www.casciac.org/pdfs/coaches.pdf>.



The conference drew a capacity crowd

Press Conference Kicks off Girls' Basketball Finals

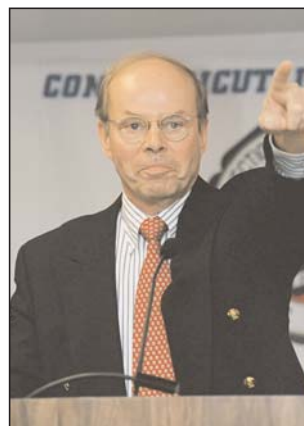
By Paul Hoey, Assistant Executive Director

The final eight teams in the Girls' State Basketball Championships -- Manchester and Windsor High Schools - LL; Hillhouse and Waterford High Schools - L; Stonington and Windham High Schools - M; and Sacred Heart and Kolbe Cathedral High Schools - S -- were recognized at a press conference held at the CAS-CIAC Conference Center on Friday March 11, 2005.

The coaches and players were greeted by representatives from the corporate sponsors for the girls' basketball championships, Kristine Manning from IGA, Stacy Dengler, Marketing Manager for the Connecticut Sun and Coco-Cola. Attending with the Connecticut Sun, much to the surprise and delight of the players and coaches, were two of their outstanding players, Lindsay Whalen and Jessica Brungo, who both spoke to the players and congratulated them on making the finals.

Kevin Nathan of WVIT 30, CIAC media partner, was the master of ceremony for the event. The players and coaches were addressed by Mr. David Maloney, tournament director and assistant principal of Branford High School. Mr. Maloney had the pleasure of introducing the keynote speaker for the event, three-time Woman's National Championship player for the University of Connecticut and Connecticut All-State player from Seymour High School, Maria Conlon.

Miss Conlon spoke about her experiences as a high school player and answered question for the players. The press conference was a great kick-off for the state Championships which were held on March 12th and 14th.



Top left: Dave Maloney, tournament director; Top right: Maria Conlon, keynote speaker; Bottom: Hillhouse coach Catrina Hawley-Stewart (r) and her players

WINTER 2004-05 CIAC SPORTS CHAMPIONS

WRESTLING

	Champion	Runner-up
Open:	Danbury	Waterford
Class LL:	Danbury	Fairfield Warde
Class L:	Ledyard	Montville
Class M:	Waterford	Windham
Class S:	NW Regional	Griswold

BOYS' SWIMMING

	Champion	Runner-up
Open:	Greenwich	New Canaan
Class LL:	Greenwich	Fairfield Prep
Class L:	Cheshire	Xavier
Class M:	New Canaan	Branford
Class S:	New Fairfield	Watertown

BOYS' BASKETBALL

	Champion	Runner-up
Div I:	Crosby	Trinity Catholic
Div II:	New London	Wethersfield
Div III:	Avon	Fairfield Ludlowe
Div IV:	Old Saybrook	Wamogo

GIRLS' BASKETBALL

	Champion	Runner-up
Class LL:	Manchester	Windsor
Class L:	Hillhouse	Waterford
Class M:	Windham	Stonington
Class S:	Kolbe Cathedral	Sacred Heart



Triumphant Old Saybrook Rams celebrate their Class S victory over Wamogo.

CHEERLEADING

	Champion	Runner-up
Coed:	Wolcott	East Hartford
Class LL:	Fitch	Stamford
Class L:	Waterford	Danbury
Class M:	Nonnewaug	Berlin
Class S:	Sacred Heart, Wtby	Holy Cross
		Derby

ICE HOCKEY

	Champion	Runner-up
Div. I:	Fairfield Prep	Notre Dame, W.H.
Div. II:	Farmington	Trumbull

GIRLS' INDOOR TRACK

	Champion	Runner-up
Class LL:	Amity	Glastonbury
Class L:	Hillhouse	East Lyme
Class M:	Weaver	Darien
Class S:	Career	Old Saybrook
Open:	Weaver	Middletown

BOYS' INDOOR TRACK

	Champion	Runner-up
Class LL:	Amity	Hamden
Class L:	Staples	Fitch
Class M:	Darien	Hillhouse
Class S:	Prince Tech	Weston
Open:	Hyde	Norwich Free Acad

GIRLS' GYMNASTICS

	Champion	Runner-up
Class L:	Southington	Hall
Class M:	Killingly	Wethersfield
Class S:	Darien	Old Lyme



Kolbe Cathedral is victorious in the Class S girls' basketball final.

CAAD ENJOYS ANOTHER SUCCESSFUL CONVENTION

21st Annual Continues Proud Tradition

By Jeff Sunblade, Director of Student Activities, Avon H.S.

The twenty-first annual athletic directors' conference was held on March 23 and 24 at the Holiday Inn in North Haven. Nearly all of the states' athletic directors were in attendance. Following a time proven agenda, the conference opened with a CIAC workshop, led by Mike Savage, executive director. Mike did his usual excellent job of bringing the ADs up-to-date on the challenges facing the CIAC and the state of high school athletics in the coming year. He also brought back his famous quiz. Unfortunately, no one won his gift for a perfect score.

At its annual meeting, moderated by CAAD president John Shukie, the CAAD membership debated such timely topics as steroid use in high school athletics, the format for the CIAC's boys' basketball tournament, and sportsmanship as it relates to new on-line web sites. All three topics generated a thoughtful and informed discussion. After lunch, the ADs were treated to one of the finest guest speakers in many a conference history: Travis Roy (see separate article).

CAAD's own members presented all of the afternoon workshops. Paul Mengold of Amity Regional High School did his usual thoughtful and well-prepared presentation on "Title IX Expectations." Dorothy Franco-Reed, Newington High School, offered ADs some creative insights into offering leadership training programs for their athletes. And finally, other ADs had the opportunity to gain tips from Jay Cottone, Wethersfield High School, Fred Balsamo, East Haven High School, and Chip Dorwin, Guilford High School, on topics ranging from synthetic grass surfaces to coaching evaluations.

The high point of the conference was CAAD's Annual Awards Banquet. Diners feasted on prime rib and excellent camaraderie. This year's award recipients were all well deserving. Paul Mengold received the Past President's Award. Chris Webster was given the NCSSA Award. Pat Burke was honored with the NIAAA State Award of Merit. Chip Dorwin was feted with the Distinguished Service Award (from inside the field of athletic administration); and Bill Gonillo, Sports Director at News 12 Connecticut, was also feted with the Distinguished Service Award (from outside the field of athletic administration). A new award was established this year, in honor of Robert Duncanson, one of the founding fathers of CAAD. The first annual Robert Duncanson Meritorious Service Award was presented to Anthony Gorman of Abbott RVT School.

Day two of the conference was briefly delayed by a late March snowstorm. Nevertheless, ADs eventually arrived for a late breakfast and a helpful presentation by CAS/CIAC webmaster Matt Fischer. Matt expertly outlined the new services that the CIAC wanted to offer its member schools. These new additions will be extremely helpful to all ADs in their day to day operations. Paul Mengold followed next with another detailed training session of CAAD Module II. All ADs benefitted from Paul's experience and insight, and their coaches will benefit from these CEUs.

The conference closed with its annual Coca-Cola luncheon. This was a time for ADs to enjoy each other's company and reflect on the convention. It was also a time to win door prizes from Coca-Cola. Even if an AD didn't win a door prize, every AD who attended left a winner. It was another great convention.

TRAVIS ROY TOUCHES THE HEARTS OF MILLIONS

Speaks at CAAD Conference

By Jeff Sunblade, Director of Student Activities, Avon H.S.

Travis Roy, a young hopeful in the world of hockey, finally realized his lifelong dream-only to see it turn, in an instant, into an unexpected nightmare. Yet for Travis another, even more unanticipated, saga was about to begin. And that story, a drama of courage, determination, and the power of love, would open up an astonishing new life for one extraordinary young man

-- Excerpt from Eleven Seconds: A Story of Tragedy, Courage, and Triumph

Travis Roy is one very extraordinary young man and CAAD was extremely blessed to hear his inspiring message. Travis had worked his entire life to achieve his goal of becoming a Division I hockey player. He had realized that dream, only to see it dashed in eleven seconds. A freak accident on the ice caused a cracked vertebra and left Travis paralyzed from the neck down. Yet that same work ethic, determination, and dedication to goal setting that enabled him to reach his first dream would serve him well as he went about creating and working toward a new set of goals.

Travis talked openly about his accident and the months afterwards. However, the most important message he made was about his future. He believes that by setting new goals and with hard work and the love of friends and family he can achieve his goals. Certainly, his goals are different. He noted that his biggest goal is to live independently. He certainly gave his audience pause to think. How often do we all take our lives for granted? Or, wish things were "better"? Or are stuck in a rut with no way out? If we follow Travis' lead, we can all achieve our loftiest goals. And, along the way, never underestimate the power and love of our family and friends.

Retired AD's Corner

By Ed Tyburski

■ **READY TO RETIRE?** Athletic directors expecting to retire this school year are eligible to receive a permanent gold lifetime CAAD membership card at no cost. Retired teachers, principals, superintendents and other educational administrators who once served as athletic directors are also eligible if they meet certain requirements. Qualifications are:

- (1) must have served as an AD in Connecticut for at least five years and was a member of CAAD during those years;
- (2) must be planning to completely retire from education, including being a part-time AD.

Currently there are 91 gold life members. Contact Ed Tyburski (860) 824-5754 for information.

■ **SPRING BREAKFAST MEETING** -- All retired AD's will be invited to the CAAD annual breakfast meeting at no cost, to be held on Wednesday, May 18 at 8:00 a.m. at the Holiday Inn in North Haven. At that time 5 retired AD's from the class of 2004 will be presented with their gold cards.

C.A.A.D. BOOK BAG

GOOD TO GREAT

by Jim Collins

"Good is the enemy of great. And that is one of the key reasons why we have so little that becomes great. We don't have great schools, principally because we have good schools. We don't have great government, principally because we have good government. Few people attain great lives, in large part because it is just so easy to settle for a good life..." With these words, Jim Collins and his team of researchers delve into this fascinating and extremely complex topic. How can schools, governments, companies, people and yes, even athletic departments, break the bonds of being good and achieve that highest of levels-greatness?

Collins and company have crafted an interesting, and at times easy to read, report on their findings. In a simplified outline, they describe three key stages to the transformation process that ultimately leads to greatness. Each stage has two key concepts that become essential to understanding how to transform your organization.

The first stage is called, "Disciplined People." Within this stage are the concepts of leadership and the right people. While leadership style may seem an obvious starting point, the research showed, "the good to great leaders seem to have come from Mars. Self-effacing, quiet, reserved, even shy-these leaders are a paradoxical blend of personal humility and professional [good] will." Likewise, the people they hired and surrounded themselves with, became the great leaders first objective. They got, "the right people on the bus, the wrong people off the bus, and the right people in the right seats..." The difference here was a slight variation on an old theme. It's not the people who matter most; it was the right people who mattered most.

The second stage is "Disciplined Thought." At the outset of this stage the organization must confront the "Brutal Facts." No matter what problems and obstacles have to be overcome, it is imperative to face them honestly and with the conviction that you will

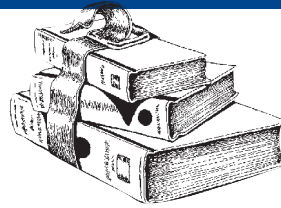
prevail. An extension of this concept is the "Hedge Hog." If your organization has been doing things the same way for ages, perhaps its time to look at doing business from a different perspective.

The final stage is "Disciplined Action." The great organizations have a culture of discipline. The "right people" don't need bureaucracy and excessive controls. They flourish in a shared vision of the greatness they are striving for. The great ones also cherish the right "Technological Accelerators." The good to great organizations, "never use technology as the primary means of igniting a transformation. Yet, paradoxically, they are pioneers in the application of carefully selected technologies."

So, how does this study apply to the daily running of a high school athletic department and how can it take a good department to the precipice of greatness. They keys are an athletic director that puts his athletes needs and the needs of his coaches first; an AD who hires the "right [coaches]", who are people of good will and who will put their athletes needs first. A department that takes an honest look at its weaknesses and takes concrete steps to rid itself of them. A department that may decide to change its basic approach to athletics, even though its been done that way forever. And finally, it's a department that embraces change, not for change sake, but because it's what's best for the athletes it serves.

While Jim Collins has researched and written a book based on the corporate world, the cross over applications to education and athletics are obvious. At the very least, it's a book that can get your department to confront its brutal facts and move it towards a culture of discipline. After all, aren't all of your athletes worth it?

Review by Jeff Sunblade, Director of Student Activities, Avon H.S.



INVESTORS IN CT YOUTH



- ★ Baden Sports ★
- ★ Big Y Supermarkets ★
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- ★ McDonald's ★
- ★ NBC-30 ★
- ★ Rawlings ★
- ★ Spalding ★
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