



BULLETIN

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The Connecticut Interscholastic Athletic Conference



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THIRD EDITION OF MOONEY'S LAW GUIDE NOW AVAILABLE

Last month, CABE published the Third Edition of *A Practical Guide to Connecticut School Law*, by Tom Mooney. This new edition has been extensively revised, and it includes updates on state and federal laws affecting school districts through the last legislative session. Tom has added new sections on a number of topics, including copyright issues, technology issues, employee selection, constitutional rights of students and employees, and the federal *No Child Left Behind Act*. First published in 1994, the **Guide** is a "must have" for all Connecticut school administrators. The **Guide** is designed to help administrators navigate through the thicket of statutes and court cases that apply to our schools.

The **Guide** is divided into seven chapters: (1) Board Operation (including sections on the Freedom of Information Act and liability issues); (2) Religion in the Schools; (3) Teacher Employment and Tenure (including teacher evaluation and teacher retirement); (4) Students (including sections on school accommodations, student discipline, extracurricular activities and student

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CAS "CELEBRATES" SCHOOL LEADERS

On Thursday, November 14th, CAS hosted its first-ever "celebration of educational leadership" at the Farmington Club in Farmington. The event was conceived following a resolution by the CAS Board of Directors to find ways to recognize and pay tribute to individual school leaders as well as to "celebrate" the profession of school administration.

Seven individuals from the ranks of Connecticut's school administrators were honored at the first-annual celebration:

- **Sharon Beitel**, Burnham and Booth Free Schools, William Cieslukowski Outstanding First Year Principal
- **Paul Cavaliere, Jr.**, Sage Park M.S., Middle School Principal of the Year
- **John Goetz**, Danbury High School, High School Principal of the Year
- **Laura Russo**, Celentano School, Elementary Asst. Principal of the Year
- **Karen Smith**, Derynoski Elementary School, CT's National Distinguished Principal
- **Rochelle Schwartz**, Northeast M.S., Middle School Assistant Principal of the Year
- **Walter Zalaski**, Simsbury H.S., High School Asst. Principal of the Year

More than one hundred twenty educators, friends, and family members traveled to the Farmington Club to join in honoring CAS' 2002 distinguished administrators. Guests were greeted at the door with the mellifluous sounds of the Farmington High School Premier String Quartet, featuring Ben Dean, Elyse Maiorini, Emily Barry, and David Villagra.

Janet Garagliano, principal of Wamogo Regional High School and chair of the committee which organized the event, warmly welcomed guests and introduced the evening's master of ceremonies, long-time sportscaster Scott Gray.



Janet Garagliano, principal of Wamogo Regional H.S. and chair of the "Celebration" Committee



Scott Gray, Sports Commentator, WTIC AM 1080

In his opening remarks, Mr. Gray congratulated the honorees and praised all the educators in the room. "What you do lives for generations," he said. "No one has a greater impact on mankind than those who teach future generations," Mr. Gray continued. It is the most noble endeavor a person can undertake."

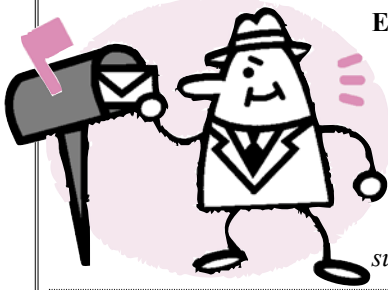
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CT Adviser Receives National Honor Krom named Adviser of the Year

Robert Krom, adviser to the NJHS chapter at John F. Kennedy Middle School in Southington, was named the Rynearson NHS/NJHS Adviser of the Year in November at the NHS/NJHS National Convention in Atlanta. A mathematics teacher and department chair at Kennedy and a member of the Board of Directors of the Connecticut Association of National Honor Societies since its inception in 1999, Mr. Krom is the first adviser from CT to receive this distinction. In nominating him for this award, Donald Gates, Executive Director of the Connecticut Association of National Honor Societies, stated, "Robert Krom demonstrates exemplary leadership skills in his capacity as adviser. His NJHS chapter continues to grow with an anticipated future membership of almost 200 students." His principal, Angelo Campagnano, concurred. "They couldn't have made a better or more appropriate selection. His energy, initiative, and dedication are incredible. I'm delighted that he is receiving this recognition because it is the last thing that he'd ever seek for himself."

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.

Q. Dear Mailbag: I am a sucker for a good story and a smile. Once again, when I got back the fingerprint check, I found out that someone that I hired, this time a custodian, lied on her application about not having previously been convicted of a crime. I am sick and tired of having to apologize to parents for exposing their children to convicted felons, but I can't very well wait until the report comes back before letting an employee start work. My brother-in-law works for the state police, and he says he can fix me up with an experienced polygraph examiner. Do you think it is worth the money?
- *My Face is Red*

A. Dear Red: The issue here is not expense, but rather legality. Connecticut General Statutes § 31-51g(b)(1) prohibits employers from requiring the use of polygraphs with employees or applicants for employment. However, you should be aware of new obligations as to applicants for employment. In addition to the fingerprint check (which takes so long), Section 10-221d now also requires school personnel to make a documented, good-faith effort to contact previous employers of any job applicant "in order to obtain information and recommendations which may be relevant to the person's fitness for employment." Such checks must be done before hiring the employee. By fulfilling this statutory duty, you may be able to identify the criminals before you hire them.

Q. Dear Mailbag: Yesterday, I received a group of students who presented me with a petition about lunch choices. When they informed me that they are Vegans, I confessed that I had missed that episode of Star Trek. Apparently, however, they are simply students who eschew meat, eggs, milk and cheese - staples of our cafeteria. When I told them that I doubted that their parents would be in favor of such foolishness, they got mad and threatened to sue me. What rights do these "Vegans" have anyway?
- *Fat and Happy*

A. Dear Fat: Legal issues with regard to school menus usually arise when religious obligations, as opposed to personal

choices, are involved. School districts regularly get requests to modify the school menu to accommodate the dietary restrictions of certain groups. You have the right to make such accommodations, but your legal duty is limited to assuring that students are never forced to act (or eat) in violation of their religious obligations. While you may choose to provide menu choices, or even eliminate some items from the menu, your legal obligation can be satisfied simply by permitting students to bring their lunch. As to Vegans, you have a business judgment to make. These students do not have a legal right to force you to change the menu to suit their tastes, but you certainly may consider student preferences. Your cafeteria director may even see increased profits if such changes are made.

Q. Dear Mailbag: Our technical guy told me last week that he has figured out a way to give all of our students individual e-mail accounts with no real hassle. Providing such accounts could be a way to level the playing field for all students and reduce the "digital divide" that Al Gore (remember him?) was talking about. My concern, of course, is liability. Is it risky to provide such accounts?
- *Risk Averse*

A. Dear Risk: Your concern is legitimate, but it can be addressed. The issue here is whether the district has employed adequate measures to assure that students do not misuse such accounts and/or are not confronted with inappropriate materials because they have such accounts. The first step is to assure that your school complies with the Children's Internet Protection Act, by using filters and by adopting a policy that sets out the measures your district takes to provide for safe Internet use by students. Second, you should assure that students who are using the Internet at school (and their parents) sign off on your acceptable use policy. Third (and perhaps most important), you must enforce these rules. These safeguards should take care of your concerns. If a student then thwarts these measures and causes a problem, he will be in trouble, not you.

■ Congratulations to Laura Ferrante-Fernandes, assistant principal of Masuk High School and chair of the Governor's Scholars Committee. Laura was recently honored by the Regional Youth/Adult Substance Abuse Project (RYSAP) for her outstanding work as co-chair of GAMES (Gambling Awareness of Monroe by Educating our Students), a community-based underage gambling prevention program.

■ The State Department of Education has released a new teacher resource guide entitled "The Puerto Ricans of Connecticut." The new guide provides information about the Puerto Rican community and suggests instructional activities that can be incorporated into any program of instruction in social studies. To download sections of this guide as well as other resources published by the SDE, visit www.state.ct.us/sde/dtl/curriculum/currsocks.htm.

■ In the current school year, regional education service centers and public school districts now operate 31 interdistrict magnet schools affecting 10,799 students statewide. There are presently 13 state charter schools in operation in CT.

■ According to a report released last month by the State Department of Higher Education, total enrollment at CT's colleges and universities reached an all-time record of 170,227 in fall 2002, an increase of 5,550 students (or 3.4%) over fall 2001. The 12 community colleges increased their total enrollment by 2,227 and provided 40% of the statewide net gain; and UConn (with its 1,791 net increase) furnished another 32% of that gain. Some speculate that the enrollment surge at 2-year colleges is the result of the slumping economy and the subsequent need for less expensive higher education options. Others say that their increased popularity is due to a college-age population boom that is expected to continue in CT through 2008.

■ Schools are invited to bring students in grades K-8 to the annual Family Science Expo sponsored by Connecticut Public Broadcasting, Inc. Now in its 12th year, the annual expo will feature live science-oriented entertainment on stage, dramatic demonstrations, and interactive exhibits. Event planners have worked closely with science educators at schools, colleges and museums to design a program which will inspire children to become excited by science and encourage adults to become advocates for science education. This year's theme is "Science of Motion" and the program will include a stage performance celebrating the 100th anniversary of the Wright brothers' first powered flight. For additional information about the Expo, which will be held April 3-6, 2003, call (860)278-5310, ext. 1345 or visit www.cptv.org.

connecticut news & notes

CT NHS Scholarship Winners

Each year Connecticut principals with National Honor Society chapters in their schools have the opportunity to nominate two students for the NHS National Scholarship. From the 9,200 applicants nationally, 200 finalists are selected and each receives a \$1,000 award. Scholarship winners from Connecticut for the 2002 awards were **Andrea Burke** from East Hartford High School, **Mark Brissette** from Stonington High School, and **Elizabeth Lucas** from Wilton High School.

CONGRATULATIONS TO ALL!

The Connecticut Department of Labor's new website, "Pathways to the World of Work for Young Adults," is designed to help young people make informed decisions about their future. Its site features a broad array of youth employment services that will help young people better understand career and employment options and the importance of education. Visitors can:

- explore potential careers;
- research college options;
- connect to employers;
- keep abreast of job market trends;
- learn interview tips & techniques; and
- write resumés and cover letters.

The Department of Labor encourages middle and high schools in the state to expand youth employment resources by linking to the DOL website at www.ctdol.state.ct.us/youth/main.htm.

CAS OFFICERS: 2002-2003

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State Board Report

Highlights of the October 9th State Board of Education Meeting

" The state board of education adopted the following legislative proposals for the 2003 General Assembly:

- Improve indoor air quality in schools by (1) providing construction reimbursement for the correction of a documented indoor environmental quality deficiency not otherwise covered under a health, safety or building code; (2) requiring all school construction applications to include an environmental site assessment, roof designs that ensure proper drainage and construction plans that address indoor air quality and incorporate proven air quality technology; and (3) requiring that heating, ventilation and air conditioning systems be maintained and operated in accordance with industry standards.
- Permit a school to record Connecticut Academic Performance Test (CAPT) results for each student on such student's permanent record and transcript; and require that a school note successful achievement for the appropriate component part of the CAPT on the permanent record and transcript of any student who meets or exceeds the statewide mastery goal level on such part and issue a certificate of mastery for each such component.
- Improve the Beginning Educator Support and Training (BEST) Program by extending the timeframe for completing the BEST assessment for teachers who begin teaching on or after January 1 in a school year; giving the commissioner of education more flexibility in extending the two-year timeframe for completing BEST for good cause by allowing him to grant two-year extensions, rather than one year extensions.
- Conform state law with federal categories of racial and ethnic minorities .
- Amend the school readiness program by making it possible to calculate at the beginning of the fiscal year how much money a school readiness program has available for program administration, and providing more flexibility in the qualifications of school readiness program staff.
- Include advanced practice registered nurses in the list of licensed practitioners who are able to provide to school districts written notice restricting the physical activities of students.
- Make technical and minor changes to the Education Cost Sharing (ECS) statutes concerning the submission of the equalized net grand list and the transmission of the preliminary equalized net grand list data.
- Amend the statute concerning the administration of no-nexus state agency placement grants by changing two dates so that they conform with dates established by the General Assem-

bly in 2000 for other similar grants for students requiring special education.

These proposals were submitted to the 2002 General Assembly. Many of them had public hearings and received committee approval and were adopted by either the Senate or House of Representatives, but were not enacted by the General Assembly.

" The board also adopted a revised Position Statement on Adult Education and stressed the importance of an enhanced public awareness program and recruitment efforts by local school boards to address the needs of the more than 500,000 CT adult residents who lack basic skills in reading, writing and computation. The statement speaks to issues such as accessibility to a well-defined system of adult education, English language and literacy services, and the need for quality programs that are assessed by clear, measurable standards. The statement also defines the link between adult education and early childhood initiatives, describing adult education as a "bridge across the achievement gap when linked with a district's early childhood initiatives. A copy of the position statement can be viewed at <http://www.state.ct.us/sde/board/adult.pdf>.

" The board discussed the 2001-2002 annual report on special education, reviewing the following highlights:

- 12.3 percent of Connecticut's 560,701 K-12 schoolchildren received special education services;
- The special education prevalence rate has been on the decline since its peak of 13.9 percent in 1995-1996;
- Just over 40% of the students receiving special education services were classified as learning disabled; 20% had a speech and language impairment; 10.6% had emotional disturbance; 8.7% were "other health impaired;" and 5.3% had intellectual disabilities. The remaining 12.5 percent included students with visual or hearing impairments, orthopedic impairments, multiple disabilities, traumatic brain injuries and autism.
- The total special education expenditure for Connecticut (unaudited) for 2000-2001 was \$955,656,108. Federal dollars made up only 5.7% of special education costs, while the state share was 35.1% and the district share was 59.2%.
- On average, 71.3% of students with disabilities participated in the standard administration of the Connecticut Mastery Test in Grades 4, 6 and 8; 25.2% participated in an alternative state assessment; and 3.5% were absent or had an invalid score. In Grade 10, 61.8% of students with disabilities participated in the Connecticut Academic Performance Test.

■ The Department of Education and the Department of the Treasury have teamed up to help students learn early how to manage their money. To do that, the two agencies on Oct. 3 launched an office of financial education within the Treasury Department. The Education Department also announced that a \$250,000 grant would go to the JumpStart Coalition, a Washington-based nonprofit group that promotes financial literacy, which will work on improving students' financial skills. The departments also released a report offering suggestions for improving students' knowledge of finance. The suggestions range from including financial education in state standards to pushing textbook publishers to include more financial education content. To view the report, visit www.treas.gov/press/releases/docs/white.pdf.

■ The 107th Congress adjourned last month without approving an extension in federal payments to states under the State Children's Health Insurance Program (SCHIP). Approximately 2.7 billion was sent to states to help pay for SCHIP, a program that provides health insurance for nearly 4 million needy children who otherwise would not be covered. However, states were unable to spend the money quickly enough. Authorization for nearly half of the funds expired on Sept. 30, the last day of fiscal 2002, and the money went back to the U.S. Treasury. An agreement from the legislators could have restored the \$1.2 billion in funds that expired in September as well as another \$1.5 billion due to expire later this year.

Regional credentials may become reality

Education leaders in Delaware, the District of Columbia, Maryland, Pennsylvania, and Virginia are trying to forge an unprecedented agreement that would allow new teachers to pursue a regional teaching license. The aim of the project is to increase teacher mobility and improve retention in the field to address teacher shortages. If all goes well, the voluntary credential will be offered sometime in 2003. One of the biggest obstacles for officials to resolve is the pension issue. State boards invest teachers' savings and the pension contributions from their employers on their behalf, and do not easily allow teachers to transfer policies from one state to another. Pamela Nichols, spokeswoman for the Delaware State Education Association, expressed another concern: "One negative is that the counties contiguous to us in Maryland, Pennsylvania, and New Jersey by and large pay more than Delaware. So, should all of this happen, we should see an exodus [of teachers]." For additional information, visit www.edweek.org/ew/ewstory.cfm?slug=10move.h22.

NLCB Update

■ Last month, the U.S. Department of Education issued final regulations on the *No Child Left Behind Act*. According to the regulations, children attending public schools deemed failing have to be offered transfers to better schools, regardless of whether those schools are already full. The new regulations are more stringent than expected. In earlier discussions of the new law, officials had said there would be one acceptable reason for denying children transfers: lack of capacity in good schools. But in the regulations released last month, federal officials eliminated that excuse. Critics suggest that the administration is quietly paving the way for vouchers to private schools as the answer when school districts with many substandard schools and few empty seats at better schools fail to deliver on the law's promise. For additional information about the regulations visit <http://www.ed.gov/PressReleases/11-2002/11262002.html>. (Source: nytimes.com, 11/26/02)

■ In addition to the regulations, the Department of Education has issued what is called a "Desktop Reference" on the No Child Left Behind Act. The guide is designed to provide a program-by-program look at the major reforms enacted in the new law. The publication can be viewed at www.ed.gov/offices/OESE/reference.pdf.

■ A major study has debunked the medical myth that childhood vaccines cause a child to become autistic. The study, published in the November issue of the *New England Journal of Medicine*, was conducted by a team of Danish doctors and epidemiologists who studied half a million children born in Denmark between 1991 and 1998. By comparing those who had been vaccinated with those who hadn't, the researchers found that there was no correlation between inoculation and autism. The rates for getting autism, or autism-related disorders, were the same for both groups.

■ A new study suggests that a revamped D.A.R.E. curriculum for seventh-graders is effective in making students more resistant to drugs. The findings are the first to issue from an ongoing five-year study of the revised curriculum that D.A.R.E. (Drug Abuse Resistance Education) America is testing in 227 middle and high schools. D.A.R.E., often criticized during the 1990s for not having the desired impact on young people, is making the curriculum changes with a goal of achieving better long-term outcomes. The revisions take advantage of research gains made over the last several years that have resulted in a better understanding both of how to prevent substance abuse and how young people learn. The role of law enforcement officers also has changed in the revised curriculum. They still lead the classes, but serve as facilitators or coaches rather than instructors. (Source: medscape.com / *Alcohol & Drug Abuse Weekly*)

■ Currently 18 states – enrolling half of all the nation's public school pupils – require their students to pass exit examinations

before they can graduate from high school with a regular diploma. Within the next six years, at least 24 states will have mandatory exit exams, affecting about 7 out of every 10 public school students and 8 out of 10 minority students.

■ A new study published in the September issue of *Pediatrics* finds that as young people watch more hours of TV, they are more likely to start smoking. In this study, kids who watched between 4 and 5 hours of TV a day were 5.24 times more likely to start smoking than those who watched less than two hours a day. Even though cigarette advertising has been banned from television since 1969, smoking is increasingly featured in movies and television. Researchers have shown that even before trying to smoke, kids who see tobacco use in movies report a more positive attitude about smoking. (Source: www.mediafamily.org / reprinted from *CAPSS Newsletter*, Nov. 2002)



Tax break for teachers

The I.R.S. has advised teachers to save receipts for purchases of books and classroom supplies. These out-of-pocket expenses may lower their taxes, thanks to a recent change in the law. The new deduction is available to eligible educators in both public and private elementary and secondary schools. They must work at least 900 hours during a school year as a teacher, instructor, counselor, principal or aide. Taxpayers may subtract up to \$250 of qualified expenses when calculating their adjusted gross income (AGI). They will need to itemize deductions to get this benefit. Prior to the change in the law, educators could take such expenses only as miscellaneous itemized deductions, which must be reduced by 2% of AGI. Details on this and other new tax law changes are in IRS Publication 3991, "Highlights of the Job Creation and Worker Assistance Act of 2002," which is available at <http://www.irs.gov/pub/irs-pdf/p3991.pdf>. (Source: CAPSS Newsletter, November 2002)

■ Making the arts a central part of the curriculum and applying rigorous standards not only improved students' learning of art, but other subjects as well, says an evaluation of an experimental program called Transforming Education Through the Arts Challenge (TETAC). From 1987 to 2001, 35 demographically diverse schools participated in TETAC, a project of the National Arts Education Consortium. Those schools made the arts a focus of their core curriculum and, in so doing, helped teachers incorporate more critical-thinking skills into their lessons and improved the school culture through greater collaboration by teachers in all subjects. (Education Week, 11/13)

■ The Knowledge Loom (<http://knowledgeloom.org/>) is a web-based professional learning resource managed by the Education Alliance at Brown University. It features collections of K-12 best practice resources and draws on the work of nationally-recognized technical assistance organizations, researchers, schools, and districts. A new feature on the site, called "The Principal as Instructional Leader," provides resources that principals can use to help them guide the learning of students and teachers at their schools. Visit <http://knowledgeloom.org/pil/index.jsp> to view lists of standards for effective instructional leadership; read stories about how principals have revitalized teaching and learning at their schools; skim summaries of the

TestTalk

In the October issue of *TestTalk*, the Center on Education Policy published an article which offers some realistic and balanced expectations about what tests can and cannot do. Among the article's conclusions about what tests can do well are the following:

- **Consistency:** Tests can provide information that is more standardized and consistent from school to school or district to district than measures based on individual teachers' judgments.
- **Comparative information:** Tests produce information that is comparable across different localities and can be used for various kinds of group comparisons.
- **Summary information:** Tests can provide valuable summary information about the performance of individual students or groups by subject, topics, and skills.

The article suggests the tests have a number of limitations, among them are the following:

- **Score inflation:** Teaching to the test can raise scores without students actually learning more.
- **Changes in test-taking population:** Yearly changes in student population can cause fluctuation in the average test scores of a class or a school.
- **Volatility of average scores:** Volatility in average test scores due to external factors could make it difficult for schools to show the continuous progress demanded by the *No Child Left Behind Act*.

research that supports these standards; and browse links to articles, literature reviews, and professional development offerings related to instructional leadership.

■ A new study of 100 adolescents who were in treatment for heroin dependence in 1999 showed that over one-half (57 percent) of the adolescents used heroin intravenously. Over 97 percent of the adolescents were white; their average age was 17, although patients ranged as young as 14; and, they averaged over one year of lifetime heroin use, making many of the teens less than 16 years of age at first use of the drug. Furthermore, approximately 40% of the adolescents were diagnosed with at least one psychiatric disorder. Heroin use among American young people has risen to its highest level in the past 30 years and has doubled since 1991. The rapid rise has been attributed to the purer and less expensive heroin that is easily available to young people. (Source: medscape.com)

2002 GENERAL ASSEMBLY ELECTION ANALYSIS

By Marshall R. Collins, Esq., CAS Lobbyist

Although Democrats maintained their majorities in both chambers of the General Assembly, major changes will occur. In the House, Republicans appear to have gained a net six seats to reduce the Democratic majority to 95-56. Republicans made their gains by defeating incumbents and capturing new districts created by reapportionment.

For the first time in nearly a decade House Republicans defeated incumbent Democrats. Six Democrat incumbents appear to have lost, subject to a few recounts that are still proceeding. Republicans also won all four newly created House districts.

Democrats maintained their 21-15 margin in the State Senate, picking up the formerly Republican 16th district (Waterbury, Wolcott and Southington) as Christopher Murphy won a battle with fellow incumbent State Representative Ann Dandrow. Democrats held the other open Senate seat, the 27th (Stamford), as newcomer Andrew McDonald defeated State Representative Michael Fedele (R-Stamford).

As is usual in elections following reapportionment, an unusually large number of incumbents are not returning, either because of retirement, defeat or running for other office. This year sixteen and seven veteran House Democrats and Republicans, respectively, will be missing when the General Assembly convenes on January 8, 2003. In the Senate three Democrats and one Republican are not returning.

The loss of so many veterans and the election of two new Majority leaders will result in many leadership changes, particularly among House leadership on committees.

There have also been some changes in caucus leadership. Although all four caucus leaders have been reelected: Kevin Sullivan (D-West Hartford) as President Pro Tempore of the Senate; Moira Lyons (D-Stamford) as Speaker of the House; Louis DeLuca (R-Woodbury) as Republican Senate Leader, and Robert Ward (R-Northford) as minority leader in the House, there are two new majority leaders: Senator Martin Looney (D-New Haven) and Representative James Amann (D-Milford). The combination of vacancies and changes will result in significant reshuffling of key committee positions.

The new leaders, and the 26 new legislators, will have to adopt a two-year budget. Current estimates are that without some combination of spending cuts or tax increases, the budget will be approximately \$800 million in deficit. Finally, the legislative process that resulted in virtual gridlock and required two special sessions in 2002 will have to change if Connecticut is to move forward. With so many new leaders and legislators, such major change is both essential and likely.

SAVE THE DATES! f SAVE THE DATES! f SAVE THE DATES!

CAAD and CASC are TEAMing up to bring a new and enlarged student leadership conference to student leaders of athletic and non-athletic activities within CAS member high schools. The theme is TEAM - Together Everyone Achieves More. The dates are April 4-5, 2003. Conference program and registration materials will be mailed in early January. Special discounts available to conferences with all schools represented.

SAVE THE DATES! f SAVE THE DATES! f SAVE THE DATES!

COMING SOON TO A WEB SITE NEAR YOU . . .

Interscholastic Computer Programming Competition!

www.highschools.topcoder.com

- ▶ Check-out the resources listed here!
- ▶ Register your interest in participating in this exciting new academic competition!
- ▶ Stay tuned as we prepare for our first practice rounds in the new year!
- ▶ Return on January 17th when this site is live and fully operational!
- ▶ Contact Mike Buckley (mbuckley@casciac.org) for more information!

Indoor Air Quality Needs Receiving Attention

By Tom Galvin, Director, CT Principals' Center
As problems with air quality continue to proliferate, a variety of agencies and associations are putting together resources to help schools deal with such problems. According to a Government Accounting Office survey, half of all schools who responded "reported at least one environmental problem which affects air quality."

One resource being used by many schools is the *Indoor Air Quality Tools for Schools* (Kit) which offers a practical plan of action to improve indoor air problems at little or no cost. Information on *Tools for Schools*, which is co-sponsored by a number of national organizations can be accessed at <http://www.epa.gov/iaq/schools/tools4s2.html>.

Another helpful resource is the Connecticut Department of Public Health's website. Visit www.dph.state.ct.us/BCH/EEOH/iaqcm.htm to download publications related to this important topic.

"I always wondered why someone didn't do something about that, then I realized that I was someone." — Lily Tomlin

rights); (5) Special Education (including the rules under the Reauthorization Act of 1997); (6) Collective Bargaining; and (7) Obligations of School Boards as Employers (including sections on minimum wage and overtime rules, discrimination issues and constitutional rights). It also contains an extensive Table of Cases and Index.

Tom chairs the Education Practice Group at Shipman & Goodwin LLP, in Hartford. An honors graduate of Yale College and Harvard Law School, Tom has worked with local and regional school districts in Connecticut for over twenty-five years. Tom is also adjunct professor at the University of Connecticut Law School, where he teaches Law and Public Education, and professor in residence at the Neag School of Education, where he teaches courses on school law and labor relations. Tom writes the "Legal Mailbag" column for the CAS Bulletin and he is a frequent presenter at CAS conferences. In 2001, CAS awarded Tom its Distinguished Friend of Education Award.

The *Guide* is available for \$39.95 plus postage and handling. To place an order, call Joanne at the CAS office at (203)250-1111 or order on-line at <http://www.casciac.org/legal.shtml>.

Celebration, continued from page 1

Dr. Allen Fossbender, principal of Joel Barlow High School in Redding and president of CAS, and Dr. Betty Sternberg, associate commissioner of education, extended congratulatory remarks to the honorees prior to dinner.

The evening concluded with an awards ceremony during which each of the six honorees was recognized individually. The honorees were called to the podium one by one to receive an engraved pen holder and a personally inscribed copy of "Learning By Heart," by Roland Barth. There they were also entertained with a short presentation which included stories of their accomplishments, pictures of them as "administrators in action," and quotes from friends and colleagues.

In his closing remarks, Mr. Gray once again commended the evening's honorees for their outstanding accomplishments. "In the midst of declining resources, accountability pressures and the myriad demands of your work, you continue to bring innovation, inspiration and dignity to the work of educating our children," praised Mr. Gary. "After meeting each of you, I am not surprised that Connecticut was recently named the 'smartest state' in the nation."

By all accounts, the first annual "Celebration" was a rousing success! Many thanks to the members of the organizing committee, Janet Garagliano, Mike Rafferty, Ev Lyons and Andrienne Longobucco.

To see pictures of the event and to learn more about these outstanding educators, visit http://www.casciac.org/scripts/show_pics.cgi?CELEBRATION02.



Elementary Assistant Principal of the Year Laura Russo (right) enjoys dinner with her colleagues from New Haven.

From the Executive Director. . .

"The Connecticut Association of Student Councils has gotten off to a great start this year. Over 75 activity advisors attended the advisor workshop at the Holiday Inn in Cromwell on October 28th. The speaker, Tom Heethuis, gave a well-received program covering tips for activity advisors, both new and seasoned, and taught everyone a great process for leadership which students can use for every project. The Fall State Leadership Conference was hosted by East Hartford High School on Tuesday, November 5th, and over 600 students from thirty-five high schools attended. Jim Fitzgerald, Director of the Student Leadership Training Program (held each summer at Nichols College), was the speaker. He reminded students that positive attitudes are contagious and how important it is to make our attitudes worth catching.

The state executive board met with the CAAD/CIAC Student Leadership Conference Committee and a decision was reached to merge the two state student leadership conferences this spring. This unified leadership conference will be held on April 4 and 5, 2003, in Cromwell, CT and will offer leadership workshops that apply to the full range of activities in your schools. After all, problem solving,

decision making, goal setting, time management, good sportsmanship, teambuilding and healthy life styles are important to all student leaders whether they do it on the playing field or within their buildings. The theme for the conference will be T.E.A.M., an acronym for Together Everyone Achieves More. It will be a hotel conference. We are working on the speakers, site and schedule and will update you as soon as we know more.

The LEAD conference will be in Valley Forge, Pennsylvania on March 7 to 9, 2003. This is a wonderful opportunity for our students to network with students from across New England. This conference is organized by the National Association of Secondary School Principals and is always an exciting, worthwhile experience. Information about the trip is in the latest CASC newsletter. The spots on the bus will fill up quickly and no one's seat is held without the initial deposit.

CASC will be supporting the CAS Middle Level Student Leadership Conference to be held at Quinnipiac University on March 12, 2003. Many high school students will be presenting workshops at this time.

I hope you all have a wonderful holiday and enjoy your well-deserved break."

Mary Leger
East Hartford High School

HIGH SCHOOL GETS LATE START. . . AND LIKES IT!

By Tom Galvin, Principals' Center Director

In response to the recommendation of the Minnesota Medical Association and research from Brown and John Hopkins universities on adolescent sleep patterns, Edina High School in Minnesota advanced the start time of the first class of the day from 7:25 to 8:30 a.m. and the end of the last class from 2:05 to 3:10 p.m. four years ago. Edina High School principal Chase Anderson reports that the change has had a very positive effect on his school of 1,600 students grades 10-12. According to the school its first priority is to create the best learning environment for students - even with, as Anderson states, some inconvenience, especially for adults, in meeting this priority. The high school students and staff, according to Anderson, "love" the late start time and would "revolt" if there were a return to an earlier time. Students are more alert, there are fewer absences, fewer students are arriving late and there is an increase of students participating in extra-curricular activities.

Although many high schools in the metropolitan St. Paul-Minneapolis area have adopted later start times, this is not the case in the Edina High School area and this has been an issue in implementing the change. Anderson says that the initial fears have been resolved by a willingness by the school to compromise for the benefits of the later start. Student athletes, especially in late fall, are dismissed from school early if the time is needed to complete a contest before dark. Lighted football fields are used to a large extent for soccer contests. Both student athletes and teachers have worked cooperatively to make up for the lost school time and the benefits to the a.m. time have made it worthwhile, according to Anderson.

The additional time in the morning resulting from the later start has been used for make-up work, conferences, meetings and about 80 students are enrolled voluntarily in courses which could not be scheduled during the day due to their specialties. Anderson states there are some students who, unlike the majority, are able to function academically in the morning.

The bus schedule has not been a problem. However, the middle school (grades 6-9) starts at 7:45 a.m., not an optimum time for the 8th and 9th graders in particular, according to Anderson.

Laura Trieting Nelson, Communications Director for the Edina Public Schools, states that it was very important to keep parents, students and the community informed about why the decision for a later start was being

YOUTH GAMBLING: Not a risk-free activity

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

On October 21, 2002, over thirty assistant principals were in attendance at CAS to hear from and interact with Susan MacLaughlin, Director of the Department of Mental Health and Addictive Services' (DMHAS) Gambling Treatment Program, and Jan Laster, Prevention Partnership Director for RYASAP, on the focus topic of youth gambling. Why, in a state that promotes gambling and is increasingly dependent upon revenues from gambling, is it important for assistant principals to focus on this topic? Because, according to Ms. Laster, the chances of having students in our schools impacted by problem gambling are increasing.

One in twenty adults in this state will have a problem at some point in their life as a result of gambling, and young people - "the first generation to grow up in the era of legalized gambling" - are becoming problem gamblers at twice the rate of adults. The profile of who's at risk cuts a wide swath - male (though this is changing), highly intelligent, action-oriented, and someone who has experienced early big wins. Those present cited many examples of both condoned (50/50 raffles, faculty sports pools, casino trips, etc.) and prohibited (students booking games, cards and dice, student-run sports pools, etc.) gambling activities existent in their school communities. Ms. Laster encouraged school administrators to consider the following questions when reviewing this topic

with their student, faculty, and parent groups:

1. What gambling behaviors are you seeing at your school (youth and adult)?
2. Is your Student Assistance Team skilled in the recognition and referral of problem gamblers and those who are impacted by them?
3. Do gambling policies exist, and, if so, are they enforceable? Are there practices that are beyond the scope of policy?

Jan Laster of RYASAP (Regional Youth Adult Substance Abuse Project) described a collaborative project developed with the Town of Monroe to prevent problem and underage gambling among students at Jockey Hollow Middle School and Masuk High School. Several initiatives have been undertaken to raise awareness and to inform and educate students and other citizens. Of note are the personal guidelines adapted from the work of Roger Svendsen and Tom Griffin in Minnesota:

- The decision to gamble is a personal choice.
- Gambling is not essential to having a good time.
- A limit of what is an acceptable loss needs to be established before starting to gamble.
- If you choose to gamble, do it legally.
- If you choose to gamble, reduce your risks by setting personal rules beforehand that are followed. Fully understand the game you play and the concept of odds.

continued on page 8

Respect Me! Reducing Teasing, Taunting, and Bullying in CT Schools

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

Every day in the United States, 160,000 public school students stay home out of fear, not just of physical harm but of teasing, taunting, and bullying in all of its forms. The social costs of this unfortunate violence are enormous both for its recipients and perpetrators. For students on the receiving end, results range from diminished school performance to dropping-out - or worse. As the U.S. Secret Service report on school shooters revealed, every one had been teased excessively and bullied. For those doing the bullying, research has shown that children identified as bullies in elementary school often are incarcerated before reaching the age of thirty.

Connecticut, one of the highest achieving academic states in the nation, is not immune to the harm that results from negative interactions between and among students and adults within its schools. Despite calls to take strong action to make our schools safer, we continue to hear about incidents where students at young ages are teasing, taunting, and bullying one another, or about older students involved in inappropriate behaviors including initiation rites and hazing. But the cases that make the headlines form but the tip of the iceberg. They are drawn from points on a continuum of violence that starts with ill-conceived humor and language and ends with physical injury and even death.

In letters to school leaders in Connecticut in each of the last two years, Commissioner of Education Theodore Sergi has strongly urged action to free schools from discrimination and harm, making them places where helping others is valued and harming others is not tolerated. At the elementary and middle schools in the state, progress is being made. The Don't Laugh At Me initiative addresses problems of teasing, taunting, and bullying and is now in about two thirds of these schools. No such comprehensive initiative is yet available or occurring at the high school level, however.

Late Start, continued from page 7

made (due to the sleep research) and this strong commitment helped keep the reactions of the school community positive about the change.

In Connecticut, Senator Sullivan has advocated a later high school start time and Jonathan Fine, M.D., President of the Connecticut Thoracic Society, and Edward O'Malley, Ph.D., Director of the American Board of Sleep Medicine, are both involved in sleep deprivation research, and have spoken at a number of meetings across the state on behalf of a serious discussion of the issues related to sleep deprivation and a later start time for high school students.

What is occurring, unfortunately, is the increasing imposition of the sanctions of suspension and/or expulsion as a result of tightened codes of conduct. Suspensions and expulsions are rising in Connecticut at a rate that outstrips student population growth with 125,000 incidences in 1998-1999, 141,000 in 1999-2000, and 151,000 in 2000-2001. And significant human costs are associated with suspension and/or expulsion. Minority and disabled students are suspended from school at several times the rate of white students and all children face greater risks of dropping out permanently and becoming entangled in the courts when they are excluded from school. A Center for Disease Control study documents differential rates of hazards for kids who are regularly attending school as opposed to those who are not.

In response to this need, CAS has partnered with the CT State department of Education and Operation Respect CT and offered on a pilot basis during the last five school months four, one-day Respect Me! workshops for high school teams of students, teachers, and administrators interested in reducing negative behaviors and improving their climate for teaching and learning. Forty-three of the states' 176 public and parochial high schools have participated to date. A Respect Me! program for middle level teams in November also drew participants from fourteen schools.

In order to accommodate those schools who have not yet participated (as well as those interested in sending a second or third team to participate in the training), CAS has scheduled the following additional one-day training sessions for teams from high schools: January 30th, March 5th, and April 9th, 2003. Middle school sessions have been added on February 12th and May 1st, 2003. Schools interested in registering may do so on line (www.casciac.org) or by contacting Mike Buckley at CAS (1-203-250-1111 or mbuckley@casciac.org).

RESEARCHERS LINK DYSLEXIA TO SPECIFIC AREA OF THE BRAIN

Dyslexia is linked to a particular region of the brain, finds a new study from Yale University.

Researchers in Yale's pediatrics department identified a specific area of the brain related to reading. That region is busy in strong readers, but those with dyslexia show disruptions in that area.

A previous study showed a similar disruption in adults' brain processes, but "we did not know if this disruption was just the end result of years of poor reading or if it was there from the beginning of the time a child should be able to read, which is around 6 or 7 years-old," Yale pediatrics professor and study co-author Sally Shaywitz said.

Lead author Bennett Shaywitz, a professor of pediatrics and neurology at Yale, said dyslexic

ON THE LIGHTER SIDE

Some Hot Tips for Your next Interview and Employee Evaluation

Editor's Note: Though I have not been able to confirm it, these were allegedly taken from real résumés and cover letters and printed in the July 21st issue of "Fortune" Magazine. Real or fabricated, they are certainly entertaining!

1. "Received a plague for Salesperson of the Year."
2. "Wholly responsible for two (2) failed financial institutions."
3. "Reason for leaving last job: maturity leave."
4. "Failed bar exam with relatively high grades."
5. "It's best for employers that I not work with people."
6. "Let's meet, so you can 'ooh' and 'aah' over my experience."
7. "Marital status: Single. Unmarried. Unengaged. Uninvolved. No commitments."
8. "I have an excellent track record, although I am not a horse."
9. "I procrastinate, especially when the task is unpleasant."
10. "Note: Please don't misconstrue my 14 jobs as 'job-hopping'. I have never quit a job."
11. "Marital status: Often. Children: Various."
12. "The company made me a scapegoat, just like my three previous employers."
13. "References: None. I've left a path of destruction behind me."

These quotes were allegedly taken from actual performance evaluations:

1. "Since my last report, this employee has reached rock bottom and has started to dig."
2. "I would not allow this employee to breed."
3. "This associate is really not so much of a has-been, but more of a definitely won't be."
4. "This young lady has delusions of adequacy."
5. "Works well when under constant supervision and cornered like a rat in a trap."
6. "He sets low personal standards and then consistently fails to achieve them."
7. "This employee is depriving a village of an idiot."
8. "This employee should go far and the sooner he starts, the better."

children compensate for their disability by learning to read - albeit more slowly - with other parts of their brains.

"Dyslexic children can't use the highly specialized area of the brain that is activated in good readers and therefore don't read automatically or fluently," Bennett Shaywitz said. "But because they develop compensatory systems on the front and the right side of the brain, they read more accurately over time, but remain slow readers."

The study underscores the importance of identifying dyslexia early so that children who have the disorder can get the reading help they need, Shaywitz said.

-- Education Daily

middle school news

Teacher and School of the Year Honors Presented

By Earle G. Bidwell, Assistant Executive Director

One hundred eighty three educators and friends of education turned out in three communities in November to recognize the CAS Middle Level Teacher of the Year, Dan Coughlin from Mansfield Middle School, and the co-winners of the CAS Middle School of the Year Award, East Hartford Middle School and Mystic Middle School.

At a dinner at the Nathan Hale Inn on the campus of the University of Connecticut, Mr. Coughlin was cited for his exciting, innovative and hands-on instructional methods. Whether studying the industrial age through the eyes of a child in the mills of Lowell, MA, or immigration through a unit on Ellis Island in which students "dress and live" the part of immigrants, students are unlikely to forget the lessons or the passion of this exemplary teacher.

Mr. Coughlin has had an extraordinary impact on the entire Mansfield Middle School community as a leader in developing a school culture which values shared decision-making. In the words of colleague Julie White, "You've given us many reminders that our efforts as educators are just that -- our efforts. Your work has prevented a destructive "us --them" mindset. We are all fortunate that you have helped make sure our school is one that values teacher's professional opinions." Accolades were also forthcoming from former principal Carole Iwanicki, acting principal Jeff Cryan and colleague Bob Fulton. Earle Bidwell, CAS assistant executive director, and Norma-Jean Posocco, chair of the CAS Center for Early Adolescent Educators and a colleague of the award winner, made the presentation.

"We're building a better world, one student at a time." "Good schools are a product of good educators and it is clear that EHMS has an abundance of good teachers and visionary leadership." These are but two of the many words of praise accorded Principal David Welch and the faculty and staff at East Hartford Middle School at the Marco Polo Ristorante on November 19, 2002. Rochelle Schwartz, Principal of Northeast Middle School in Bristol and member of the CAMSP board, praised the school by stating, "I have visited schools in urban settings, the suburbs and rural schools as well. While their approaches are necessarily different and their challenges varied, they all share a common characteristic - they do the best they can with the resources available and provide high quality learning experiences for their children. Having read East Hartford Middle School's application and visited your school, I have been given a rare insight into both the considerable achievements reflected in the application and the day-to-day contributions of a talented and committed middle level community." Other speakers were Mayor Tim Larson, Superintendent James Fallon and Board of Education Chair Kathleen Randall, who read a proclamation of congratulations from the General Assembly of the State of CT.

The Mystic Hilton was the venue for the Mystic Middle School celebration on November 21, 2002. Superintendent of Schools Michael McKee provided opening remarks and commendations. Among the words of praise given to Principal Sue Dumas and the entire school community were, "Mystic is part of (an) elite group of exemplary schools as evidenced by your participation in the "Renovate as New" program, by the New England League of Middle Schools assessment and by your use of the two middle school cutting edge documents 'This We Believe and 'Turning Points 2000'. There is ample confirmation that the entire program is geared toward success for all students and there is a plethora of evidence that classes are exciting and stimulating, and students are challenged to do their best." Representing the CAS middle level board and presenting the award was Old Saybrook Middle School Principal Michael Rafferty. Mr. Rafferty commended the school for the myriad of choices presented to students and parents and for exemplary practices such as looping. Finally the school was commended for exemplary inclusion of the fine arts into the core educational program.

Mystic Middle School, East Hartford Middle School and Daniel Coughlin are the latest in a long line of exemplary educators who are making a difference in the lives of early adolescents in Connecticut. To learn more about them, check out the middle level pages on the CAS web-site at www.casciac.org.

Reflections on the NMSA Conference

By Earle G. Bidwell, Asst. Executive Director

What a difference a year can make! Just one year after the sparsely attended NMSA Convention in Washington D.C., only weeks after 9/11, eight thousand, seven hundred and fifty middle level educators gathered in Portland, Oregon, for the 2002 conference entitled "Building Bridges to the Future." According to information released by NMSA in the on-line middle-e-connections, there were over 40 pre-conference sessions, 584 presenters and over 400 breakout sessions. Two hundred affiliate leaders from all fifty states and many other countries attended the affiliate leader strand.

Among the distinguished keynoters were Bertice Berry, sociologist and lecturer from Kent State University, and Jonathan Kozol, one of America's best-known devotees of issues related to education and social justice. These were but two of the outstanding speakers who set the tone for the breakouts in nine different strands. A look at the strand titles reflects the progress middle level education has made in the last few years. They are:

- Responsive Curriculum and Instruction to Meet High Standards
- Quality Teachers and Teaching
- Diverse School Community
- Listening to, Understanding and Responding to Young Adolescents
- Safe and Healthy Schools

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Bits & Bytes . . .

■ This fall, NAESP and the National Middle School Association launched "Middle Matters Online," an electronic newsletter that will be produced three times a year and directed at members of both associations who are principals of middle-grades schools. The first issue focuses on parent involvement in the middle grades. Go to <http://www.naesp.org/comm/midmat.htm>.

■ According to NASSP Executive Director Gerry Tirozzi and NAESP Executive Director Vince Ferrandino, "middle level schools are often left out of the national education conversation. High schools and elementary schools often seem to get all the attention." Read their views on how to strengthen the middle school voice. http://www.principals.org/publicaffairs/views/school_middle.htm.

. . . more middle school news

NMSA, continued from previous page

- Effective Leadership
- Young Adolescents, Appropriate Assessment, and High Standards
- Community Involvement in the Education of All Children
- School Improvement

As the greatest number of sessions were devoted to "Responsive Curriculum and Instruction" followed by "Quality Teachers and Teaching" it is clear that much of the convention was devoted to raising standards for the education of young adolescents.

The state affiliate leaders strand attended by Connecticut representatives, Preston Shaw, principal of Griswold Middle School in Jewett City and vice chair of the Connecticut Association's Middle Level Division, and this writer focused on "No Child Left Behind" legislation. According to NMSA Executive Director Sue Swaim, the legislation is rather unique for several reasons. First, unlike most educational bills, it was developed without any consultation with any of the recognized educational leadership groups such as NMSA, National Association of Secondary School Principals, National Association of Elementary School Principals or the Association for Supervision or Curriculum Development. Second, the effective date of the bill was only one day after passage and long before any implementation plans were developed. Third, the 2.5 billion dollars that is supposed to fund the various initiatives is still not available due to a budget freeze. Essentially, it currently amounts to an unfounded mandate. Finally, there appears to be an overemphasis on testing and teacher content standards and a total disregard for pedagogy and teaching methods and strategies.

Despite all of this, "No Child Left Behind" (NCLB) provides a unique opportunity for middle level educators. "A close look reveals the act can provide support for many practices that are the hallmark of middle level education, tenants espoused by "This We Believe" (National Middle School Association 1995) and "Turning Points 2000" (Jackson & Davis). Like these documents, NCLB advances the notion that all students can achieve, and it also identifies effective strategies that are believed will result in the success of every student." The above quote from a new NMSA publication "No Child Left Behind, Implications for Middle Level Leaders" by Patricia George, summarizes the position of the national association to view the bill as an opportunity and to use the various titles within the bill to further the advancement of middle level education toward the goal of ensuring success for all students.

Another highlight of the affiliate strand was the 2002 *Teams That Make a Difference* awards presentation. The association awarded plaques and cash awards to four extremely talented and effective teams. The winning teams and their projects were:

- Connecting Adolescents with Their Community; American Embassy Middle School, New Delhi, India and Windsor Knolls Middle School Ijamsville, Maryland; and
- Increasing Academic Achievement; Ann Hawkins Middle School, Columbia Missouri and Dutchtown Middle School in Geismar, Louisiana.

As the only national award granted by NMSA, *Teams that Make a Difference* is indeed prestigious and indeed indicative of the value placed on teamwork in middle level education.

Finally for those who have not visited Portland, Oregon, it was a wonderful site for the convention. A revitalized downtown, a new (free) light rail and bus transportation system and a clean, safe environment made travel, dining and free time interesting and enjoyable. A great deal of credit is due the Oregon Middle School Association and co-chairs Jan Burgess and Mike Scott for hosting a well run and rewarding convention.

Please join us at the upcoming NELMS workshops at CAS . . .

EFFECTIVE TEAMING

January 29, 2003 • Cheshire, CT • Topic No. SMC5
Carole Iwanicki, Connecticut Consultant

Learn the pathway to effective teaming practices. Teams need key components to succeed. Learn what these components are through developing a strong framework and experiencing valuable lessons to bring back to your teams.

MAKING THE SCHEDULE WORK

January 30, 2003 • Cheshire, CT • Topic No. SME3
Rosemary Bonner, Connecticut Coordinator

Scheduling allows for middle level programs and practices to take place. Individuals will be guided through the maze of making the decisions necessary for the development of a schedule best suited for each participant's school. Ideas, skills, and conceptual framework necessary to construct effective team-building and schedules will be covered. Various models, each with advantages and drawbacks, will be discussed. Participants will have time to work on their own schedules.

For registration information, please contact Earle Bidwell at ebidwell@casciac.org.

Paint Brush

I keep my paint brush with me
Wherever I may go,
In case I need to cover up
So the real me doesn't show.
I'm so afraid to show you me,
Afraid of what you'll do - that
You might laugh or say mean things.
I'm afraid I might lose you.
I'd like to remove all my paint coats
To show you the real, true me,
But I want you to try and understand,
I need you to accept what you see.
So if you'll be patient and close your eyes,
I'll strip off all my coats real slow.
Please understand how much it hurts
To let the real me show.
Now my coats are all stripped off.
I feel naked, bare and cold,
And if you still love me with all that you see,
You are my friend, pure as gold.
I need to save my paint brush, though,
And hold it in my hand,
I want to keep it handy
In case someone doesn't understand.
So please protect me, my dear friend
And thanks for loving me true,
But please let me keep my paint brush with me
Until I love me, too.

*By Bettie Youngs, from **Chicken Soup for the Teenage Soul***

News & Notes

" NAESP Executive Director Vincent Ferrandino and NASSP Executive Director Gerald Tirozzi have co-authored an editorial entitled "Getting Ahead of No Child Left Behind." The editorial was written from a principal's perspective and in an effort to address some of the confusion and concern generated by the *No Child Left Behind Act*. Read the article in its entirety at http://www.naesp.org/misc/edweek_article_11-20-02.htm

" A young child's social and emotional development is just as important to future success in school as his or her academic knowledge and skills, concludes a recent report from the Ewing Marion Kauffman Foundation. According to the study, children who experience problems in social-emotional functioning also experience delays in acquiring early academic skills. "Young children who develop strong early relationships with parents, family, caregivers, and teachers learn how to pay attention, cooperate, and get along with others. As a result, they are confident in their ability to explore and learn from the world around them," says the report. The report stresses the importance of exposing children to early- childhood education programs which foster social and emotional growth, as well as cognitive development. Program providers should nurture strong and positive relationships between teachers and children, keep class sizes small so children can talk often with both adults and peers, and make sure teachers are specifically trained in early-childhood development. Read the full report, "Set for Success: Building a Strong Foundation for School Readiness Based on the Social- Emotional Development of Young Children, at www.emkf.org/pdf/eex_brochure.pdf.

" A new study from the Economic Policy Institute links learning deficits among kindergartners to poverty. The study, which uses data from the U.S. Department of Education's ongoing study of 16,000 kindergarten students, shows that reading and math test

scores are directly linked to the students' socioeconomic level. According to "Inequality at the Starting Gate," kindergartners in the lowest fifth of socioeconomic status came from families that owned just 38 books, compared with 108 for kindergartners whose families are in the top fifth. Furthermore, 20 percent of the poorest kindergartners have a computer in their homes, compared with 85 percent of kindergartners from the top income level. Children from poorer households, it notes, also spend more time watching television – 18 hours each week, compared with 11 hours weekly for children from the highest socioeconomic status. Read more about what many disadvantaged students are lacking when they arrive at school by viewing the executive summary of the report at http://www.epinet.org/books/starting_gate.html#exec.

" Anthony Arduar, principal of Central Elementary School in Ferndale, Washington, was voted president-elect of the National Association of Elementary School Principals. Mr. Harduar began his one-year term in July.

CAS Posts On-Line Survey

All elementary school administrators should have received a copy of the annual CAS Legislative Survey. If you have not done so already, we encourage you to complete the survey at your earliest convenience. The survey results will provide important feedback to the Legislative Committee so that it can prepare a legislative agenda based on the particular needs and interests of our member schools. The survey can be completed on-line at www.casciac.org/legsurvey.shtml.

Anyone who has questions or who would like to add comments to the survey, please email Tom Galvin, tgalvin@casciac.org, or Legislative Committee Chair Larry Nocera, noceral@glastonburyus.org.

A glimpse at the fall conference . . .



Luncheon speaker Peter Yarrow, formerly of *Peter, Paul & Mary*, receives gift from Conference Co-Chair Kit Bishop

Read all about the fall conference -- held at the Farmington Marriott on November 16th -- in next month's issue of the BULLETIN!

Facts on Media Violence

From the American Academy of Pediatrics, here are some things you should know about media violence:

WMore than 1,000 studies confirm the link between media violence and aggressive behavior in children.

WBy age 18, the average American child will have viewed about 200,000 acts of violence on television alone.

WThe level of violence during Saturday morning cartoons is higher than the level of violence during prime time.

WMedia violence is especially damaging to young children (under age 8) because they cannot easily tell the difference between real life and fantasy. Violent images on television and in movies may seem real to young children.

WMedia violence often fails to show the consequences of violence. As a result, children learn that there are few, if any, repercussions for committing violent acts. —Dateline NAESP

Bringing Unified Sports® to South Africa

By Ann Malafronte, Director, CIAC Unified Sports® Program



CIAC Unified Sports® Director Ann Malafronte (r) and Marianne Mudziwa, director of Regional Growth, Africa for Special Olympics International, enjoy a beautiful view during their visit to South Africa.

Little did I expect that a phone message on the morning of October 15, 2002, stating that a Special Olympics International intern from South Africa would be observing our Unified Sports® Middle School soccer tournament that day, would lead to my flying to Johannesburg two weeks later! Frequently, guests from other states and even countries are brought to Unified Sport® events to see how we operate. Connecticut has been a model for Unified Sports® since the late 1980's.

However, when Beau Doherty, executive director of Special Olympics Connecticut called the following day with a request that I go to South Africa to assist with a two-day Unified Sports® training workshop, I was shocked! "Couldn't we have a conference call?" was my response. Upon hearing that Nelson Mandela had given a half-million dollars from his Children's Fund for this project and that Special Olympics had matched it, my interest peaked! "This is big, Ann", Beau stated. "This will be the most important thing that you do in your lifetime", were the words that rocked my soul! This would be a tremendous opportunity to help to improve the lives of children halfway around the world. Now, I was very excited!

Exciting it proved to be. Quickly, plans were made, immunizations arranged, conference calls held with SOI and South Africa, and I found myself searching for a mosquito net and books about a continent that was so unknown to me.

Subsequently, the mosquito net was never opened and I had been totally unprepared for the wonderful experience of meeting a host of people that knew far more about the USA than I knew about their country! I was shocked by the wealth of Johannesburg, the beauty of the lavender jacaranda trees that were in bloom, and the availability of gorgeous shopping malls and fine restaurants.

Unfortunately, I was equally unprepared for poor living conditions of the squatters in their homemade shacks on the outskirts of Johannesburg and for the sadness that I felt for the disabled youngsters that I met at Takelani School and Home in Soweto.

The highlight of my long journey (14 hours on a direct flight) was actually meeting Nelson Mandela! Marianne Mudziwa, who had visited our Unified Sports® soccer tournament, had been an assistant to Mr. Mandela and brought me to his office. It was a tremendous honor to meet him and I told him so. (I can't remember what he said to me, as I was so nervous!)

Planning for and taking part in presenting the two-day workshop with the

continued on page 13

Special Olympics, NFHS join together for "Make the Point" program next year

The National High School Federation (NFHS) and Special Olympics have joined forces to create a national fund-raising event next year that could benefit thousands of individuals involved in Special Olympics.

Free throws will abound on October 25, 2003, when high schools and junior high schools come together to "Make the Point" for Special Olympics. In this special "Make the Point" fund-raising event, students will solicit pledges from family and friends for the number of free throws they attempt. In addition to Special Olympics benefiting from this program, schools will keep 10 percent of the revenue raised by the students.

"The NFHS is thrilled with this partnership with Special Olympics," said NFHS Executive Robert F. Kanaby. "Our organizations are very similar in the sense that they both offer positive programs that benefit the youth of America, so this is a great match. I am confident that this will be a very successful effort for both organizations. We will be counting on athletic directors, principals and students in our nation's high schools, as well as our member state associations, to help drive this program that creates an opportunity to teach young people to give back to their community."

"We are very excited about the NFHS teaming up with Special Olympics to "Make the Point," said Timothy P. Shriver, president and CEO of Special Olympics. "This event will bring together two organizations whose missions are to empower individuals by learning life skills through sports. "Make the Point" will help raise awareness across the United States about the Special Olympics movement and highlight the positive activism of today's youth."

The potential of this program is unlimited. As an example, if 100 students per school raise \$25 each, with a total of 5,000 schools participating, a total of \$12.5 million would be raised for Special Olympics. The majority of the proceeds would go primarily to benefit the thousands of Special Olympics athletes across the country. In addition to the 10 percent retained by the participating schools, the NFHS would receive a small percentage of the total revenue as well, which will provide needed revenue to support educational athletics.

While many of the details are yet to be determined, the date of October 25, 2003, has been set. On that Saturday, students will shoot free throws at their local facility. A variety of materials will be made available to participating schools, including how-to instructions, banners, posters and participation certificates.

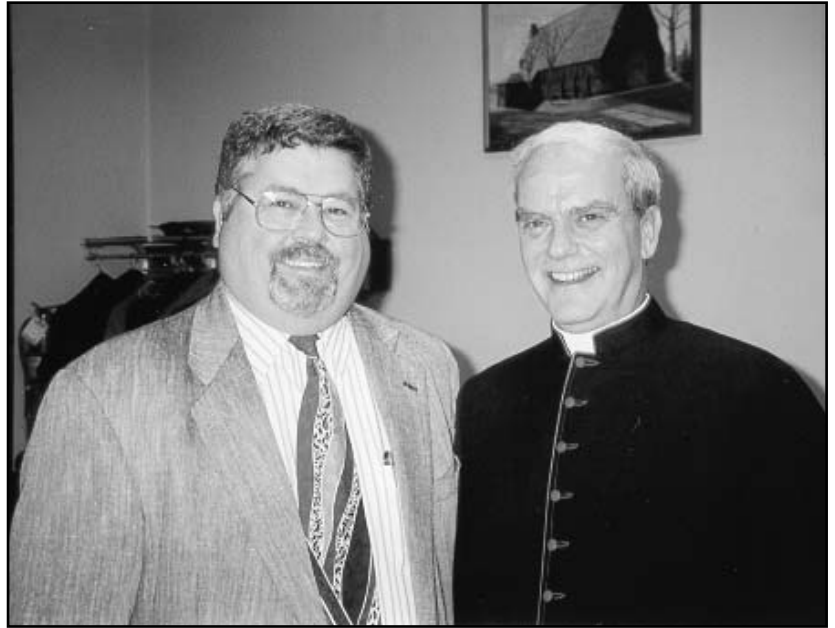
More information will be forthcoming. Meanwhile, individuals may contact Judy Thomas, NFHS director of marketing, for more details.

... more ciac news

■ The Georgia High School Association has voted to establish a wheelchair division in track and field. Beginning next spring, wheelchair athletes will compete with their school teams in meets against other wheelchair athletes or against the clock. The athletes will compete under national paralympic rules in two separate events that are yet to be determined. The eight boys and eight girls with the fastest times of the season will compete in the state track meet in May and will be able to earn individual medals.

■ Beginning next spring, the Florida High School Activities Association will sponsor a state championship in girls flag football. Florida will become the first state in the country to sponsor a state tournament in this sport. The sport will be played on an invitation basis, with a six-week season which will allow for 12 games. There will be just one class with 92 schools participating.

■ A study conducted by a British research group suggests that prior knowledge of a team's reputation may affect how officials call games. The findings reveal that referees may treat teams with aggressive reputations differently than those without by awarding more red or yellow cards. Officials' reactions to the study have been fairly positive, as they have generally been interested in research about what might affect the decisions they make on the field. (Source: Referee, Sept. 2002)



Pictured above are Hartford Courant Assistant Sports Editor Bo Kolinsky (l) and the gentleman formerly known as Father Bill Charbonneau. The photo was taken following a ceremony at which Archbishop Daniel Cronin conferred the title of "Monsignor" upon the former East Catholic H.S. president and past president of CAS. The celebration for "Monsignor Bill" took place on Sunday, November 17, 2002 at St. Francis of Assisi church in South Windsor.

CIAC Eligibility System WebStats as of 12/07/2002

Sport	Boys Teams				Girls Teams			
	Total Boys Teams	Total Boys	Total Girls	Total	Total Girls Teams	Total Girls	Total Boys	Total
Baseball	172	0	0	0	Not Sponsored			
Basketball	172	579	0	579	173	772	0	772
Cross Country	164	2969	14	2983	154	2264	0	2264
Field Hockey	Not Sponsored				72	3245	0	3245
Football	129	8999	13	9012	Not Sponsored			
Golf	156	0	0	0	Not Sponsored			
Gymnastics	Not Sponsored				62	53	0	53
Ice Hockey	74	350	0	350	Not Sponsored			
Lacrosse	56	0	0	0	Not Sponsored			
Soccer	170	6603	25	6628	149	5162	0	5162
Softball	Not Sponsored				171	0	0	0
Swimming	94	114	25	139	97	2650	0	2650
Tennis	143	0	0	0	138	0	0	0
Track (Indoor)	128	81	0	81	125	143	0	143
Track (Outdoor)	160	0	0	0	157	0	0	0
Volleyball	32	0	0	0	143	3744	0	3744
Wrestling	112	235	9	244	Not Sponsored			
Totals	1762	19930	86	20016	1441	18033	0	18033

South Africa, *continued*

Nelson Mandela Children's Fund staff and the Special Olympics South Africa staff and board members was a wonderful experience! Together, we took the mission statements of the two organizations and merged them into one. Then we began the process of planning how Unified Sports® could become an integral part of changing the way society treats its children in South Africa, through this partnership.

In July of 2002, Eunice and Tim Schriver attended the Nelson Mandela Birthday Celebration to introduce Unified Sports® to South Africa. The "SO Get Into It Curriculum" was used to encourage acceptance and inclusion and to show that Special Olympics could be a basis for community service projects that tie in to Unified Sports®.

What an opportune time to be in South Africa! Everything is changing and opportunities abound! I feel very lucky to have been asked to participate in the presentation. It is like being a small part of history and I truly believe that historical gains will be made through this partnership. I look forward to a continued relationship with the friends that I made on this adventure! The trip has certainly changed me and I hope that I have been a small part in the changes to come for South Africa.

GUEST EDITORIAL:**“Where the Boys Are”**

By Jack Roberts, Executive Director, Michigan High School Athletic Association

Year after year I go to league and conference scholar-athlete awards banquets and see girls outnumber boys by wide margins: 54 girls to 33 boys honored at a March event in mid-Michigan is typical of what has occurred many places over many years.

Year after year, I attend senior honors programs and see girls outnumber boys: 147 awards to girls versus 70 awards to boys honored at a May event in mid-Michigan is typical.

It is possible, perhaps likely, that a generation of young males is at risk.

Is it possible for us to do anything about it?

Why is there so much talk about girls and sports, and so little talk about boys and non-athletic activities, which have done every bit as much for me and my sons as sports?

Why do we have a federal agency -- the Office for Civil Rights -- making some colleges and schools turn themselves upside down and inside out, including eliminating sports teams for males, in order to provide -- regardless of demonstrated interest -- not only equal numbers of male and female athletes, but also the same percentage of athletic opportunities for females as there are females enrolled in the institution -- proportionality, it's called -- while OCR is doing little or nothing for males in speech, music, debate or drama?

Look at these figures from the National Federation of State High School Associations:

- 68.3% of vocal music participants are girls.
- 66.4% of participants in group interpretation speech activities are girls.
- 63.3% of participants in individual speech events are girls.
- 62.7% of orchestra members are girls.
- 61% of dramatics participants are girls.

Where is the outrage? Where are the bureaucrats to investigate this discrimination, if that's what it is? By every other measure but sports, boys are under-represented in school activities. And worse, boys are over-represented in academic failures, dropouts, discipline problems, drug use and crime statistics. Where's the remedial action? Where's the affirmative action? Where are the quotas?

If it is unfair for schools to provide athletic opportunities that are not proportionate to the enrollment of girls in schools -- event when girls may not have expressed similar interests in sports -- then it's unfair for schools to provide opportunities for boys in non-athletic activities that are not in proportion to the percentage of boys enrolled in those schools, regardless of boys' interests.

Proportionality is a deeply flawed principle for enforcing Title IX, but it's made even worse when the enforcers use it selectively, aiming at high-profile sports rather than all of the educational activities of schools.

We are in desperate need of advocates for all of our students in all of our programs.

Want to do something to curb juvenile delinquency and all kinds of abusive behavior by boys? Devote as much brain power and money to advocating opportunity for boys in non-athletic activities as we devote to girls in sports. That would be a good start.

LIGHTNING SAFETY

Barry S. Goldberg, M.D.

Lightning represents a significant weather hazard for players and spectators. It is estimated that 100 people are killed each year as a result of being struck by lightning and many more are injured. Responsible administrators, coaches and trainers must be prepared to deal with lightning storms and appropriate steps must be pre-planned. These steps include:

1. Assign an individual to monitor the forecast before a game. Use the weather channel or portable radio information from the National Weather Service to determine if a thunderstorm is in the area.
2. Be aware of weather patterns. Most thunder / lightning storms occur between May and September and between the hours of 10 a.m. and 7 p.m.
3. If thunder can be heard or lightning seen, carefully monitor the progress of the storm, as it must be close.
4. Count the number of seconds between seeing lightning and hearing thunder. Divide the number of seconds by 5 to estimate the distance of the storm in miles. A "flash-to-bang" of 30 seconds or less is an indication to move athletes and spectators to a safe area. A pre-assigned individual should be responsible for the decision to evacuate.
5. Evacuation should be pre-planned having means of communication to notify individuals of the danger and to provide directions to safe shelters. Have signs available that will provide direction to the nearest safe area.
6. Be sure to know the approximate number of players and spectators and the size of the available shelters so that the proper number of

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TEN STEPS OF DECENCY TOWARD OFFICIALS

Officiating is tough work. It demands deep knowledge of the game, keen eyesight, and quick, sound decision making. But the toughest part of the job is enduring abuse from fans, coaches and players. As a result, fewer and fewer people are entering the profession. Here are 10 steps you can take to help stem this loss and create a better game climate overall:

1. Greet officials personally, if you are the host school. Do what you can to make them feel at home.
2. Introduce officials to the players and staff and, through the P.A. system, to fans. Add biographical details -- such as "Bill Davis is a veteran referee with 13 years experience and was League Referee of the Year in 2001" -- to humanize them for fans.
3. Cooperate with officials throughout the game.
4. Avoid confrontations. During a game, only request information. Never argue or become emotional with officials.
5. Don't complain about missed calls in front of your athletes.
6. Never let your players see you blame an official for a loss.
7. Be appreciative and pleasant after the game. Thank officials and make sure they have easy access to their lockers.
8. If you are unhappy about an official's performance, wait two or three days to cool off, then see if your league has an evaluation form to fill out.
9. Know the rules as well as the officials do.
10. Attend meetings of local and state officials. There they discuss the rules and how to interpret them, and you will see the game through their perspective.

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Adapted from "Respecting the Ref," by Keith Mano, in Athletic Management, Aug/Sept 2002, p. 26.

"RAY" of Hope

Dear Readers: I am looking to establish a regular column in the CAAD section of the BULLETIN called "Ray" of Hope. In it, I would like to address issues of concern to today's athletic directors and I would like to include thoughts and opinions from fellow administrators. Listed below are a few "hot" topics. I put them on the table in the hopes that I can generate some thoughtful feedback from those of you in the athletic trenches.

Please send your comments or opinions to me at:

<raymond.deangelis@po.state.ct.us>

Sincerely,

Raymond DeAngelis, Emmett O'Brien RVTS

HOT Topics:

- 1.** Athletic trainers in all schools (*Who really treats the injury?*)
- 2.** Back to wooden bats (*Who wants to pitch?*)
- 3.** Face protection in field hockey (*I guess the ball never bounces!*)
- 4.** Helmets for girls' lacrosse (*Boys wear them!*)
- 5.** Soccer ball: to head or not to head (*I am foggy on this!*)

SUE THE COACH!

Reprinted from Sports Illustrated -- Scorecard, November 11, 2002

Want to get your kid more playing time? Hate the varsity's game plan? Just call your lawyer.

For a youth league baseball coach, what could be worse than going 0-15? Ask Rodney Carroll. Soon after Carroll guided the Brunswick (Ohio) Cobras to a winless season in 1999, a summons arrived, informing him that he was being sued for \$2,000 by the father of his catcher. The complaint? Poor coaching. Carroll's incompetence, the suit claimed, cost the team a trip to a tournament in Florida. "I didn't understand it," says Carroll, 43, a street-maintenance worker who had volunteered for two years. "I wanted to be a coach just to help kids."

If that sounds like an isolated case of a litigious sports dad, it isn't. A surprising number of coaches are being taken to court for matters involving game plans, lineups, teaching and all the other things that they normally do. A group that studies sports-related lawsuits in North America, from the gym to the jury, reports that more than 1,300 suits involving high school and youth sports have been filed in the last five years, a jump of about 35% from the previous five-year period. Some cases deal with negligence and injury, but many are what lawyers call "personal feelings" suits -- cases that, to a large degree, hinge on the notion that a coach who ticks off a parent or student is liable for financial damages.

"Ask a room full of coaches if they've been sued, or if they know anyone who's been sued," says Tim Flannery, assistant director of the National Federation of State High School Associations.

CAAD Fall General Meeting Includes CIAC Website Update

The CAAD Fall General Meeting was held on October 4 for the first time at Roberto's Restaurant in Monroe. The Fairfield County site hosted 31 athletic directors who improved their computer skills and gained more knowledge about CAAD's Leadership Training Courses.

Karen Packtor, CAS-CIAC Assistant Executive Director, and Matt Fischer, CAS-CIAC Webmaster, gave the athletic directors a stirring power point presentation on the updated and more efficient CAS-CIAC website. Karen and Matt fielded many questions from the group and very patiently calmed their concerns. Karen also noted that suggestions are helpful and in many cases have been implemented. Many thanks to Karen and Matt, the dynamic duo, who have made the electronic paper less transition much smoother.

Pam Goodpaster, athletic director, Joel Barlow High School, informed the athletic directors about the various Leadership Training Courses (LTC) being offered statewide through the individual leagues. There is also NIAAA certification programs available to athletic directors. Pam has led a passionate charge of CAAD's professional development plan geared toward always educating athletic directors and school principals.

Paul Mengold, athletic director of Amity Regional High School and CAAD president, concluded the general meeting by reminding everyone to check the CAS-CIAC website to see if their e-mail addresses were correct, to make sure to input their team scores through the CAS-CIAC website, and to register for the national conference coming up this month at the Alamo!

"Everyone in the room would raise their hands."

Consider two recent cases: A Levittown (Pa.) High softball player, upset primarily over a pitching technique her coach taught her, is seeking \$700,000. She says her chances for a college scholarship were compromised because the pitching method is technically illegal.

Most anti-coach suits follow a course similar to that of the mother in Rimouski, Que, who took legal action after her 14-year-old son was benched during what she says was a "critical" hockey game. She sought \$1,000 in damages to cover league registration, hockey classes and, of course, mental distress. She lost. "Most cases are won by coaches," says Gil Fried, a law professor at the University of New Haven. "Courts conclude this is a game and the coach has authority."

Yet even with the statistics in the coaches' favor and even though only 5% to 7% of all suits go to trial (about 30% of sports suits settle out of court), the litigation almost always has an impact. Consider the case of Blake Chong, basketball coach at Logan High in Union City, Calif, who in 2001 was named in a \$1.5 million suit filed by a father whose son had been relegated to the junior varsity. The father sued the school district for his son's potential lost earnings and sought Chong's dismissal. Nine months into the case a judge threw it out. Still, "it took up my time every single day," says Chong. L "It takes a toll on you, mentally and physically."

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Lightning, continued from previous page

- individuals can be directed to a given location.
7. Safe shelters are optimally an enclosed building with telephone, and/or electrical wiring and/or plumbing that will aid in grounding and dispersing the electrical impact. Enclosed automobiles with a metal roof and school buses are sources of shelter but no contact should be made with metal. Showers, plumbing facilities, utilities, telephones and headsets should not be used. Cordless and cellular phones can be used for communication.
 8. If no safe shelter is available avoid high areas, antennas, towers, poles, freestanding trees, baseball dugouts, bleachers, metal fencing, golf carts or freestanding water. Look for areas where small trees or bushes are surrounded by taller trees
 9. Crouch with knees bent, legs together and wrapped by arms, head down and ears covered.
 10. The designated responsible individual must determine when activity can be resumed and safe areas should not be left unless direct instruction is provided. In general a period of 30 minutes should elapse from the last sound of thunder or from the last visible lightning flash before play should be resumed.
 11. Be prepared for and educated about the dangers of lightning. Pre-plan and practice evacuation procedures. Prompt appropriate action can prevent injuries and death.

Reprinted from Conn. State Medical Society -- SportsMed, June 2002

Sue, continued from page 15

Often there's a financial cost as well. According to Sadler & Co., which insures 4,000 sports organizations nationwide, the number of coaches buying insurance against claims such as discrimination and economic damage has doubled since 1997. Many coaches, even if they can afford bigger insurance bills, are following the lead of Rodney Carroll. After a judge threw out that Ohio father's claim against him, Carroll took a look at his situation -- and quit coaching. Want to talk trends in youth sports? With so many parents suing, an exodus of coaches could easily be the next big thing.


-- Christina Asquith

Asquith, a writer in New York, has covered education for Teacher Magazine and The Economist.

HIRING COACHES OF CHARACTER

Few factors affect the climate of a sports program more than the character of the people administering it. This makes hiring coaches and other personnel one of the most important parts of any administrator's job. The following sample interview questions, adapted from those used by Vice Principal Eric Riegert of Lancaster (California) High School, should help determine the qualifications of prospective coaches, and their level of commitment to character education. They will appear in the Josephson Institute's upcoming "Ultimate Tool Kit" of sportsmanship, ethics and character-building resources.

1. What is your experience or background in the sport you are interviewing for (high school, college, etc.)? Were you a head coach? An assistant?
2. How would you organize and maintain the day-to-day aspects of a program?
3. Explain your typical practice day for the entire team. Include warm-up and cool-down.
4. How would you choose your lower level/assistant coaches, and what would be their assignments?
5. Do you have any prior commitments or situations that would prevent you from being with your players, attending practices or games, or being on campus for club meetings?
6. How would you handle an objection from an athlete, or his or her parent, who was cut or released from your team due to a discipline reason? What are examples of your policies about playing time, practice, team discipline, etc.?
7. How would you have your entire team show and practice good character on the athletic field?
8. How would you incorporate the Six Pillars of Character (trustworthiness, respect, responsibility, fairness, caring and citizenship) into your program?

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