

# BULLETIN

The Connecticut Association of Schools

The Connecticut Interscholastic Athletic Conference

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

VOL. 76 / NO. 3

DECEMBER 2001

## A LOOK AHEAD AT THE 2002 LEGISLATIVE SESSION

By Marshall Collins, CAS/CIAC Counsel  
For Government Relations

The next legislative session will convene on February 6, 2002 and must adjourn by May 8, 2002. This "short session" precedes campaigns for statewide elections in November of 2002. The session likely also will be in the midst of a continued economic slowdown in Connecticut. The fiscal outlook will be tight at best. The question thus becomes, what issues that affect Connecticut schools will be considered and will major changes take place?

The political climate will not be conducive to major change. Candidates can be expected to attempt to position themselves for the elections. In election years, it is usually much more difficult to achieve compromise. Even more difficult to overcome is any continuation of Connecticut's economic slowdown. Unless the economy shows strong signs of improving, further budget cuts will have to be made.

The recently adjourned special session of the legislature did not fully address the projected \$300 million revenue shortfall. A significant portion of the deficit was deferred so as to give legislators time to see what happens to the economy. Although significant spending cuts were avoided, unless revenues increase, programs will have to be reduced during the 2002 legislative session.

For some time now, CAS members have expressed serious concerns regarding the shortage of administrators. Although the number of qualified applicants for administrator positions is often dangerously low, most legislators are more aware of the shortage of teachers. Unfortunately, most of the proposed solutions to the shortage of administrators require increased spending.

If legislators are forced to cut spending, the likelihood of meaningful progress in increasing the number of qualified individuals that apply for positions as school administrators decreases. Proponents of more spending for education will compete for very limited dollars with advocates for the elderly, the poor, the environment, the municipalities and transportation improvements.

*continued on page 6*



## PORTLAND'S DON GATES WINS REGIONAL AWARD

Competing against candidates from throughout the United States, Donald Gates, principal of Portland High School and executive director of the Connecticut Association of National Honor Societies (CANHS), has been named the Region I Earl Reum Award recipient.

The Earl Reum Award was created in 1991 to honor the outstanding contributions of writer and speaker Dr. Earl Reum, whose contributions to the field of student leadership development over the years have affected thousands of advisers and students in the U.S. and

*continued on page 6*

## SCHOOL TO BE RENAMED IN HONOR OF TIM DOYLE

The Region 4 Board of Education voted last month to rename John Winthrop Junior High School (Deep River) in honor of Tim Doyle, its long-time principal who died this past spring. The school will officially become the Timothy S. Doyle Memorial Middle School in 2003, after completion of a renovation and expansion project. The name change was requested by a group of faculty members.

The school's first principal, Tim was a dedicated and respected leader from the school's opening in 1971 until his retirement in 1997. Tim was credited with leading the school through a successful transition from a junior high school to a middle school in the late 1980s.

Principal David Russell, who succeeded Tim, said, "We're quite excited about it. Tim hired many of the staff, and was a friend and well-respected professional colleague to them."

Tim served as CAS Assistant Executive Director for Middle Level Education from 1997 until his untimely death earlier this year.

At a ceremony at the Litchfield Community Center on November 23rd, CAS Executive Director Mike Savage was inducted into the Litchfield Athletic Hall of Fame. During his tenure at Litchfield High School, Mike was a successful basketball, track, baseball and soccer coach. In 1963 he led the Cowboys to an undefeated season and their only state boys' soccer title. His soccer teams compiled a 45-2-11 record.

*"I guess when I look back on my 42-year career in education, having an opportunity to be a teacher and administrator, knowing that you are affecting kids at a very vulnerable age, is an awesome responsibility and should never be taken lightly."*

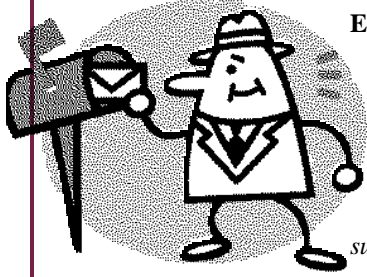
Mike Savage

Litchfield Athletic Hall of Fame Inductee



# LEGAL MAILBAG

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



**Editor's Note:** *Legal Mailbag* is a regular feature in the monthly 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:** Lately, I have gotten complaints from parents that some of the teachers in my school are not starting each school day with the Pledge of Allegiance. I am as patriotic as the next guy, and I want these teachers to get with the program. The Union has kicked me around a bit in the past, however, and I don't want to pick a fight unless I have to. Do I have to direct all my teachers to start each school day by leading their students in the Pledge?

- *No Profile in Courage*

**A. Dear No:** You should first find out what the district practice is. There is no specific law requiring that students and teachers begin each day with the Pledge of Allegiance, but it is the custom in some school districts to do so. If it is the practice in your district, you have every right to direct your teachers to comply with the practice. Be careful, however, if a teacher asserts a philosophical objection to leading students in the Pledge. If so, the First Amendment rights of the teacher are in issue, and you must consider whether there are reasonable alternatives, like having volunteers from the class lead the activity. Some years ago, a non-tenured teacher was non-renewed when her principal learned that she did not lead students in the Pledge. She won her case because the district couldn't show that it was necessary to override her right of free speech (or here, the right not to speak).

**Q. Dear Mailbag:** The minister of a local church paid me a visit the other day. He asked me if our library has Harry Potter books. When I told him yes, he looked at me sternly and asked if I thought that it was appropriate to have such books in a public school. I gave him a good poke in the ribs and told him that Harry Potter is so popular that we are trying to work witchcraft into all areas of the curriculum. As I was laughing wildly at my own joke, the old guy stormed out of my office, yelling something about suing my "damned soul" and "exorcising the district." Does this grouch have a leg to stand on?

- *A Laugh Riot*

**A. Dear Laugh:** The local clergyman will not be able to force the district to

remove Harry Potter books from the library. Indeed, it is unlikely that even the board of education could take such action. Almost twenty years ago, the United States Supreme Court stated that "local school boards may not remove books from school library shelves simply because they dislike the ideas contained in those books and seek by their removal to prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion." Accordingly, once a book is chosen for the library, it may be removed only for legitimate pedagogical concerns, not for purely ideological or religious reasons. In any event, you might want to brush up on your public relations skills.

**Q. Dear Mailbag:** A little sociopath from our school was out on suspension, but one fine morning he came to his bus stop anyway. He'd brought a BB-gun which he then used to plug two students who were waiting for the bus. As you might imagine, we brought him forward to the board of education for expulsion. What I thought was a lay-up, however, got really complicated when the student showed up with a lawyer. The lawyer yelled at me during cross-examination and got me to admit that we don't supervise students at bus stops, and that the bus stop is not even school property. Then he insisted that what students do out in the community is a police matter, which is none of our business. Fortunately, the board put the student out the rest of the year, but now the lawyer is talking about an appeal. Are we on solid ground?

- *Fighting the Good Fight*

**A. Dear Fighting:** Keep up the good work. While the bus stop is not school property per se, waiting for the bus is arguably a school activity, and you should feel free to impose discipline on students who misbehave while waiting for the bus. Moreover, your little friend's aggression here sealed his fate. When he assaulted a student with a BB-gun, he committed a crime with an object that under state law was both a "deadly weapon" and, as used, a "dangerous instrument." Under the discipline statute, such conduct triggers a mandatory expulsion, even when it occurs off-campus. The talk of appeal is probably baloney.

**O. Too Young to Count?** describes the physical and mental health challenges facing Connecticut's youngest children, and the programs and resources available to optimize their physical, developmental, and emotional well-being. The report culminates a year-long study sponsored by the Child Health and Development Institute and funded by the Children's Fund of Connecticut. The report also describes the gaps and limitations in resources and recommends specific services for young children and their families. The report can be viewed at the Children's Fund website at [www.childrensfundofct.org](http://www.childrensfundofct.org). Click on the "Child Health and Development Institute" link and then on the "Reports and Studies" link.

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**O. The number of full-time graduate and undergraduate students attending the four Connecticut state universities on the first day of classes for the 2001-2002 academic year increased 5.1% compared to the first day of classes last year. It is the 6th consecutive year that the CCSU, ECSU, SCSU, and WCSU have experienced an increase in first-day enrollments among full-time students. Classes began at the universities on Sept. 5 with a total of 21,633 full-time graduate and undergraduate students, 1,058 more than last year.**

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**O. According to a new report by the state Department of Higher Education, Connecticut's two-year colleges achieved their highest enrollment increase in two decades. Enrollment at the state's 12 community colleges grew by 4.5% and accounted for nearly half the statewide enrollment surge. As the economy continues to slump, many educators believe the two-year schools have become more attractive to workers looking for new job skills and young people looking for a low-cost education. The cost of tuition and fees at Connecticut's public community colleges is \$1,886, compared with \$5,824 at the University of Connecticut and \$25,000 or more at some private universities. Among the state's two-year schools, Gateway Community College in New Haven enjoyed the biggest enrollment gain this fall, nearly 14 percent.**

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**O. Staff in all of West Hartford's schools will soon be required to wear identification badges at work, a security measure school officials say was prompted by the terrorist attacks on the Pentagon and World Trade Center. Some schools are simply handing out plastic name badges. Others have opted for photo IDs. Even the school superintendent will have to wear one when he goes into the schools. Children will be made aware that adults should wear badges inside the school. If they see**



Someone without a badge, they will be asked to inform a teacher. "We all agreed we would go the route of ID badges," said Assistant Superintendent Alexander Nardone. "The faculty is feeling more apprehensive about who is walking around the buildings."

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► In October 2001, Connecticut's K-12 public school student population was speaking a total of 140 different languages, representing six continents. The percentage of all public school students with English not being the primary language used in the home was 2.4%, up from 11.3% in 1990. Spanish represents the largest language group, followed by Portuguese, Polish, Chinese, and Haitian Creole. Of the students with English not being the primary language used in the home, only 30% are English Language Learners (ELL). This represents 3.6% of the total student population. Stated another way, 96.4% of Connecticut's students are proficient in the English language. This number has remained constant over the past ten years. Kurdish has the highest percentage of ELLs (82.9%), while Serbo-Croatian had the second highest. Schools that have a language group of 20 or more ELLs are required by law to provide a bilingual education program. In the 2000-2001 school year, 18 districts were required to provide such a program for their students. Source: CSDE, July 2001)

## Spotlight on CT schools

*Great things happen in Connecticut's schools each and every day. We invite you to share stories of your award-winning programs, exceptional educators, outstanding students, interesting ideas, and successful strategies. We would be happy to "spread the word" in the pages of this publication.*

Congratulations to Connecticut's four Blue Ribbon Schools: **Ed Terry Elementary School** in South Windsor, **Harband Elementary School** in East Hartford, **Somers Elementary School**, and the **Florence E. Smith School of Science, Math & Technology** in West Hartford. These four outstanding schools were among 223 public schools and 41 private schools recognized by the U.S. Department of Education this year. The 12-year-old Blue Ribbon Schools program spotlights some of the nation's most successful schools by honoring excellence in leadership, teaching, curriculum, student achievement and parental involvement. For additional information about this year's winners, visit: [www.ed.gov/PressReleases/10-2001/100242001.html](http://www.ed.gov/PressReleases/10-2001/100242001.html).

Conard High School has been recognized by the Grammy Foundation for having one of the top 100 music departments in the country. The foundation, which hosts the annual Grammy Awards, named Conard a Grammy Signature School. The school is one of 100 nationwide to receive the award and the only school in Connecticut.

Suffield High School senior Melanie Schorr was recently named a National Finalist in the Wendy's High School Heisman (WHS) Program, surpassing more than 12,600 students nationwide for outstanding accomplishments in academics, athletics and community service. Now in its eighth year, the program is sponsored annually by Wendy's International and the National Association of Secondary School Principals (NASSP).

Friday, November 16 was not a normal day at school for Schorr as she was paid a surprise visit from the local Wendy's representative announcing her National Finalist status in the WHS Program. Much to Schorr's astonishment, her family, friends, teachers and coaches were all present. So far, Schorr has earned her high school \$1,500 in cash awards and received a bronze, silver and gold medal.

Schorr is one of an elite twelve -- six males and six females -- who traveled to New York City on the weekend of Dec. 7-9. The students were honored during the WHS Awards Banquet, where two national winners were scheduled to be named. The WHS Awards will be featured on ESPN preceding the College Heisman Memorial Trophy Ceremony on Dec. 8, 2001 at 5 pm EST.

Under a new program to be launched this month in Stonington, seventeen police officers will be matched with groups of students to teach them about life issues and to develop a rapport with them. The officers will teach two day-long classes a year and will attempt to reach out to students by attending special school events and activities. Each officer will be assigned to a grade and will remain with that class as the students move through the grade system. Elementary school students will learn about personal safety; middle school students will learn about interacting with their peers, good citizenship and Internet safety; and high schoolers will learn about drunken driving, drugs, and what society expects of them when they graduate. The program will allow police to teach, enhance the police department's presence in the schools, and give officers a chance to connect with students, something that will help both in school and on the beat.

### ○ Wanted: teachers

Public school districts in Connecticut had 5,457 full- and part-time vacancies to fill for the fall of 2000. This was an increase of 164 positions from the 1999-2000 school year, and the highest number of positions to fill since these data were collected 14 years ago. In October 2000 there was a total of 590 positions unfilled due to special circumstances. This figure represents the largest number of unfilled October vacancies in the past fourteen years. Of these 590 vacancies, 422 were unfilled due to a lack of qualified candidates. Based on 2000-2001 school year data, the state-identified shortage areas are:

- music, PreK-12
  - bilingual education, PreK-12
  - special education, 1-12
  - mathematics, 7-12
  - technology education, PreK-12
  - Spanish, 7-12
  - library media specialist, PreK-12
  - remedial reading, 1-12
  - speech and language pathologist
- (Source: CSDE, August 2001)

"Amphora" is a narrow-necked Greek or Roman jar with two handles for carrying wine or oil. It is also the name of an award-winning literary magazine published by students at Fitch High School in Groton. The magazine won a silver medalist designation from the Columbia University Scholastic Press Association in recent national competition. The magazine scored 91.2 point out of a possible 1,000, achieving a near perfect score for content and creativity. The silver medalist certificate is the fourth highest distinction to be awarded. The 72-page publication, which contained submissions of prose, poetry and art by teachers as well as students, took nearly a year to complete.



## national news &amp; notes

○ Teenage girls who are psychologically distressed are twice as likely to become pregnant than their non-distressed peers, a new study has found. Researchers suggest this may be because distressed girls lose the confidence to negotiate safe sex practices with their partners. Researchers surveyed 522 African-American girls between the ages of 14 and 18 years old living in the southeastern US. They found that girls who were depressed were more likely to develop patterns of behavior that led to pregnancy, such as perceiving barriers to condom use, being fearful of negotiating condom use, and perceiving themselves as having less control in the relationship. "No matter how much we motivate them to protect themselves, if they're not feeling good about themselves, they're not likely to adopt those behaviors," said lead author Dr. Ralph J. DiClemente, a professor at Emory University. "We assume [they] are not listening to us, when it may not be that at all. Maybe they just can't focus on our message because they're dealing with other things, like depression." On a positive note, the distressed girls were not more likely to have contracted an STD, primarily because they were not having sex in a high-risk network of partners. (Reuters Health, Nov 09)

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○ A recent survey of 3,359 high school principals shows that there is an urgent need for policymakers to address the often-times conflicting duties of building management and instructional leadership in order to have successful school-wide reform. The survey, conducted by NASSP, looks at how the job responsibilities of the principalship have changed and multiplied over the years. NASSP surveys high school principals every decade to obtain a composite snapshot of the 'typical' high school principal's characteristics, roles, and perceptions of the job. According to the survey, high school principals are still typically males who head up a school of fewer than 750 students and who have been in their position for more than 15 years. However, the profile does seem to be changing. The survey revealed that more women are entering the principalship than in the past. While the percentage of women principals remained fairly constant from 1965 to 1987, in 2000, nearly one in five respondents was a woman. To read *Priorities and Barriers in High School Leadership: a Survey of Principals*, visit [http://www.principals.org/news/pr\\_prncpl\\_srvy1101.html](http://www.principals.org/news/pr_prncpl_srvy1101.html).

## The Changing Face of American Employment

Fundamental changes in the structure of the economy and the workforce have put a much higher premium on academic achievement. In 1959, only 20% of workers needed some college for their jobs. Today, 56% do. The U.S. economy has traded in its hard hat for a briefcase. The country that made the assembly line famous now employs more office workers than factory workers. U.S. office jobs number about 54 million, or 41% of the 133 million jobs in the American economy. Traditional factory jobs fell from 33% of the workforce in 1959 to 19% in 1997.

Technology has created new industries – from software manufacturing to Internet services. In the process, the skill levels required for good jobs have increased. However, jobs in education and the health care industry, which typically require a "human touch," are not easily replaced by technology. Health care positions have grown from 3.7% of all U.S. jobs in 1959 to 6.6% in 1997; education jobs have risen from 5.6% to 8.3%.

Academic proficiency isn't the only competency in higher demand in today's economy. There's also a new premium placed on high-level general skills, including leadership, problem solving, and communication.

Economists predict that by 2008, the number of jobs requiring an associate's degree will grow by 31% – much faster than the 9% growth rate for jobs that require just a high school diploma and some on the job training. Examples of fast-growing jobs that require an associate's degree or postsecondary technical training include: computer support specialist, paralegal, physical therapy assistant, computer repair person, licensed practical nurse, and auto mechanic.

By the year 2008, the number of jobs requiring a bachelor's degree will grow by 24%. Examples of fast-growing or high-demand jobs for college graduates include: computer engineer, teacher, broker or financial planner, physicians' assistant, and social worker.

(Sources: Educational Testing Service and Center on Education Policy)

○ Even though the numbers declined during the 1990s, more than 4 million children in the United States still live in homes without telephones, according to an analysis of U.S. Census Bureau data. Children in central cities and rural areas are likely to live without a phone more than are suburban youngsters. And the percentage of children without home phones ranges from 2.2 percent in Maine to almost 18 percent in New Mexico.

○ According to the American Association of School Administrators (AASA), retirements will create more than 1,000 superintendent vacancies each year for the next decade. A national survey conducted by AASA and the National Center for Educational Statistics showed that an astonishing 80% of superintendents are eligible to retire.

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○ A new report from the U.S. Census Bureau reveals a decline in the percentage of working mothers with infant children, the first drop in twenty-five years. The report attributes the drop – from fifty-nine percent (59%) in 1998 to fifty-five percent (55%) of all working women in 2000 – to economics. Women are having babies later in life and may have savings to carry them through. Or, they were less worried about re-entering the job market once their child has reached school age because at the time of the survey the economy was flush and jobs prevalent. Predictably, the most pronounced workforce decline was among women whose husbands could presumably support them. The number of women in the workforce with older children actually increased. Seventy-nine percent of mothers with children ages six to seventeen were employed.

## Prerequisites for success in the principalship

According to "Proficiencies for Principals," published by the National Association of Elementary School Principals, prerequisites for success in the principalship are found in the following four fundamental areas:

1. advanced understanding of the teaching and learning process;
2. a thorough understanding of child growth and development, and of adult learning.
3. a broad base of knowledge, including a solid background in liberal arts; and
4. a sincere commitment to educational equity and excellence at all levels for all children.

## ...more national news & notes

### Media Madness

- The average time spent in front of electronic screens (televisions, computers and video games) is nearly four and one-half hours per day among 2-17 year olds.
- The average American child grows up in a home with two TVs, three tape players, three radios, two VCRs, two CD players, one video game player and one computer.
- By the time an average child is 18, he or she will witness 200,000 acts of violence, including 40,000 murders. By the time teenagers reach driving age, they will have seen 75,000 ads for alcohol.
- 1996 study found that the amount of time an adolescent watches soaps, movies and music videos is associated with their degree of dissatisfaction and desire to be thin.
- What young people see on TV makes them think people are dishonest (49%), care more about money than about people (54%), are selfish (46%) and talk back to their parents (51%).

(Source: *Universe* CT State University System, Oct/Nov 2001)

○ A study of thousands of Minneapolis high school students found that the more sleep students get the better their grades and the less they experienced depression. The study was conducted as the district shifted from a start-up time at 7:15 am to 8:40 am. Kyla Wahlstrom, a researcher at the University of Minnesota who conducted the study for the Minneapolis school district, said that "attendance and continuous enrollment have improved significantly in Minneapolis schools since the start times were changed." For additional information about the study, visit [http://education.umn.edu/carei/Programs/start\\_time/2001exec\\_sum.html](http://education.umn.edu/carei/Programs/start_time/2001exec_sum.html).

### Characteristics of Effective Teaching

Instructional leaders know effective teacher behaviors are critical for high student achievement. Four research studies reviewed by the Educational Research Service identified the following characteristics of highly effective teachers:

- They have excellent classroom management, which increases the amount of time students spend on task and focused on academic content.
- They set clear learning goals.
- They provide instruction which encourages students to be active learners.
- They offer individualized instruction which allows students to be taught at their most appropriate level.
- They balance skills-based and higher-level instruction.
- And, they promote a supportive and collaborative classroom climate.

(Source: *Effective teaching: how do we know it when we see it?*, Educational Research Service, 2000)

## legal news & notes

○ Last month, the U.S. Supreme Court heard arguments in a case which will decide whether or not the practice of peer-grading is a violation of students' privacy rights. At issue in *Owasso Independent School District v. Falvo* (Case No. 00-1073) is whether teachers may require students to swap their quizzes, papers, or other work with classmates for grading. The question is whether such exchanges, as well as the practice of having students call out their own scores so the teacher may record them, amount to a violation of a federal law that guarantees the privacy of educational records. The plaintiff, the mother of four children who attend the Owasso, Okla., public schools, argues that so-called peer grading runs the risk of embarrassing children in front of their classmates and that grades on classwork fall within the protection of the Family Educational Rights and Privacy Act of 1974 because they are recorded by the teacher and contribute to students' permanent class grades. In 1998 she won a lower court ruling, which was upheld by the 10th U.S. Circuit Court of Appeals. The Bush administration has sided with the school district, and is urging the high court to overturn the appeals court ruling that critics say could spell the end of academic honors like "student of the week," or displays of graded student art in school hallways. "The grading practice at issue is widely used throughout the United States because many teachers, and their employing school districts, have found it to be educationally beneficial," the National Education Association and the National Federation of Teachers wrote in a friend-of-the-court brief.

○ The United Federation of Teachers in New York has won an appellate court ruling allowing teachers to count hourly wages, in addition to regular school time, as part of their pensionable income. The issue of so-called per-session pay had become more pressing in the last two years as the board of education made summer-school and after-school programs regular features of the school year. Teachers earned \$232 million in per-session pay last year, up from about \$95 million two years earlier. In the ruling, the Appellate Division of the State Supreme Court in Manhattan found that the additional hours worked amount to "vital components of the education experience" and should be rewarded as such.

○ Without comment, the court refused to hear a challenge to a recent Virginia law that requires a "minute of silence" in the state's public schools for students to "meditate, pray or engage in other silent activity." A group of parents represented by the Richmond office of the American Civil Liberties Union sued to have the law suspended and declared unconstitutional when it took effect last year. They lost both in Federal District Court in Alexandria and in the United States Court of Appeals for the Fourth Circuit, in Richmond. The appeals court said the Virginia law differed from an Alabama law that the Supreme Court declared unconstitutional in 1985; while the Alabama law had solely a religious purpose, the Fourth Circuit said, the Virginia law had the additional secular purpose of providing a "neutral" moment that students could use, without coercion, in any quiet way. The case was *Brown v. Gilmore*, No. 01-384. (New York Times, Oct. 30, 2001)

○ Also without comment, the court turned down an appeal by the City of Indianapolis from a ruling that an ordinance limiting children's access to violent video games was unconstitutional. The ordinance prohibited businesses operating five or more video games to allow unaccompanied minors to play games depicting "graphic violence." The United States Court of Appeals for the Seventh Circuit, in Chicago, granted an injunction against the law's enforcement in a First Amendment suit brought by a trade association of video game manufacturers. In an opinion by Judge Richard A. Posner, the appeals court said that "violence has always been and remains a central interest of human-kind and a recurrent, even obsessive theme of culture both high and low." Noting that children are exposed to violent fairy tales from a young age, Judge Posner said that to shield them from exposure to violent images "would leave them unequipped to cope with the world as we know it." The case was *Kendrick v. American Amusement Machine Association*, No. 01-329. (New York Times, Oct. 30, 2001)

**Legislature, continued from page 1**

Legislators have many interests to balance.

At the same time, the recent attacks on America have increased the demand for public safety. The resources of several state agencies have been stretched thin. The departments of Environmental Protection, Public Safety, Public Health and the National Guard are among those that have seen their spending increase beyond appropriations. Legislators are likely to address ways to protect the public safety in schools, hospitals, airports, our transportation infrastructure and more.

In reaching solutions regarding the shortage of administrators and school safety, CAS members have much to offer. Your input is essential if progress is to be made. Your ideas about what is necessary to attract qualified applicants to school administration positions need to be heard. Legislators need to know how important educational leadership is. They also need to know what cost effective

safety improvements can be made.

As front line administrators, you have the expertise that our part-time legislators lack. You are responsible for implementation of policies adopted by boards of education, superintendents, legislators and state agencies. You know what ideas are most likely to succeed.

Before the legislature convenes on February 2, 2002, CAS members need to communicate with legislators. CAS's Legislative Committee is an excellent way to begin your involvement. The committee's members help set CAS's legislative priorities and meet with key legislative leaders. Unless there is a strong grass roots involvement of school administrators, your expertise risks becoming a well kept secret. Educational needs compete will for visibility in what promises to be a short and difficult legislative session. Unless you speak up it will be difficult to make progress on these important issues. Please call the CAS offices and get involved.

## **SERGI ADVISES ASPIRANT PRINCIPALS THAT THE WORLD OF ADMINISTRATION IS GETTING BETTER**

By Tom Galvin, Principals' Center Director

Ninety nine aspiring administrators recently completed a two day residential program at The Heritage in Southbury under the auspices the The CAS Principals' Center's Aspirant Committee. The program was concluded by Commissioner of Education Theodore Sergi who provided a very optimistic picture of the future of administration, encouraging the aspirants to "take the next step." He pointed out that administrators have the potential for an even greater impact on children than teachers and advised them that "the world of administration is getting better."

Earlier in the day, Dr. Matthew King, superintendent of schools in Wellesley, Ma, presented a lively program on school culture, posing questions such as "What can you do over time to create and sustain a powerful school community and culture?" and "How would you like a child to be different after spending a year in your school?"

The program began with a panel discussion on the topic "What's great about being a school principal?" The principals on the panel were Kathleen Higgins of the Sliney School in Branford, Jody Goeler of Avon Middle School, Debbie Low of Wilton High School and Tim Nee of the Montessori School in Hartford.

Other programs included a presentation on style by Dr. Kathleen Butler of St. Joseph College, a comical and touching insight into the day of a principal by Genie Slone of Brookfield, practical advice by Dr. Tony Rigazio-Digilio of CCSU and Charles Sweetman of Regional District #12, and a news conference given by Dave Telesca of Shepaug Valley Middle School.

The various points of view and ideas were brought together at small group sessions run by the following facilitators: Dale Bernadoni of the Wintergreen School in Hamden, Mary Christian Madden of Killingly High, Carol Kolonay-Spangler of North Stratfield Elementary in Fairfield, Karen Scopino of the Joel School in Clinton, Anne Rash of the Goodwin School in Storrs, Cherry McLaughlin of the Flanders School in East Lyme, Pat Llodra of Northwest Regional High, Al Jordan of the Fox Middle School in Hartford, Janet Garagliano of Wamogo High, Pat Charles of the Keigwin School in Middletown, Debbie Siegel of EASTCONN and Linda Hartzer of CES and Bridgeport.

The Center's Aspirant Committee, under the direction of Gene Horrigan, principal of Shepaug Valley H.S., is currently planning future programs and follow-up activities.

**Don Gates, continued from page 1**

Canada. This award is designed to recognize and honor those who have helped train other advisers so that they in turn may provide leadership training for students.

As the executive director for the Connecticut State Association of Honor Societies, Don has conducted successful leadership workshops for school NHS/NJHS advisers that enable them to further develop their individual leadership skills. Don has also served as past chairman of the NASSP National Honor Society National Council.

Don will receive a plaque provided by Herff Jones, Inc. and will be honored in Leadership for Student Activities, the official magazine for the National Honor Society/National Junior Honor Society and the National Association of Student Councils.

"Don has demonstrated exemplary achievement in his administrative and advising career and service to his school and community," said Gerald N. Tirozzi, executive director, NASSP. "He's a fine example of the outstanding caliber of professional educators who serve a dual role as activity advisers in American's schools."

CAS Executive Director Mike Savage praised Don's work with the state's NHS chapters. "The CANHS exists because of Don Gates. It exists because of Don's unwavering belief in the importance of a unifying body which would serve to coalesce and strengthen the many individual chapters of the National Honor Society in Connecticut. It exists because of his single-handed efforts to lobby our board of directors and to gain support for the creation of such an organization. It exists because he rolled up his sleeves and set about building the organization 'from the ground up,' " said Mike.

## **NASSP OFFERS "VIRTUAL MENTORS" PROGRAM**

Need advice from a colleague who may have already walked in your shoes? Now you can get it through the NASSP Virtual Mentors Program. MetLife/NASSP State Principals of the Year volunteer their time as "virtual mentors," sharing knowledge and best practices based on their actual in-school experiences. Administrators are invited to contact one of four field practitioners - two high school and two middle level - to ask a question, request advice, or just get feedback on a concern. New mentors will be available each quarter. To contact any one of the virtual mentors, visit [www.principals.org/training/mentors.html](http://www.principals.org/training/mentors.html).



## PRINCIPALS' CENTER MENTOR-MENTEE PROGRAM

### OFF TO A STRONG START

By Tom Galvin, Principals' Center Director

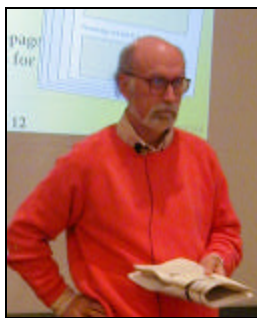
Commissioner Theodore Sergi opened the first workshop of the year for the mentors and mentees paired for 2001-2002 by the Mentor-Mentee Committee of The Principals' Center with an encouraging message on the importance of administrative careers. The 80 participants then had an opportunity to get to know each other in an exercise conducted by Alice Mitchell, guidance counselor and UpBeat Program coordinator at Berlin High School. Dr. Rolfe Wenner, superintendent of Regional School District #5 and Kathleen Higgins, principal of the Sliney School in Branford presented a session on self-evaluation using NASSP categories, and Dr. Lawrence Nocera, assistant principal of Glastonbury High School, presented on school culture and climate, including scenarios and the use of artifacts. Dr. Tom Russo, principal of the Smith Middle School in Glastonbury, assisted with the preparation of this session.

The Mentor-Mentee Committee, chaired by Paul Cavaliere, principal of the Sage Park Middle School in Windsor, is planning three more formal programs this school year, which will be in addition to the contacts the mentors and mentees have on their own. The next program will be centered on legal issues and will feature Attorney Thomas Mooney, resident professor at the Neag School of Education of the University of Connecticut and a partner of Shipman and Goodwin. It will be held at The Hawthorne Inn in Berlin on November 19th.

Mentors and mentees have their fees waived if they attend CAS and Principals' Center day programs together during the school year. This incentive provides further opportunities for the development of meaningful professional relationships between the mentors and mentees.

## 44TH ANNUAL HIGH SCHOOL CONFERENCE DRAWS RECORD CROWD

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



Dr. Grant Wiggins

*How can we promote understanding more by design than by good fortune? What is common to the most effective and engaging learning experiences? How can we teach and assess for understanding in a world of content standards and standardized tests?* These key questions framed the inspiring "Understanding by Design (UbD)" keynote address by Grant Wiggins at the CAS 44th Annual High School Conference held October 30th at the Waterbury Sheraton. Over 180 educators in attendance were introduced to a more careful way of thinking about design, specifically to a three step process that identifies desired results and determines acceptable evidence before planning learning experiences and instruction. The rationale for

UbD, stated Grant, rests with a focus on big ideas and complex performance overcoming the prevalence of "aimless activity" and "superficial coverage." Other pertinent observations included:

- Developing understanding (or not) is a function of curricular design more than teacher style or approach, and conventional scope and sequence is a major impediment to developing understanding;
- Big ideas provide a way to connect and recall knowledge - and understanding and essential questions involve "big ideas";
- Thinking like an assessor, not an activity designer, is critical;
- Credibility comes through being mindful of the need for disinterested assessors, a variety of evidence, audience-appropriate information, and apt criteria/standards.
- Working in design teams (2-4 members) provides the benefits of collaboration and makes action research part of the job, not optional;
- It is important not to confuse the cause of a good performance with the indicators of it (Practicing only for a standardized test is like only practicing your physical exam to become healthy and fit!).

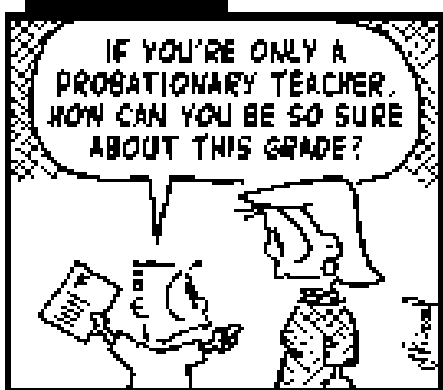
Participants had the opportunity to follow-up on these ideas at a variety of break-out sessions relating to the conference theme of assessment. Workshops included:

- Janet Allison, Director of High School Services, NEASC, and Dr. Edmund Higgins, Principal, Branford High School, conducted a discussion of the new NEASC assessment standard and issues related to its implementation;
- Dr. David Perry, Principal of North Branford High School, moderated a panel discussion of P.A. 166 concerning high school graduation, the use of CAPT, and the specification of basic skills. Panel members included Representative Robert Ward, House Minority Leader; Dr. Betty Sternberg, Associate Commissioner, CT SDE Bureau of Teaching and Learning; Dr. Benjamin Skaught, Principal, Lyman Hall High School, Wallingford; and Arlene Gottesman, Principal, Jonathon Law High School, Milford.
- John Cross, Curriculum Director for the Griswold Public Schools, showed how that district has redefined its approach to performance appraisal by linking it to key elements of student assessment.
- Diane Van Ausdall, Denise Malnati, Norma Marcellino, Joan Prusky, and Joy Wright, teachers on an Understanding by Design team at Windsor High School, discussed how they are applying UbL concepts in their classes and how this is affecting student learning.

Following lunch, conference co-chair Robert Pitocco, principal of Rocky Hill H.S., presented the John Wallace Aspiring Teacher Award to Cara Lascko. Conference co-chair Dr. David Perry, principal of North Branford H.S., presented the John Wallace Aspiring Administrator Award to Matt Dunbar. Dr. Evan Pitkoff, superintendent of Reg. School District No. 10, presented Lewis Mills High School Principal Robin Sorensen with the William Cieslukowski Outstanding First Year Principal Award (*see related article page 8*). Ms. Susan Behan, McDonald's Owner-Operator, presented Glastonbury H.S. Assistant Principal Anne Jarvis with the NASSP Assistant Principal of the Year Award.

Conference co-chairs Pitocco and Perry were delighted with both the attendance and the extremely high evaluations given Dr. Wiggins and the twelve other presenters.

## SCHOOLIES © 2001 by Jeff P. Venable



## CAHSP BOARD ANNOUNCES AWARD WINNERS

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

The association's merger with EMSPAC in 2000 brought a number of new elementary and middle level awards programs under the auspices of CAS. The CAS Board of Directors subsequently voted to extend these same awards programs to the high school membership. The Connecticut Association of High School Principals (CAHSP) solicited nominations for these awards this past spring.



Rocky Hill H.S. Principal Bob Pitocco congratulates Matt Dunbar.

### Dunbar awarded John Wallace Scholarship for Grad Student

Matthew Dunbar was selected as one of two recipients of the John Wallace Scholarship. The purpose of this award is to recognize one eligible graduate student preparing to become a high school principal and one eligible undergraduate student preparing to become a high school teacher.

Matt was selected for this award last spring while in his eighth year as a teacher of social studies at Berlin High School. His principal there, George Synnott, praised his commitment to education as evidenced by his willingness to accept leadership roles on various committees and programs designed to improve the life of the school. Matt was one of the first to team-teach with a special education teacher and he helped others to take this important step. He also redesigned the special education pre-referral process and made presentations to staff explaining the benefits of this program to teachers and students. As an intern in the demanding UCAPP program, Matt performed so capably that his mentor principal, Alan Bookman, hired him as soon as he was certified for his present position as assistant principal at Glastonbury High School.

In offering his congratulations to Matt, CAS Principals' Center Director (and Matt's former Principal) Tom Galvin stated, "I'm very pleased not only to see you receive this scholarship but also applaud your decision to become an administrator. I know you will be very successful and the field certainly needs good people like yourself. It's a loss to the classroom but this is outweighed by the benefits to students in a larger context."

In addition to his work in the University of Connecticut Administrator Preparation Program (UCAPP), Matt has degrees from Amherst and the University of Michigan.

### Lascko awarded John Wallace Scholarship for undergrad

Ms. Cara Lascko, a sophomore at Central Connecticut State University, was chosen as the recipient of the John Wallace Scholarship for undergraduate students.

Cara is a Class of 2000 graduate of Thomaston H.S. While there, she was elected to the National Honor Society and received significant recognition for her artistic talents. She also demonstrated an ethic of service to her community by working tirelessly on the



Dr. David Perry, principal of North Branford H.S., presents John Wallace Award to Cara Lascko

sets of a variety of drama productions, developing and running a Spanish cultural program for sixth graders, and serving as a junior fire fighter. Cara also achieved the Gold Award, the Girl Scout's highest honor.

Cara is an art education major at Central where she continues to be an honors level student as she pursues her career goal of teaching at the high school level. In her words, "Art is not only a hands-on subject, but a vehicle for learning about our past from the art left behind by our ancestors." "Integrating art into the regular curriculum can enlighten students about different aspects of the art world and expand upon what is learned in other subjects such as history and English," says Cara. "This is what I hope to do as an art teacher."

### Sorensen Named Outstanding First Year Principal

The Board of Directors of the Connecticut High School Principals Association has selected Ms. Robin G. Sorensen, principal of Lewis S. Mills High School in Burlington, for the William Cieslukowski Outstanding First Year High School Principal Award. Ms. Sorensen is the first recipient of the Cieslukowski Award at the high school level.

In nominating his principal, Superintendent Evan Pitkoff pointed out that Robin began her tenure not only in the middle of the year but one-week after the high school had completed an accreditation visit by the New England Association of Schools and Colleges. She immediately began to meet with staff to seek their input on needed changes and, in so doing, began a process that was to dramatically improve a faculty climate that had been cited as problematic by the visiting committee. Changes that emerged from this process included a modified block schedule, new courses for the "average" student, a strengthened Advanced Placement program, and a more coherent CAPT preparation program. Pitkoff stated, "Robin has won over parents, students, faculty, and staff with her energy, enthusiasm, and intelligence."

Looking back at her first year as principal, Robin stated that it was both challenging and fulfilling. She referenced the induction of seventeen new staff members, the restructuring of faculty meetings with a focus on teaching and learning, the development of the follow-up plan to the report of the visiting committee, and the implementation of a new data management program as significant. She also was pleased with the initial returns on her outreach to students and parents including increased recognition for student achievement, diversity programs, a parent advisory group, and a principal's newsletter.

Prior to being appointed principal at Lewis S. Mills High School, Robin was a special education teacher for seventeen years at Suffield High School and later served as the school's assistant principal.



Outstanding First Year Principal Robin Sorensen and her superintendent, Dr. Evan Pitkoff



## middle school news

## Newsletter Notes

"Newsletter notes" are culled from middle school newsletters submitted to CAS from member middle schools. Share your good ideas with other middle schools by simply adding us to your mailing list.

### P Make a Difference Day

The John F. Kennedy Middle School, in collaboration with students from a local church, participated in a "Make a Difference Day." This was the fifth consecutive year in participating in what has become a national effort to make a difference in our communities. Orchestrated on a Saturday by the JFK Student Council and the Community Service Club, students and staff collected cans and bottles for the Connecticut Children's Medical Center and winter coats to be distributed through the Enfield Loaves and Fishes Soup Kitchen. In the afternoon, students and staff volunteers put on a Halloween party for residents of a nearby nursing home.

*John F. Kennedy Middle School, Enfield*

### P On-line Educational Resource

The State of Connecticut has made available a rich array of electronic databases, as well as the reQuest statewide library catalogue. These resources are available over the web at [www.iconn.org](http://www.iconn.org). They can be accessed from any school or public library, or from home (using a public library card number). Try it now!

*Portland Middle School*

### P Family Involvement

A brand new publication *Strengthening the Connection Between School and Home*, written by Judith Caplan, offers a wealth of information designed specifically for principals on ways to include parents in their schools. As with other titles in the *Essential Principals* series, this monograph is meant to be used as a practical reference on a continuing basis rather than to be read once and shelved. It is a real "How-To" guide to establishing an effective parent involvement program in your school. The monograph is available from NAESP 1-800-386-2377 or online at [www.naesp.org](http://www.naesp.org).

*Illinois Principals Association Newsletter, October 2001*

#### CAS & NELMS

### "Helping Schools, One Team at a Time"

Register Now for the Terrific Team Series at the new CAS Conference Facility

Learn how to better:

- P Use Student Work to Guide Instruction
- P Develop and Implement a Team Handbook
- P Help Each Student Succeed
- P Lead Middle Level Teams

Contact Earle Bidwell or Janice Grecco for details; Phone (203) 250-1111, Fax (203) 250-1345, e-mail [ebidwell@casciac.org](mailto:ebidwell@casciac.org)

**ERRATUM:** The October issue of the BULLETIN contained an article entitled "Let's Hear it for the Good Kids Who Don't Make the Headlines . . ." which was incorrectly attributed to RHAM M.S. Principal Dr. Linda Crossman. The article, which was reprinted in the RHAM M.S. newsletter, was authored by D.L. Stewart.

## Tolland Middle School Named CAS 2001 Middle School of the Year

By: Earle G. Bidwell, Assistant Executive Director

At the recent CAS fall conference, Tolland Middle School was officially recognized as the CAS 2001 Middle School of the Year. Accepting the award for the school was Principal Thomas Cronin and nominating committee co-chair Mary Adamczyk.

In winning the award, the Tolland Middle School impressed the CAS visiting committee by its commitment to their mission statement, "where excellence is achieved through individual success." Several initiatives are in place to ensure that each student has an adult who cares about his or her personal and academic growth. There is also ample evidence of attention to celebrating student success in such programs as the Math Olympiad, the Promising Young Writers Program, the Tolland County Law Day Essay Contest and through successful submissions to numerous publications, just to name a few.

The faculty is committed to becoming experts on early adolescents and is continually refining their expertise in content and teaching methods. They display ample evidence that they recognize the uniqueness of early adolescents, especially in their susceptibility to role models. They model a collaborative, team-oriented and collegial approach to problem solving and production.

Tolland embraces and applies the research-based middle level practices outlined in "This We Believe" and "Turning Points," two of the most definitive works on the subject of middle level education including:

- an educational program that is conducive to meeting the needs of the emerging adolescent;
- continuous review and improvement of the entire school program;
- welcoming participation from all internal constituencies;
- participation of parents and community in decision-making, planning and implementation of the program.

The Connecticut Association of Schools is proud to add the name of Tolland Middle School to the list of exemplary schools honored over the past decade. It is clearly deserving of the honor.

## School finds sports don't have to be highly competitive to be fun

By Patricia Daddona

(Reprinted from the New London Day, 11/19/2001)

Waterford -- Eleven-year-old Hannah Moore decided this fall that she'd rather play intramural field hockey with her friends after school than compete on Clark Lane Middle School's interscholastic track team.

"I quit because they make you run two miles," said Moore, a sixth-grader. "Intramurals are better because you do it just for fun, and you're not exactly competing."

Moore is one of more than 100 students who take part two or more times a week in eight indoor and outdoor intramural activities offered in six-week blocks throughout the year. This is the first year intramurals are being offered. Interscholastic sports like soccer,

*continued on page 10*

### Intramurals, continued from previous page

basketball and softball are now limited to eighth-graders, while travel teams for track, cross-country and wrestling remain open to anyone who tries out.

Learning different sports and recreational skills in a relaxed atmosphere would probably take the edge off competing for limited spots on interscholastic sports teams, reasoned Principal Dennis Curran and a committee of staff and parents who pushed for the change last year. They hoped more students, especially those who were inactive after school, would get exercise and socialize beyond their grade level.

Last year, in a student body of about 750, only 52 students actively participated in the so-called "cut" sports that involve tryouts. Students who failed to make teams would get demoralized, Curran said. About 100 students participated on travel teams that also focus on competition but involve no tryouts.

Now, in addition to those students, more than 100 others are trying archery, hiking or flag football as well as intramural basketball. Some offerings are being repeated because of lengthy waiting lists. Intramurals are reaching students who would never have been seen staying after school before, guidance counselor Brian Lynch said.

"You have a new set of kids who are bonding and connecting to school in a way they didn't before. Instead of going home to watch TV, they're meeting kids and playing together," Lynch said.

Last week, a dozen girls played field hockey outside, while 21 students played tennis-baseball, nine shot bows and arrows, and 20 played indoor basketball. Another 20 students play badminton, 35 are learning to swing-dance, and 25 play tennis on courts at Waterford High School.

"It's not Little League where everyone depends on you or jumps on your back," said Matt Cosgrove, a seventh-grader. "If you strike out it's not that big a deal. You're just playing with your friends."

Intramurals also appeal to students with physical limitations. John Kruszewski, 12, can't play most sports because he has only one kidney. But archery is a challenge that doesn't overtax his body, he said.

Physical Education teacher Kathy Cavasino, who runs the intramurals program, kept track of students' hits on targets erected in a back field. The students with the most hits in a particular color won coupons for ice cream. After one successful block of programming, Cavasino has had to turn away teachers who want to help coach the new programs.

"They bought in. I don't even have to ask" staff to participate, she said.

Teacher's aide Suzanne Krug volunteered to coach boys' tennis-baseball so she can learn to coach. Students find the game similar to but less demanding than baseball or softball, and their self-esteem is getting a much-needed boost, she said.

"It's a wonderful thing because you get a lot of kids who want to play because they don't make the (interscholastic) team," she said.

Abbie MacDonald said her son, Alex, an eighth grader, has stopped pestering her for new computer software and wants to spend extra money on archery equipment, his new obsession.

"I'd rather he spend his money on outdoor equipment than computer games. Sports and education go hand in hand. Sound mind. Sound body. If you're healthy it improves your overall performance academically," she said.

For some students, intramurals are also serving as incentive to improve academically. Trinity Broughton, 13, is not allowed to play intramural basketball until he brings up low grades in seventh-grade language arts and science classes, he said. Last week, he stayed after school to do extra homework, then met friends after intramurals. Broughton is shooting for C's, he said, and his classmates are cheering him on.

Intramurals have some drawbacks, students and coaches said. While the more athletically inclined have other outlets like town leagues, some miss the competitiveness and don't like waiting until eighth grade to play interscholastic sports.

## elementary school news

### Studies Continue to Confirm Benefits of Early Education

*(Reprinted from the TEPSA Newsletter, October 2001)*

Regardless of ethnic background or socioeconomic status, children who have sound early care and rich learning opportunities consistently outperform their peers. Recent studies continue to confirm the benefits of high-quality preschool experiences.

For example, in a comparison study of poor, mostly African-American children, The Chicago Child-Parent Center (CPC) found children who began preschool at age four showed remarkable learning gains. Findings confirmed the preschoolers had:

- g 41 percent fewer special education placements and grade retentions,
- g a 29 percent higher graduation rate, and
- g were 33 percent less likely to be arrested as juveniles.

The CPC estimates that its program cost \$6,730 per child for 1.5 years of preschool. Using a formula based on higher educational levels and employment, and money saved on remediation and the criminal justice system, society saved \$47,759 per child.

Using a similar formula, the Head Start program estimates a return of \$5 to \$7 for every dollar spent.

Studies of full-day kindergarten programs continue to confirm the benefits of these programs as well. A recent study of 7,849 Maryland kindergartners found that 71 percent of "high-risk" students who attended full-day classes mastered reading fundamentals by the end of the year, as opposed to 54 percent of half-day enrollments.

In addition, 80 percent of all Montgomery County kindergarten students achieved "foundational reading skills" by the end of the school year. Students were able to recognize certain words on sight as well as individual letters and "print concepts" such as punctuation and letter-sound relationships.

*(Source: Ferrandino, V. and Tirozzi, G. Early education ensures that we leave no child behind; National Association of Elementary School Principals, September 5, 2001)*

### Unexpected Anxiety Levels Found in Children

Children ages 6-11 worry about adult concerns and demonstrate surprising levels of anxiety about guns, death, violence and the environment, according to a new study released by Sesame Workshop, creators of "Sesame Street."

"The 'sprawl' of adulthood into childhood raises many concerns," said Vice President for Education and Research Susan Royer.

Researchers concluded mentor relationships, especially with extended family members, may be a crucial factor in helping children find balance in their lives. Other findings include:

- P When asked to state their fears, nearly two-thirds of children depicted intense, unsettling anxieties about guns, death and violence. Among 9- to 11-year olds, the proportion climbed to three-fourths.
- P Children are afraid of losing their play spaces and increasing pollution. Almost 65 percent (65%) expressed concerns that outdoor places would disappear as a result of development or neglect.
- P Three-fourths of 9- to 11-year olds say the media room is the "heart of their home."
- P Children yearn for relationships with engaged adults, especially extended family. These mentors are valuable resources as children cope with adult information.

*(Source: "Sesame workshop study: Unexpected levels of anxiety found in children ages 6-11." 2001, June 1 / Reprinted from TEPSA Newsletter, Oct. 2001)*

## ... more elementary news

### State launches "greatkidsCT" website

The Connecticut State Library has launched a new website, [www.greatkidsCT.org](http://www.greatkidsCT.org). The website is a source of reliable information about the care and development, health and safety of children from birth to age eight. Research has established the critical importance of the early years in child development. Many sound programs and resources are available to parents as part of the state's effort to promote the healthy development of Connecticut's children. Yet it is often difficult for parents and professionals to sort through the various agencies, programs and printed and electronic resources to find answers to specific questions or even to know where to look for trustworthy information. The Connecticut State Library, working with groups of parents, librarians, childcare providers and healthcare professionals, has developed and is hosting this website that links the best national, state and community-based information for parents and anyone else concerned with young children. The [www.greatkidsCT.org](http://www.greatkidsCT.org) website refers directly to selected, authoritative and specific information on topics in 3 categories: health and safety, learning and parenting. Concerns addressed range from developmental issues such as toilet training, reading readiness and discipline, to childhood diseases and disabilities, things to do and see with children, and organizations and support groups that can help parents deal with specific issues.

(Source: *All Children Considered*, Fall 2001)

#### CAS OFFICERS: 2001-2002

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#### THE BULLETIN

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

## IMPORTANT DATES TO REMEMBER

*(Please Mark Your Calendars Accordingly!)*

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

**O December 14th** - Deadline for the National Distinguished Principal nominations: This program recognizes an outstanding principal in each state who has truly made a difference and brought about positive change in his/her school. For further information and application/nomination forms see your CAS Handbook or visit our website [www.casciac.org/espi.html](http://www.casciac.org/espi.html).

**O March 5th & 6th** - Elementary Arts Recognition Festival: Recognizes elementary school students in your highest grade with outstanding ability in the performing or visual arts and who possess the qualities of scholarship and leadership. The theme will be "Under the Big Top" with all kinds of circus type entertainers to amaze and astound your honoree. The menu will be child oriented and include hot dogs, hamburgers, pasta, salad, pizza, popcorn, ice cream, cotton candy and soda. Towns with names beginning with the letters A-M will attend on March 6 and towns with names beginning with letters N-W will attend on March 7th. This function is held annually at the Aqua Turf Club, Southington.

**O March 8th** - Deadline for the following Awards: Outstanding Teacher of the Year, Elementary School of the Year, Educational Project Grant, Exemplary Principal Program Award for Special Education, The Marjorie Bradley Award for Exemplary Curriculum, John Wallace Graduate and Undergraduate Fellowship Awards, John C. Mulrain Community Service Award, Thomas R. Flanagan Student Activity Memorial Grant.

**O March 12th & March 19th** - Student Leadership Training Conferences for 4th & 5th grades: Our schools are continually in need of successful, positive student leaders who can guide their peers and serve as role models. The purpose of this conference is to provide students with an opportunity to acquire a specific set of leadership skills needed to be effective leaders. March 12th conference at Asnuntuck College, Enfield. March 19th conference at Naugatuck Valley College, Waterbury.

**O March 20th** - Parent Volunteers Recognition Banquet: This exciting new elementary level program publicly acknowledges the work of school volunteers. Principals realize the important role that parents and other school volunteers play helping teachers in a manner in which children learn best. It's a great way for schools to publically recognize those people who give so selflessly of themselves without any kind of financial remuneration. This function is held annually at the Aqua Turf Club, Southington.

**O March 26th** - Environmental Awareness Conference for 5th & 6th grade students: The purpose of this conference is to provide students with an awareness of environmental issues as they directly relate to their lives. Each student will be individually scheduled to participate in a series of four workshops presented by school teachers, university personnel and environmental educators. This conference will be held at Central Connecticut State University, New Britain.

**O May 20th** - Exemplary Programs Recognition Banquet: This exciting elementary level program publicly acknowledges elementary school practices that are exemplary. CAS realizes the important leadership role that teachers and administrators play in creating and developing exciting new strategies for affecting changes in the manner in which children learn best. A souvenir booklet lists every school's exemplary program being recognized so other schools can replicate the efforts. This program will be held at the Aqua Turf Club, Southington.

**O May 21st** - "Arts in the Middle": This is a conference designed for students in grades 5-8 and their art teachers. Hands on art workshops will be taught by working artists. Art teachers will work along side students to create their own art work. This program provides students opportunities to work with other students from diverse backgrounds and also offer them a high caliber artistic challenge. This program will take place at the University of Hartford's Art School.

**O August 30th** - Deadline for the William Cieslukowski First Year Principal Award.

**FOR FURTHER INFORMATION ABOUT ANY OF THESE PROGRAMS, AWARDS, OR RECOGNITION ACTIVITIES, PLEASE CONTACT DR. ROBERT CARROLL, ASST EXECUTIVE DIRECTOR FOR ELEMENTARY EDUCATION AT (203) 250-1111.**



## ciac news &amp; notes

**CIAC Adopts New Policy Regarding Postponements**

At its October meeting, the CIAC board adopted a new policy which allows leagues to reschedule post-season league tournament games/meets to a Sunday, provided the postponement was due to inclement weather. Only one Sunday postponement will be permitted per sport. See page 15 for a full explanation of the new policy.

**P** John "Whitey" Piurek, legendary Connecticut coach and long-time friend of CIAC, was inducted into the NHSACA Hall of Fame this past June. In 1998 Whitey was the first Connecticut coach to be inducted into the National High School Sports Hall of Fame. Whitey, long-time coach and athletic director from West Haven, was the director of the CIAC boys ice hockey tournament for 27 years.

**P** The 2002 New England boys and girls tennis championships will be held at Wm. Hall High School and will be directed by Hall coach and CIAC tournament director Jim Solomon and Berlin coach Rex Smith. The scheduled date is Saturday, June 15, 2002. All six New England states are expected to participate by sending their state finalists to the event.

**P** Trabuco Hills High School (California) golfer David Hallgren disqualified himself from the South Coast League finals this year because he took an undetected illegal drop. Having just secured a spot in the C.I.F. Southern Individual Regional, Hallgren admitted his mistake of the previous day after Casey Strohsahl was disqualified for a similar illegal drop. [Orange County Register, 5/01]

**P** Loveland High School (Colorado) football players were caught with the nonstick cooking spray Pam on their uniforms during a victory over Greeley Central in the Class 4A prep football playoffs. "I don't know if it altered the outcome of the game, but they were a little more difficult to block and tackle," said Steve Burch, Greeley Central head coach. State high school athletic officials said Loveland would not have to forfeit the game, but must address the issue before advancing in its Class 4A title defense. [Associated Press, 10/30/01]

**Bruce Berlet Named Honorary Chair of CIAC's 10th Annual Golf Benefit**

Bruce Berlet, nationally recognized golf writer with the Hartford Courant, has been named honorary chairman of the 10th Annual CIAC Golf Benefit. The 2002 event will be held on June 24 at the Torrington Country Club.

Berlet, who started his career with the Hartford Courant in 1970 has covered the Cannon GHO 31 times, the Masters 24 times and the US Open 15 times. In 1993, Berlet won the highly prized Golf Writers of America Writing Award.

Bob Ford, co-chair, has announced that the door prize for the 2002 event will be a six day, five night stay at the luxurious Renaissance Esmeralda Hotel in Indian Wells, California.

**"My car absolutely will not run unless my golf clubs are in the trunk."**

-- Bruce Berlet

**P** 54 of 60 high school sports governing bodies are facing a referee shortage, according to a National Association of Sports officials (NASO) survey, and NASO cited a lack of sportsmanship among coaches, players and parents as the major reason. Soccer, baseball, softball and volleyball are the sports most affected. NASO receives more than three calls a week reporting threats or acts of physical violence against referees. [Denver Post, 11/11/01]

**P** Denny Flanagan of Edison High in Huntington Beach, California, is a wide receiver and one of the state's best hurdlers, and he has a rare appreciation for the importance of his education. When forced to choose between the Orange County track championships and a Model United Nations conference on the same day, Flanagan chose the Model U.N. The child of two teachers hopes to attend an Ivy League university and aspires to one day teach kindergarten, instilling children still new to schooling with his own love of learning. [Los Angeles Times, 10/30/01]

**P** A videotape of this year's Cross Country Open Championship is available for local cable company broadcasting. Interested coaches are asked to contact Manchester H.S. coach Mike Bendzinski @ [mmbebend@msn.com](mailto:mmbebend@msn.com). The video will be sent directly to the cable company. A \$5.00 shipping fee must be sent to Manchester H.S.

**P** "Stay In the Game - Preventing Permanent Ankle Injury" is available on loan through the CIAC office. The video was produced by the American Orthopaedic Foot and Ankle Society and the National Federation of State High School Associations.

**Softball Committee Notices**

- **Deadlines:**
  - Schedule form due CIAC - March 29
  - Change of division due CIAC - April 5
  - Site availability form due CIAC - April 5
  - Entry form due CIAC - May 17
- Thursday, May 23 is the last date to count for tournament - by 7:00 p.m.
- A master list of officials will be distributed to participating schools on Friday, May 24
- **Schedule of Playing Dates:**
  - Qualifying Round - Saturday, May 25
  - First Round - Tuesday, May 28
  - Second Round - Wednesday, May 29
  - Quarter-finals - Fri. & Sat., May 31, June 1
  - Semi-finals - Fri. & Sat., June 4, 5
  - (North Branford Sportsplex)
  - Finals - Fri. & Sat., June 7, 8
  - (DeLuca Field, Stratford)
- **Divisions:**
  - LL - 436+
  - L - 327 to 435
  - M - 207 to 326
  - S - up to 206

**Girls football blossoms**

**31**

The number of girls nationwide who played high school football in 1989

**658**

The number of girls nationwide who played high school football in 1999

## ... more ciac news

### Connecticut Coaches Receive National Honors

Two Connecticut coaches received the prestigious 2001 National Coach of the Year award from the National High School Athletic Coaches Association (NHSACA). Congratulations to **James Ford**, Guilford High School, and **Robert DeMayo**, North Haven High School, who were named **Coach of the Year** in the sport of boys cross country and baseball, respectively.

Further congratulations go to the following thirteen Connecticut coaches who were finalists for the national award.

Athletic Director	Bob Pearson, New Milford H.S.
Football	Rob Szymaszek, Maloney H.S., Meriden
Boys Basketball	Charles Bentley, Harding H.S., Bridgeport
Girls Basketball	Nick Chaconis, Portland H.S.
Wrestling	Art Ziegler, Montville H.S.
Swimming	George Baldwin, Middletown H.S.
Volleyball	Gail Ericson, Bristol Eastern H.S.
Softball	Bill Healey, Coginchaug H.S., Durham
Boys Soccer	John Blomstrann, E.O. Smith H.S., Storrs
Girls Soccer	Marty Lisevich, Simsbury H.S.
Golf	Augie Link, Tolland H.S.
Special Sports	Pat Simon, Law H.S., Milford (gymnastics)
Girls X-Country	Steve Stoklosa, South Windsor H.S.

### Title IX

(Reprinted from *Sport Supplement*, Summer 2001)

What rights do coaches have to censor indecent student speech? In a 1986 decision *Bethel School District No. 403 v. Fraser*, the United States Supreme Court said that it is an appropriate function of public schools to prohibit the use of vulgar and offensive terms in public discussions. In that case, a student delivering an election nominating speech before the student body used inappropriate language in referring to the candidate he was supporting. The student was suspended for violating the school's code of conduct which prohibited language that substantially interferes with the educational process and challenged his suspension as a violation of his First Amendment right to free speech.

That decision raises a number of questions that it does not answer. What constitutes a "public discussion" in which vulgar and offensive terms cannot be used? Is a team meeting such a "public discussion"? What about a half-time talk when your team is losing - a "public discussion"? And what if the speaker is a teacher or a coach rather than a student - are teachers and coaches held to a different standard than students in such situations?

And there is the most difficult question - if, as the United States Supreme Court has said, "it is an appropriate function of public schools to prohibit the use of vulgar and offensive terms in public discussions", what responsibility does a public school (and its teachers and coaches) have to prohibit such speech in a public discussion? Can you hear inappropriate speech and do nothing? The question has not been answered conclusively by the court, but the answer may well be that if prohibiting the use of such terms is a proper function of public schools, it is also a responsibility of public schools.

Dr. Robert H. Allen, Director of Development  
United States Sports Academy

### NEW SWIMMING REGULATIONS EFFECTIVE IMMEDIATELY

INDIANAPOLIS, IN (November 30, 2001) - Effective immediately for the 2001-02 swimming season, the National Federation of State High School Associations (NFHS) has eliminated the option for high schools to use 18-inch starting platforms in pools with water depth from 3½ to 4 feet. Swimmers must start from the deck or in the water at this water depth.

The NFHS Swimming and Diving Rules Committee convened by conference call November 15, and the proposed change subsequently was approved by the NFHS Board of Directors.

"The rules committee is very concerned about the potential for injuries in pools with water depth of less than 4 feet involving swimmers using improper techniques," said Cynthia Doyle, NFHS assistant director and liaison to the NFHS Swimming and Diving Rules Committee. "For the upcoming season, schools may accommodate this change by starting swimmers from the deck or in the water."

While starting platforms still will be allowed for 2001-02 with a water depth of 4 feet or more, that could change for the 2002-03 season.

"Other governing bodies, such as the NCAA and USA Swimming, have or are in the process of moving standards for use of starting blocks to a minimum depth of 5 feet," Doyle said. "We are soliciting comments from our member state associations and other interested parties relative to this change, so our committee certainly will be considering this change for 2002-03 at its next meeting in April 2002."

### SUPREME COURT TO LOOK AT DRUG TESTING OF NONATHLETES

The U.S. Supreme Court has agreed to review a case which questions the constitutionality of random drug testing of all students participating in extracurricular activities. The court will review an Oklahoma district's policy of random testing of not just athletes but also students involved in other interscholastic activities. The case involves the Tecumseh school district which, in 1998, adopted a program of random drug testing of students involved in all interscholastic competition. That includes athletics as well as cheerleading, pompom, vocal music, band, academic team, the Future Farmers of America, and the Future Homemakers of America. Two students challenged the policy and won before the U.S. Circuit Court of Appeals for the 10th Circuit.

In a 1995 decision, the court upheld an Oregon district's program of testing student athletes for drugs. But the 5-4 ruling in that case, *Vernonia School District v. Acton*, relied heavily on evidence that the Vernonia district had a serious drug problem and that athletes were "leaders of the drug culture." The outcome of the case is likely to be felt nationwide because the crucial legal question involves whether school boards must document a serious drug problem in their schools before adopting random-testing programs. The Lockney, Texas, district adopted a policy of testing all students in grades 7-12 for drugs. But that program was struck down by a federal district judge earlier this year, and the district did not appeal the ruling.

## WEB STATS

### On-line eligibility system has successful fall season

The CIAC is proud to report that a great number of member schools took advantage of the expanded capabilities of the on-line eligibility system during the fall sports season. New features added to the system this fall allowed member schools to submit ALL tournament forms on-line. The response to the expanded system has been overwhelming. The CIAC has fielded dozens of phone calls from very satisfied athletic department personnel!

- U** In its third full year of operation, the system has logged nearly 200,000 athletes.
- U** Of 1,102 teams competing in the fall sports season, only 54 of those teams were not entered into the electronic eligibility system.

## KNIGHT FOUNDATION COMMISSION RELEASES REPORT

The Knight Foundation Commission on Intercollegiate Athletics, an independent panel that has been meeting over several years to evaluate the state of college athletics, has released a report recommending that college teams with low (below 50%) graduation rates be banned from postseason play. The panel of university presidents, business leaders and sports figures also suggested prohibiting corporate logos on team uniforms, banning legal gambling on college sports, encouraging the NBA and NFL to establish minor leagues and creating a new coalition of college presidents to promote reform. The panel found that the state of college sports has worsened since its original 1991 report, which recommended placing control of athletic departments with university presidents. More specific findings include:

- In both the 80s and 90s, over half of Division 1-A institutions had to be censured, sanctioned or put on probation for major violations of NCAA rules.
- The graduation rate for Division 1-A football players fell eight percent in the last five years. Only 48 percent earn degrees.
- The graduation rate for Division 1-A men's basketball players fell five per-

cent in the last five years. Only 34 percent earn degrees.

- Approximately one percent of NCAA men's basketball players and two percent of NCAA football players are drafted by NBA or NFL teams -- and just being drafted is no assurance of a successful professional career.
- Only 15 percent of Division 1 and 2 athletic programs recoup their expenses.
- The more than 970 NCAA member schools bring in just over \$3 billion a year, but spend \$4.1 billion in the same period.
- The current boom in stadium and arena building for college teams will cost over \$4 billion.
- At some Division 1-A schools, annual costs per football player are well over \$100,000. The average salary of fully tenured professors at U.S. public research universities barely exceeds \$84,000.
- The stakes for a foul shot to win a game in the NCAA men's basketball tournament will exceed three-quarters of a million dollars.

The full report can be accessed at:  
[www.knightfdn.org/news\\_at\\_knight/special\\_reports/KnightCommission2001.pdf](http://www.knightfdn.org/news_at_knight/special_reports/KnightCommission2001.pdf).

[Source: The Associated Press, 6/26/01]

## HIGHLIGHTS:

### CIAC Board Meeting - Nov 15, 2001

**P** At the board's request, Hal Levy, official CIAC football power rating system consultant, was in attendance to answer questions about how the failure of some member schools to make up games postponed following the September 11th attacks might impact the football tournament standings.

**P** A member school was fined \$500 and its indoor track program was placed on probation for two years following findings of eligibility violations. Two students who were not enrolled at the member school represented the school in four track meets and wore the school's uniform on those occasions. The member school was asked to return any awards and/or medals that were won as a result of the participation of the two ineligible athletes.

**P** Joel Barlow Athletic Director Pam Goodpaster presented a power point program in which she described the National Interscholastic Athletic Administration Association (NIAAA) Leadership Training Program. This program provides critical professional development opportunities for new and veteran athletic directors. The board expressed support and endorsed this training program. Also, the board supported the idea that the CIAC recommend that principals invite Pam or others to present an overview of this program to schools/ leagues. (See related item page 16)

**P** Norwich Free Academy athletic director and coach Gary Makowicki presented a CHSCA "out-of-season" proposal to the board. No action was taken on this agenda item. The board will continue discussion at the December meeting.

**REMINDER: National Federation rules changes for all sports can be accessed through the CIAC website. Simply click on the "CIAC Sportscenter" link, arrow down to the "2001-2002 NATIONAL FEDERATION RULES AND RULES CHANGES" box and select a sport.**

## INVESTORS IN CT YOUTH

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## caad news

**Important Notice to ADs:**

The State Department of Education regulations now require that on or after July 1, 1999 a person serving as a director of athletics at the elementary or secondary school level, responsible for the supervision of coaches, shall be required to hold a coaching permit and a valid Connecticut educator's certificate and that a person serving as a director of athletics, with district-wide responsibilities for the athletic program or evaluation of certified staff, shall be required to hold a coaching permit and a Connecticut educator certificate endorsed for intermediate administration or supervision.

Based on an informal opinion from the Office of the Attorney General, the stipends paid to members of the system who serve as Athletic Directors as described above, are part of a member's "annual salary" for purposes of retirement benefits.

Starting with the 2001-02 school year, athletic director stipends should be reported as annual salary and subject to mandatory retirement contributions.

If you or your staff have any questions, please contact John W. Coughlin, Jr., CTRB Accounting Manager at 860-241-8429.

**ATTENTION ADs:**

The CIAC office would like to make better use of e-mail to send important announcements and information to our member schools. For instance, we are looking to send tournament packets out via e-mail, so as to eliminate the considerable cost and labor involved in copying, stuffing and mailing them to schools. A first step in expanding our electronic services and communications is building a database of the e-mail addresses of our member school principals and athletic directors. Would you please take a minute to visit the CIAC website at:

[www.casciac.org/emailentry.html](http://www.casciac.org/emailentry.html)

*(Please be assured that your address will be used by the CIAC office only and will not be shared with any other individual or entity.)*

## CIAC BOARD ADOPTS NEW POLICY REGARDING WEATHER-RELATED POSTPONEMENTS

At the October CIAC board meeting, a recommendation from the Connecticut Association of Athletic Directors (CAAD) was adopted which will now permit leagues that approve this policy to reschedule postponed weather-related post-season league tournament games/meets to a Sunday. **No contact may start before 12:30 p.m. and the Sunday exception may only be used once per sport during any given tournament.** The request from CAAD was purposely narrow in scope to be consistent with the current philosophy relative to Sunday play in CIAC tournaments. Since there is a very limited window of opportunity to schedule league tournaments without interfering with CIAC events, this added flexibility should help leagues to complete their post-season tournament when weather-related postponements occur.

Sunday play of post-season league tournament games/meets is permitted in accordance with the following requirements.

1. The individual league must approve Sunday play.
2. No Sunday game/meet may start before 12:30 p.m.
3. Sunday play is permitted only ONCE per sport in any given league tournament.
4. The Saturday postponement must be weather-related. Also, if a weather-related postponement makes it necessary to reschedule the semi-finals to Saturday, the final game (originally scheduled for Saturday) may be rescheduled for Sunday.

### Post-Season League Tournament Postponements

#### Questions & Answers

**Q.** The quarter-final round of the league basketball tournament, scheduled for Saturday, is snowed out. Is it permissible to reschedule this round on Sunday?

**A.** Yes, but no other Sunday game would be permitted in that sport for that tournament.

**Q.** The League wrestling tournament is scheduled for Saturday. If a weather-related postponement occurs, can the league reschedule this event for Sunday?

**A.** Yes

**Q.** Can a league elect not to permit Sunday play?

**A.** Absolutely. This is a permissive policy and leagues can decide to prohibit Sunday play in any or all league tournaments.

**Q.** The semi-final round of the league baseball tournament is rained out and rescheduled for Saturday, the date reserved for the final game. Can the final game in this case be rescheduled for Sunday?

**A.** Yes, since the finals were originally scheduled for Saturday and it had to be moved as a result of a weather-related postponement.

**Q.** The league indoor track tournament is scheduled for Friday. If a weather-related postponement occurs, can the league reschedule this event for Sunday?

**A.** No. League tournament contests scheduled during week days (Monday-Friday), that are postponed due to inclement weather conditions cannot be scheduled for Sunday unless #4 above applies.

## ... more caad news

## Retired AD's Corner

By Ed Tyburski

○ In 1995 CAAD instituted free lifetime membership for retired athletic directors. In 1996 thirty-four retirees received their lifetime membership gold cards. In 1997 CAAD began presenting the gold cards at a breakfast meeting each May. To date there are seventy-three retired AD's who hold lifetime memberships. The senior members of this group are Ivan Wood, who became athletic director at Plainville High School in 1938, and Tom Monahan, who became athletic director in Bristol in 1949.

○ **Milestone:** David Leete of Bolton High School retired this October after twenty-nine years in education. He served as athletic director at Bolton High School from 1984-2001. During his career, he coached football for eleven years, basketball for thirty-two years and baseball for eleven years. He is currently president of the Charter Oak Conference and has served in that post since 1992. He has been a high school/college men's lacrosse official for the past 32 years and has been a member of the CAAD Executive Board since 1994.

Dear League President,

Connecticut continues to lead the nation in teacher training. The BEST program has established standards and support for all new teachers and serves as a model for the country. Professional development for the experienced staff is being fulfilled by the school districts offering a variety of CEU activities. Unfortunately, the state has failed to set requirements for the professional development of athletic directors.

In the last five years there has been a large turnover of athletic directors throughout the country. In Connecticut 51% of the athletic directors have less than five years experience; ten schools started this year without an athletic director. Within the last five years the experienced athletic director has been asked to respond to major challenges in high school sports: required CEUs for coaches, Title IX, sexual harassment, and hazing, to mention a few. There is an immediate need for both the orientation of new athletic directors as well as the continued growth and development of the experienced athletic administrator.

In 1997, the National Interscholastic Athletic Administrators Association (NIAAA), in cooperation with the National Federation of State High School Associations (NFHS), established the NIAAA Leadership Training Program (LTP). The NIAAA developed fourteen leadership training courses (LTC) and three levels of certification. The LTP courses and the certification exam are offered at the national conference every December. The program has been a great success across the nation and some states' associations are requiring new athletic directors to attend the basic level courses.

The Connecticut Association of Athletic Directors (CAAD) has responded to the need to offer the LTP courses by sending staff to the national conference to become national faculty and bring the program back to the state. In the past two years, CAAD has offered six different leadership training courses, each of which is a four-hour PowerPoint presentation that includes videos, lectures, small group interaction, model programs, and professional resources. The courses were well received by those athletic directors who attended.

CAAD is committed to enhancing the professional development of the Connecticut athletic director. Members of CAAD's executive board are traveling to the various conferences to inform their leagues of the NIAAA Leadership Program and to explore a league format for providing professional development to athletic directors.

Please contact me if your league is interested in having a CAAD representative present the LTC program to your principals.

Sincerely,

Pamela Goodpaster, CAA

Professional Development Chairperson, CAAD

**NOTE:** Items appearing in the CAAD section of this publication were submitted by Raymond DeAngelis, athletic director at Emmett O'Brien RVTS in Ansonia.

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