



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

VOL. 78 / NO. 3

DECEMBER 2003

BETTY STERNBERG NAMED 13th EDUCATION COMMISSIONER



Dr. Betty Sternberg, Connecticut's newly-appointed commissioner of education, addresses elementary practitioners at the CAESP Fall Conference on November 12th.

On Wednesday, November 5, Craig Toensig, chairman of the Connecticut State Board of Education, made a long-awaited announcement: the state board voted to appoint Dr. Betty Sternberg as Connecticut's new commissioner of education.

On hearing of the appointment, CAS Executive Director Mike Savage commented, "The choice was not only the natural one, but the right one. Betty is about kids. She is about improving education in Connecticut. And she will go about with neither self-interest nor imperiousness. She is a listener, one who is self-critical and one who recognizes that she cannot work alone. She under-

stands the need to mobilize and take seriously the best thinking of all of the state's practitioners in order to move Connecticut education forward."

A 23-year veteran of the department, Sternberg has been a well-respected and powerful presence in Connecticut educational circles. She is the first female ever to hold the top education post in the state.

Mike Savage further stated, "Having worked closely with Betty during her tenure as associate commissioner and having developed a relationship of mutual respect and cooperation, I hope we can build on the relationship to strengthen CAS' ties to the state department of education."

CAS BOARD ADOPTS THREE-YEAR PLAN

By Allen Fossbender, CAS President
Michael Savage, Executive Director

In September 2002, the CAS Board of Directors revised its mission statement to reflect better the core values and tenets of the Association. The new mission statement marked the beginning of a year-long process of rigorous self-examination, one which has concluded with the adoption of a Three-Year Plan that will guide the major work of the Association through the 2005-2006 school year.

The Three-Year Plan is comprised of three components relating to organizational structure, public relations, and funding. The plan identifies important goals in these three areas and lists objectives, initiatives, and tasks related to the goals and their completion.

The "Organizational Structure" component of the Three-Year Plan focuses on the operations of the CAS office with the goal of enhancing the quality and delivery of products and services to member schools. The objectives will be accomplished by building on past successes while working to address new challenges in business-related and communication-related technologies. These objectives include, among others, to broaden member representation on boards and committees, to

use technology effectively, to enhance the efficacy of CAS-CIAC boards and committees, to increase participation in CAS-sponsored activities, and to explore options for site-based and regional services, programs, and activities.

The "Public Relations" component examines methods, techniques and procedures to strengthen the Association's state presence and to increase the Association's name recognition and profile among individuals, groups, and organizations.

The "Fiscal/Funding" component focuses on ensuring the long-term financial stability of CAS. It also examines the Association's financial development activities to ensure that they are complementary to the Association's mission and purpose.

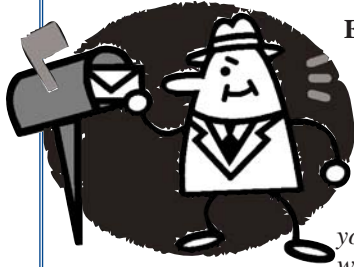
The Three-Year Plan, which CAS-CIAC personnel have already begun to implement, sets forth a new set of challenges for the membership and staff to confront in the coming years. At the same time, the plan sustains the most cherished tradition of the Connecticut Association of Schools – its steadfast commitment to providing an excellent education to all students throughout the state.

The central focus and
continued on page 6

Download a copy of the CAS Three-Year Plan at:
www.casciac.org/pdfs/three_year_plan.pdf

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: One of the teachers in my school is a little mental when it comes to the copying machine. She makes copies of almost anything she can get her hands on, and frankly I am a little worried about copyright issues. Yesterday, I caught her copying a whole chapter from a workbook for each student in her class. When I asked her about it, however, she just said that it is OK because as an educator, she is entitled to "fair use," and, besides, with the budget freeze, we can't buy the workbooks for everyone. Is this OK?

- *Fairly Confused*

A. Dear Fairly: Your concern is justified. Under the Copyright Act, it is not an infringement for educators to make "fair use" of copyrighted materials for educational purposes. This right, however, is limited by factors that include consideration of "the amount and substantiality of the portion used in relation to the copyrighted work as a whole" and "the effect of the use on the potential market for or value of the copyrighted work." Copying a whole chapter, particularly where she is trying to avoid purchasing the workbook for everyone, has probably crossed the line.

Q. Dear Mailbag: One of my teachers is a real whiner, and she is getting on the nerves of the other staff members. Unfortunately, her room is right near the copy center, and teachers are often forced to listen to her sad tales when they come to make copies. It must really be bad because some teachers have asked me to get her to knock it off. When I talked to her, however, she just told me that she has the right to free speech and that the other teachers don't have to listen. I want to put my foot down, but I don't want to step in anything. What's the story?

- *Sing No Sad Song*

A. Dear Sing: Stomp away. The courts have held that free speech rights for public employees relate to issues of public concern, and that they will not have a First Amendment claim with respect to speech on purely private concerns. Here, you do not have to tolerate the distress her sad stories are causing the other teachers. In the interest of an efficient workplace, you can tell her to save her stories for her family and friends.

Q. Dear Mailbag: As the new principal of an elementary school, I want to make a good impression this holiday season. Over the years, I have packed on a few pounds, and with a fake beard and a red suit, I actually make a pretty good Santa. My plan is to make a dramatic entrance at the holiday concert in full Santa regalia and pass out presents to the kids. When I shared my secret plan with the PTO president, however, she expressed concern about the separation of church and state. Whatever is she talking about?

- *Ho Ho Help*

A. Dear Ho Ho: If you think back, you may remember that Santa Claus evolved from St. Nicholas, and that Christmas is a Christian holiday. We understand that Santa Claus has devolved into a secular figure in some quarters, and secular celebrations in our schools are OK. That said, we are concerned that your plan could be insensitive to the students in your school who do not celebrate Christmas. In your role as principal, you would be better off to forego the Santa routine and attend the concert in civilian clothes.

■ New Haven Superintendent of Schools Reginald Mayo has been named the state's Superintendent of the Year for 2004. Mayo, who has been superintendent for 11 years, has worked in the New Haven Schools for 36 years, starting as a science teacher at Troupe Middle School in 1967. He has overseen a variety of innovative efforts to help disadvantaged children in one of the state's largest urban districts. "I was delighted to be named Connecticut's 2004 Outstanding Superintendent of the Year by the Connecticut Association of Public School Superintendents, Inc.," said Mayo. "This statewide recognition of an urban superintendent goes to show that all of the hard work we do in New Haven to put *Kids' First* matters. We know that urban children, given proper support, can flourish."

■ Consistent with past performance on the National Assessment of Educational Progress (NAEP), Connecticut students scored among the highest in the nation on the 2003 test. For the first time, in order to comply with *No Child Left Behind*, every state in the nation was required to participate in the NAEP, which assesses reading and math achievement in 4th and 8th graders. Connecticut students were among the top performers in both reading and math. Connecticut's fourth graders scored first in the nation— tied with three other states — in the percentage of students reading at or above proficient level and in the percentage of students scoring at the advanced level. And, only one state, Massachusetts, outperformed Connecticut on the 2003 Grade 8 reading test. On the math assessment, Connecticut 8th graders performed as well as or better than students from all other states in the nation except Minnesota. Commissioner Dr. Betty Sternberg, praised CT students for their achievements but warned that "... closing the gaps in achievement between rich and poor, minority and nonminority, and boys and girls, is the key to continued success in our schools and a better life for all children." To read the SDE press release on the 2003 NAEP results, visit www.state.ct.us/sde/NAEP03.pdf. The national report is available at <http://nces.ed.gov/nationsreportcard/>.

Census Stats

- CT's income gap is the highest in New England, though it is lower than New York State's. The highest income gaps are seen in the small towns of Litchfield County such as Sharon, Cornwall, Salisbury and Kent. Income is most evenly distributed in rural eastern CT towns including Scotland and Tolland and in rural Middlesex County towns such as Durham and East Hampton.
- CT added appx. 31,000 school-aged children during the past two-and-a-half years. The number of children between 5 and 17 increased 5% between April 2000 and July 2002, a growth rate nearly 17 times greater than the .3% average growth rate experienced across the U.S. Fairfield County had the largest growth, adding about 10,000 young people and accounting for almost one-third of the state's total growth.
- Between 1995 and 2000, more unmarried 25- to 39-year-old college graduates left the state than moved in. Connecticut lost 6,315 more young, single, college graduates than it attracted during the second half of the 1990s. The continuing "brain drain" has Connecticut employers and economic officials worried about losing intellectual talent to areas with warmer climates, an abundance of jobs, and lower costs of living. Connecticut labor officials said they have been working to combat the exodus. Last year, the state targeted young adults with an advertising promotion that described the state as a "hot spot" for technology and science jobs. (Source: 2002 U.S. Census Data)

notes

■ College enrollments statewide increased by less than 1% over the last year, a contrast to the much larger yearly jump campuses across the state have experienced over the last three years. A report released from the State Department of Higher Education showed that enrollments in the Connecticut State University System were down 1.9%. However, enrollment climbed by 3% at the University of Connecticut. Figures were especially puzzling because of projections that the numbers of public high school graduates in the state would swell by 13% in the next five years. While the numbers represent a record high, higher education officials are concerned that rising tuition costs and cuts in financial aid could be starting to take their toll. (Source: "College boom may be at an end," *New Haven Register*, 11/20/03)

■ The State Department of Social Services has been directed to charge premiums in order to reduce costs of the HUSKY health insurance program. The proposals under consideration would charge families with incomes between 50% and 100% of the federal poverty level (between \$636 and \$1,272 a month) \$10 per family member, with a \$25 maximum. Families with incomes from 100% to 185% of the poverty level (\$1,272 to \$2,353 a month) would pay \$20 a person, with a \$50 family maximum. Connecticut Voices For Children warns that more than 86,000 adults and children will drop off the HUSKY health insurance coverage if the state proceeds with imposing premiums on its low-income beneficiaries. "If an average two-bedroom apartment in Connecticut costs \$936 per month, I don't know how families with low incomes will be able to afford health insurance premiums," said Judith Solomon, a senior policy fellow at Connecticut Voices for Children. (Source: HUSKY plan could lose 86,000, *New Haven Register*, 11/20/03)

SDE Report Contains Bold Vision

Last month, the state department of education released a report on early childhood education entitled "Closing the Achievement Gap: Removing the Barriers to Preschool in Connecticut." The report set forth a bold vision: "By the end of the decade, all children in the State of Connecticut will have high-quality preschool services available to them, beginning at age 3." In the report, the board sets forth the following recommendations for implementing its vision:

1. Encourage the existing K-12 educational system in Connecticut to include voluntary preschool programs for children, starting at age 3, for a minimum of 2 1/2 hours per day for at least 180 days per year.
2. Assist low-income families so that all children have an equal opportunity to attend pre-school and access to the array of support services needed by them and their families.
3. Provide adequate funding for quality preschool programs and related activities.
4. Develop and maintain an early childhood education career development system that will increase the number of individuals with an early childhood teacher certification.

According to the report, "an appropriate policymaking process will be engaged over time to implement The Vision." For further details, visit <http://www.state.ct.us/sde/deps/Early/PreschoolReport.pdf>

national news & notes

■ The number of states facing budget deficits this fiscal year has decreased dramatically— from 31 states to 10— compared with fiscal 2003, according to a new report from the National Conference of State Legislatures. Analysts say that the news released last month is a sign that the sour economy is beginning to turn around. At the same time, they say, some states remain in deep financial trouble, and thus some education budgets are especially vulnerable.

■ Experts say that self-mutilating behavior is becoming more prevalent among teenagers, forcing administrators, teachers, and other school staff members to confront the disturbing issue. Young people who intentionally harm themselves, typically by cutting open their skin, are physically acting out extreme emotional distress. Experts estimate that upwards of 4 percent of adolescents in the United States purposely hurt themselves in some way. That means in a 1,000-student high school, some 40 students intentionally harm themselves. Girls are more likely than boys to harm themselves in such ways. The behavior generally starts around age 12 or 13. Some experts believe that it can linger for years; others suggest that as the adolescent gets older, he or she finds other ways of coping with the stress that triggers the condition. "The stereotypical self-injurer is bright, sensitive, helpful to other people, the caretakers of their friends and family, good listeners, above-average students, and invisible," said Tracy Alderman, the author of *Scarred Soul: Understanding and Ending Self-Inflicted Violence*. "They are very creative, artistic, neat kids," she continued, but ones who don't make their own needs well known. The good news, according to Ms. Alderman, is that young people who harm themselves are usually not suicidal. Geoff McKee, the principal of the 1,800-student Boca Raton H.S. in Florida, had never heard of "cutters" until he became a principal five years ago and his school's nurse told him about the phenomenon. Since then, he says, he has known at least 20 adolescents who purposely injure themselves. "It is a subtle, silent, and private act," said McKee, "and that is frightening," because it can easily go unnoticed. (*Education Week*, 12/3/03)

■ School officials have new reasons to ban cell phones . . . where once they were thought merely to distract students from learning, now they have become instruments for bullying and cheating. The new text messaging technology makes it easy for students to share answers. Students need only turn off the phone's sound, type the answer, and hit send. Instantly the student across the room receives the correct answer. These young cellphone users can even transmit

messages to someone in another classroom and also record, store, and retrieve test answers. Furthermore, cell phones have become a status symbol and are often used by the "haves" to tease and humiliate the "have nots." "There are the kids with the nice clothes and the phones and then there are the kids who wear the same old small backpack. And kids can use cellphones to talk about other kids, a form of bullying," says Leah MacDonald, regional director at the New York State Middle School Association. But shaping school policy about cellphones often requires negotiation with parents, many of whom hand them to children as young as 10 in an effort to stay in close touch. While parents can help safeguard against cheating by clicking into the phone's text messaging history, ultimately it will fall to the schools themselves to reduce cheating. McCabe says the best way to battle the threat of cellphone cheating is for a school to adopt an honor code. (*Christian Science Monitor*, 12/2/03)

■ In an effort to cut costs, a Kentucky school district has implemented a four-day school week. Students attend class Tuesday through Friday only, often using their "free" Mondays for doctors' and dentists' appointments. By using a shortened schedule, the 1,900-student district hopes to save about 2% of its annual spending – or \$200,000 – on bus service, substitute teachers and utilities. Another benefit to having no school on Mondays is that teachers have more time for planning and faculty meetings. To meet the state guidelines, the school day was extended by 30 minutes. In addition, schools will be in session on Mondays in eight weeks of the year to help students prepare for Kentucky's end-of-the-year assessment exams. School systems – mostly rural – in at least 10 other states have made the switch to save money.

■ Recognizing the importance of positive relationships between schools and businesses, the Council for Corporate & School Partnerships is committed to identifying, creating, recognizing, and supporting exemplary partnerships among businesses and schools. The council recently announced an awards program to recognize those partnerships that work to improve students' academic, social, and physical well-being. Six \$10,000 awards are available to partnerships among K-12 public schools/districts and businesses across the country. Partnerships will be judged on the strength of their foundation, their success in implementation, their sustainability, and their ability to show a measured success. Applications are available at www.corpschoolpartners.org/award.shtml. The deadline for submission is January 29, 2004.

... more national news & notes

■ Changes in early admission procedures at Harvard, Yale and Stanford Universities have had a dramatic impact on where students applied early this year. Harvard, which tightened its policy slightly, saw early applications fall 47%. However, Yale and Stanford, which both loosened their policies so students admitted early no longer had to promise to attend, saw significant increases in early applications. Stanford's jumped 62% while Yale's was up 42%. Some colleges that made no changes regarding early applications also appear to have been affected by the changes at other institutions. Early applications at Princeton, which uses a binding policy, were down about 23%. (*New York Times*, 11/13/03)

■ A pilot program distributing health report cards to elementary students in Cambridge, Mass., has helped parents in addressing obesity issues with their children. The study took place in the 2001-2002 academic year and 1,396 children participated. While the study showed little modification in unhealthy patterns, researchers noted the health report cards could be a promising tool in the battle against the nation's childhood obesity epidemic. Parents who were issued the cards, which contained student weight and fitness information, were nearly twice as likely to acknowledge their child was overweight and almost twice as likely to execute weight-control plans with their child than those parents who did not receive the reports. Once the study concluded, 42% of the parents with overweight children planned physical activities, 25% sought medical attention, and 19% initiated dieting programs. (*Source: School Law Bulletin*, October 2003)

■ According to a report released last month, racial and ethnic achievement gaps in American education have deep roots that extend far beyond the schoolhouse. Compiled by the Educational Testing Service, of Princeton, N.J., the report analyzes 14 research-based indicators linked to learning. On each indicator, black and Hispanic students are at a distinct disadvantage. The numbers show that educational inequalities begin at birth, when many black and Hispanic babies enter the world weighing less than doctors consider healthy. As toddlers, the statistics suggest, black and Hispanic children are apt to be read to less often than their white peers or to have just one parent at home. In school, they end up in larger classes with teachers who are less experienced and less prepared than those who teach white students. And the academic fare that black and Hispanic children get is often thin gruel compared with the meatier, more rigorous courses white students take. Download the full report, report, "Parsing the Achievement Gap: Baselines for Tracking Progress," at <http://www.ets.org/research/pic/parsing.pdf>.

■ A national study concludes that behavioral problems clearly contribute to a child's risk of becoming overweight. After studying data collected by the Labor Department from 1996 to 1998, researchers concluded that children with significant behavioral problems are nearly three times as likely to be overweight as other children. Moreover, children who develop significant behavioral problems are five times more likely to become overweight in the following two years. Previously, the reverse was thought to be true – that is, that childhood obesity contributes to behavioral problems because of the bullying, ridicule and poor self-esteem often faced by overweight children. The findings, published in the November issue of *Pediatrics*, could affect how the U.S. deals with its epidemic of obesity by focusing more attention on the mental health of children and alerting parents to be aware that weight gain could be a symptom of other problems. (*Source: "Children's obesity linked to bad behavior," Connecticut Post*, 11/13/03)

■ Vermont educators who have had their licenses revoked or suspended for any reason are now listed on a public Web site that aims to make such information more easily available to families and hiring school districts. The names of offending teachers or other licensed educators, their schools, the status of their licenses, and the circumstances in question are all listed on the site, which is run by the state's department of education and provides records as far back as 2000. Previously, parties interested in the status of a teacher's license had to ask the education department for the information. Now, it is relatively easy to find. The database, which can be searched alphabetically, currently contains the names of 26 educators, their communities of residence, the schools where they taught, the grounds for disciplinary action, the dates actions were taken, and whether the teacher was reinstated. The site is believed to be one of the first of its kind in the nation.

■ There are strong indications that alcohol use contributes to school-related violence, but the problem gets too little attention from policymakers and administrators, concludes a recent study unveiled by the National Association of Secondary School Principals. Drawing on data from a number of other reports, the study—published in the September issue of the *NASSP Bulletin*—notes that both alcohol and other substance abuse on school grounds is a fairly widespread problem. It concludes that aggressive acts at school are related to alcohol use specifically when the drinking occurs in school settings. To view the report, visit http://www.nassp.org/publications/bulletin/bltn_0903_predictors_of_aggression.cfm. (*Education Week*, 11/26/03)

■ PLAYGROUND ALERT

The Consumer Product Safety Commission has warned that the wooden playgrounds found in the nation's backyards, public parks and elementary schools – including many in Connecticut – could increase children's risk of getting cancer in their lifetimes. The vast majority of the country's playground equipment is made with wood treated with chromated copper arsenate (CCA), a carcinogen. CCA contains chromium, copper and arsenic. Children ingest traces of arsenic through hand-to-mouth contact – climbing on the wooden structures and then putting their hands in their mouths. According to the CPSC, for every 1 million children exposed to CCA-treated wood, two to 100 of them faced the possibility of developing lung or bladder cancer. But the commission has not taken any steps to ban the use of CCA in playground equipment. Officials suggest applying a sealant to the equipment once a year to keep the arsenic in the wood. The Connecticut Department of Public Health suggests that children wash their hands thoroughly with soap after playing on CCA-treated playground equipment and that they refrain from putting their hands in their mouths and from eating while on the equipment.

■ A survey of more than 1,000 private schools has found that many would not participate in tuition-voucher programs if doing so would entail regulation of their curricula, decreased control over admissions, or a declining emphasis on religious instruction. The survey—conducted by the Cato Institute, a Washington think tank that advocates free-market principles—examines school voucher programs, and how private school administrators view them, following the U.S. Supreme Court's 2002 decision in *Zelman v. Simmons-Harris*. In that case from Cleveland, the court upheld the use of publicly financed vouchers for tuition at religious schools. The report, "The Struggle for School Choice Policy after *Zelman*: Regulation vs. the Free Market," is available at <http://www.cato.org/pubs/pas/pa-495es.html>. (*Education Week*, 11/26/03)

■ A recent report, "Best Places to Work in the Federal Government," has some bad news for the Department of Education. Apparently, it isn't one of them. The study ranked the education department 26th out of 28 departments and agencies assessed. The National Aeronautics and Space Administration ranked first; the Federal Emergency Management Agency was last.

legal news & notes

■ The Second Circuit Court of Appeals recently ruled that requiring public school students to attend health education classes does not violate the due process or religious rights of parents who disagree with the curriculum (*Leebaert v. Harrington*). The case involved parents who objected to their child's attendance at a 7th grade health education class which covered such topics as alcohol, drugs, tobacco, family life, and AIDS education. The child was excused from the family life and AIDS education portion of the curriculum. The court found that there is no fundamental right of a parent to dictate to a public school what his/her child will or will not be taught, since recognizing such a right would severely hamper the public schools from administering curricula responsive to the overall educational needs of the community and its children. (Source: *CABE Journal*, September 2003)

■ In a ruling hailed as a victory for disabled children, a federal judge has ruled that a 4-year-old child with Down's syndrome must be "mainstreamed" at the preschool level at least temporarily and that, after an initial trial period, Pennsylvania education officials must put the burden on the school district to prove that a non-mainstream placement is more appropriate. In his 28-page decision in *Blount v. Lancaster-Lebanon Intermediate Unit*, U.S. District Judge Michael M. Baylson found that the Pennsylvania hearing officer misapplied the federal Individuals with Disabilities Education Act when he ordered a segregated educational placement for Gavin Blount. Under IDEA, Baylson said, the hearing officer "must consider whether the Intermediate Unit has met its burden of proof that it has attempted to mainstream Gavin to the fullest extent possible with supplemental aids and services, before the hearing officer determines that it is necessary that Gavin be removed from mainstreaming." Attorney Kelly Darr of the Education Law Center, who represents the Blount family, said "this ruling is especially significant because it supports the trend toward mainstreaming preschool children with disabilities." (Excerpted from *Denial of Mainstreaming to Disabled Child Rejected*, Shannon P. Duffy, *The Legal Intelligencer*, 12-03-2003)

PRINCIPALS FROM CHINA HOSTED BY PRINCIPALS' CENTER

By Tom Galvin, Principals' Center Director



Chapman School Principal Anne Sweeney (right) gives CAS' international visitors a warm welcome.

A delegation of principals from China recently spent a few hours at CAS learning about the life of a principal in Connecticut. Tom Galvin, director of the Principals' Center and Anne Sweeney, principal of the Chapman School in Cheshire, explained the workings of administration and the role of a principal in United States schools.

The Chinese principals had a number of questions demonstrating their knowledge of leadership and desire to know more about leadership in American schools. They were very interested in how schools are financed and expressed interest in giving parents the right to choose their children's schools.

In a discussion of the achievement gap in American schools, a principal from Tibet explained how there is a large gap between the Tibetan and Chinese students in his high school with the Chinese students performing much better academically. Two of the solutions put in place were to hire more Tibetan speaking teachers to help the students in their learning since instruction is in Chinese and the expectation that Chinese and Tibetan students socialize together in the community in order to reduce isolation and increase understanding.

The delegation was brought to CAS by Dr. Daniel Gregg, social studies consultant at the Connecticut State Department of Education, under the auspice of the China Association for International Education.

CAS presents . . .

A Conference for Student Leaders

Featuring:



★ Mark Scharenbroich ★
Nationally Acclaimed Speaker



★ Suzy Whaley ★
Golf Pro

Plus: Choose from ten different workshops on topics ranging from conflict resolution and problem solving to time management and team-building

March 12-13, 2004 / University of Connecticut

For more information, please contact Mike Buckley at mbuckley@casciac.org.

SECOND NOTICE

All member school principals are reminded that they must submit their annual reporting forms electronically through the new on-line membership database. The database is accessed through a password-protected area of the CAS website using the school number and login ID which were sent to principals in September. Please keep in mind that the new procedures allow member schools to change and update their information on-line throughout the school year. Contact Karen Packtor at kpactor@casciac.org with any questions.

STILL TIME TO REGISTER FOR ANNUAL CONFERENCE

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

The high school and middle level program committees have put together a great program for their first combined conference. Organized around the theme of "Continuing to Close the Achievement Gap," the conference features two powerful national presenters and a menu of fifteen timely and provocative workshops.

Keynoter **Alan November** is recognized internationally as a leader in education technology. A co-founder of the Stanford Institute for Educational Leadership through Technology, he is well known for applying his humor and wit to inspire educators to apply technology to improve learning. A best-selling author, Alan was named one of the decade's fifteen most influential thinkers by *Classroom Computer Learning Magazine*. In 2001, he was one of eight educators called upon by the Eisenhower National Clearinghouse to provide leadership into the future. His most gratifying achievement is his selection as one of the five original national Christa McAuliffe Educators.

Susan Frost, Executive Director of the Alliance for Excellent Education, will deliver the luncheon address. From her work as a classroom teacher, U.S. Senate Committee staffer, education association leader, and advisor to the former U.S. Secretary of Education, Susan has demonstrated her commitment to making the education of all children a national priority. Under Susan's leadership, the Alliance for Excellent Education has published numerous reports, policy papers, and issue briefs designed to focus the nation's attention on the unique problems facing today's adolescents. Over the course of 24 months, the Alliance has become an established national policy and advocacy voice for 6 million middle school and high school students.

Additionally, conference participants will be able to select two workshops from the following options:

- **Partnering for Success** – practical strategies for the successful inclusion of special education students in regular education classrooms.
- **Making Rubrics Work** – a presentation by three districts that have met the NEASC standard for having student academic expectation identified in rubrics.
- **Bridging the Gap** – a school-initiated family and community partnership compiling information on all 612 of CT's Vietnam casualties and resulting in a town-wide exhibition of the Vietnam Traveling Wall and a community-wide program dedicating the book about the lives lost.

- **Support for Schools classified as "In Need of Improvement"** – a standards-based model of school improvement developed by the CT SDE and appropriate for any school leader seeking to improve performance under NCLB.
- **Legal Update** – Tom Mooney, author of the *Practical Guide to Connecticut School Law* and a knowledgeable and entertaining presenter, returns to our conference by popular demand.
- **Goals Build Success** – the CAS 2002-2003 Middle School of the Year will present its process for developing and promoting positive school climate and student achievement through goal setting.
- **"What We Wish School Leaders Knew About Bullying, Teasing, and Name Calling"** – the steps necessary to create a more respectful climate for all members through the eyes of students.
- **Building Learning Communities** – Alan November will elaborate on his keynote address by demonstrating how the tools of the internet can build and strengthen our learning communities.
- **First You Have to Get Them to School** – the CT Consortium on School Attendance will share some of the recommendations for improving attendance emerging from this 9 district, 3 year project.
- **Doin' the Discipline "Thang"** – a systemic approach to discipline that embraces intervention strategies for teachers, administrators, and parents as well as an array of proactive programming.
- **Best Practices in School Counseling** – a review of the Comprehensive School Counseling Program and Best Practices documents including the changing role of counselors and their relation to school reform and NCLB.
- **Using Data to Inform Decision-Making** – establishing a culture that looks at the relationship between process and results for the purpose of improving achievement.
- **Virtual High School** – an examination of the concept and reality of allowing high school students to take on-line courses for credit.
- **Looping and Multiage Grouping** – learn how 2 teachers and 44 6th and 7th grade students plan and carry out investigations and projects that break down barriers between traditional disciplines.
- **Advisor/Advisee – Getting It Right** – refocus your thinking about advisories and discuss implementation and successful day to day strategies to improve student learning and create teacher, student, and community support.

Register on line at www.casaciac.org or call Mike Buckley (high school) or Earle Bidwell (middle level) for additional information. Principals are encouraged to register teams and to invite administrative aspirants who would benefit from being exposed to the issues and challenges facing school leaders today.

NASSP's 88th Annual Convention and Exposition

Feb. 27-Mar 1,
2004

Orlando, Florida



- ★ Nearly 150 sessions specifically for middle level and high school administrators
- ★ Unlimited opportunities to network with colleagues from around the world
- ★ Tours of exemplary schools
- ★ Exposition featuring the latest in instructional technology, curriculum, and other education-related products and services
- ★ Pre-Convention workshops providing in-depth examination of instructional leadership and school reform issues

For more information, visit
www.nasspconvention.org

Three-Year Plan, cont'd from page 1

the most essential work of the Association will continue to be in the areas of school reform, educational leadership, and professional development. The plan will guide the Association in its work to improve the education of students, to empower the voice of professional educators, to effect legislation that enhances teaching and learning, and to implement preferred practices in administrative leadership.

We encourage our members to download a copy of the CAS Three-Year Plan at: www.casaciac.org/pdfs/three_year_plan.pdf

CAS OFFICERS: 2003-2004

President.....Allen Fossbender, Joel Barlow HS
Vice President.....Elaine Bessette, Greenwich HS
Secretary.....Donald Gates, Portland HS
Treasurer.....Michael Rafferty, Old Saybrook MS

CENTRAL OFFICE STAFF

Michael H. Savage.....Executive Director
Earle Bidwell.....Asst. Executive Director
Mike Buckley.....Asst. Executive Director
Robert Carroll.....Asst. Executive Director
Matt Fischer.....Director of Information Services
J. Robert Ford.....Director of Development
Thomas Galvin.....Director, Principals' Center
George Hall.....Asst. Director of Unified Sports®
Anthony Mosa.....Asst. Executive Director
Ann Malafronte.....Director of Unified Sports®
Karen Packtor.....Editor, Asst. Exec Director

THE BULLETIN

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

Freedom's Answer

By Laura Conover, Senior, Manchester High School

Editor's Note: On Election Day, November 4, 2003, 650 student leaders and their advisors met at East Hartford High School for the Annual Fall Leadership Conference. CT Association of Student Councils (CASC) President and Manchester H.S. senior Laura Conover challenged every student leader present - and the schools they represent - to take up the cause associated with this year's state project, *Freedom's Answer*. These are her remarks.

“Since it is election day and the November 2004 election will come sooner than you can imagine, the theme of this conference is **FREEDOM'S ANSWER**. *Freedom's Answer* is a movement led by high school students to produce votes. Many of us are suspicious about politics because politicians don't listen. They don't listen because they think we have no power. We're changing that. We learned that those who are part of the political system -- those who produce votes, who scream so loud they can't be ignored -- those are the players at the table. We have earned the right to be heard. We have the power to change what we don't like.

Freedom's Answer was started in 2002. It was an organization to not only influence kids about voting but to also reflect on the tragedy of September 11. Although, we witnessed the worst humankind had to offer during September 11, we saw the United States at its best. The rescuers didn't rush into crumbling buildings seeking a bigger bonus or better ratings or 15 minutes of fame. They did it because they could, because they were compelled to. They did it because it is what free people do when they suddenly realize that their freedom is being challenged. They unite to save it. Again and again, they went back into the twin towers seeking to save the lives and dignity of those whose freedom had been taken, risking and sometimes giving it all.

Helping our fellow Americans is what *Freedom's Answer* is all about. Although most of us here are too young to vote, that doesn't mean we are too young to make a difference. We are the future. In a few years, it's going to be us running this country. The first thing we need to do is state our opinions and make everybody listen. There is a simple way to do this ... **VOTE!**

Eighteen to twenty-five year-olds are the group that votes the least. We want to change that. In 2004, we want 25 million students like you and me to ask 10 people to vote. Twenty-five million votes will get the attention of every politician in the country. We will earn a seat at the table. Twenty-five million votes is about as empowering as you can get. And along the way, we'll start pulling people back into the system, people who believe their participation can make America a better place. The 2000 presidential election demonstrated how important your vote could be. By asking your friends, family, teachers, and other important adults in your lives to commit to vote, we can make a difference, we can be **Freedom's Answer**.

Throughout the day and as you continue through this school year, keep **Freedom's Answer** in your mind. Because together our generation can change America, starting with Connecticut. We can show the whole country that we have the power to change what we don't like.

But we need every one of you to help. We want to make history.

Our only agenda is freedom.

Thank you! ”

NO COW LEFT BEHIND

By Kenneth Remsen

As a principal facing the task of figuring out all the complexities of the *No Child Left Behind* legislation and its impact on education, I have decided that there is a strong belief that testing students is the answer to bringing about improvements in student performance.

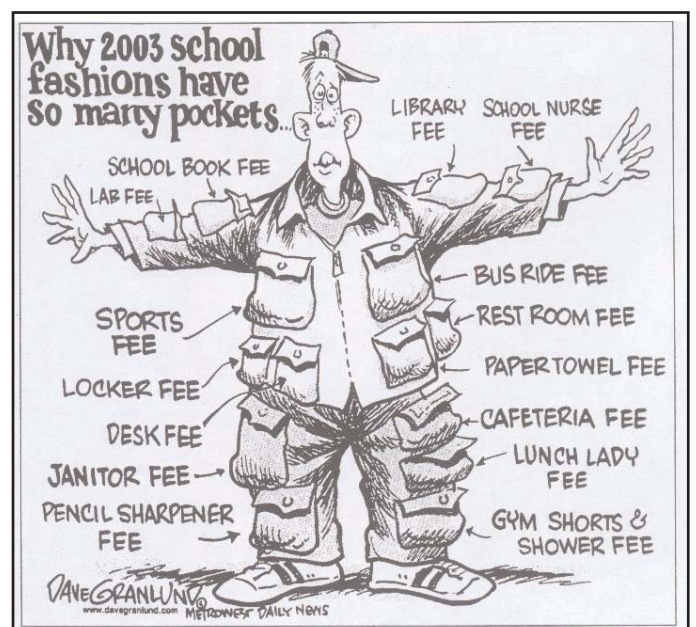
Since testing seems to be a cornerstone to improving performance, I don't understand why this principle isn't applied to other businesses that are not performing up to expectations. I was thinking about the problem of falling milk prices and wondering why testing cows wouldn't be effective in bringing up prices since testing students is going to bring up test scores.

The federal government should mandate testing all cows every year starting at age 2. Now I know that it will take time out of the farmers necessary work to do this testing every year and that it may be necessary to spend inordinate amounts of money on the testing equipment but that should not detract us from what must be done.

I'm sure there are plenty of statistics to show what good milk producing performance looks like and the characteristics of cows who achieve this level of performance. It should, therefore, be easy to figure out the characteristics necessary to meet this standard. We will begin our testing finding out which cows now meet the standard, which almost meet the standard, which meet the standard with honors and which show little evidence of achievement. Points will be assigned in each category and it will be necessary to achieve a certain average score. If this score is not achieved, the Department of Agriculture will send in experts to give advice for improvement. If improvements do not occur over a couple of years, the state will take over your farm or even force you to sell.

Now I'm sure farms have a mix of cows in the barn but it is important to remember that every cow can meet the standard. There should be no exceptions and no excuses. I don't want to hear about the cows that just came to the barn from the farm down the road that didn't provide the proper

continued on page 8



NCLB, continued from page 7

nutrition or a proper living environment. All cows need to meet the standard.

Another key factor will be the placement of a highly qualified farmer in each barn. I know many of you have been farming for many years but it will be necessary for all farmers to become certified. This will mean some more paperwork and testing on your knowledge of cows but in the end this will lead to the benefit of all.

It will also be necessary to allow barn choice for the cows. If cows are not meeting the standard in certain farms they will be allowed to go to the barn of their choice. Transportation may become an issue but it is critical that cows be allowed to leave their low performing barns. This will force low performing farms to meet the standard or else they will simply go out of business.

Some small farms will probably go out of business as a result of this new legislation. Simply put, the cost per cow is too high. As taxpayers we can not be expected to foot the bill to subsidize farms with dairy compacts. Even though no one really knows what the ideal cost is to keep cows content the legislature will set a cost per cow. Expenditures too far above this cost will be penalized. Since everyone knows that there are economies of scale, small farms will probably be forced to close and those cows will merge into larger farms.

Some farmers may be upset that I proclaim to know what is best for these cows but I certainly consider myself capable of making these recommendations. I grew up next to a farm and I drink milk. I hope you will consider this advice in the spirit it is given and I hope you will agree that the NO COW LEFT BEHIND legislation may not be best for a small state like Vermont.

.....
Kenneth Remsen is the principal at Underhill I.D. School in Jericho, Vermont.

DECIDING TO TEACH THEM ALL

Asking the right questions has an enormous impact on how we pursue equity and excellence in our classrooms, according to Carol Ann Tomlinson. The United States has always balanced precariously on the twin values of equity and excellence. As a people, we believe that birth in a log cabin should not be a barrier to the boardroom or the Oval Office and that all citizens should have access to the opportunities that will help them realize their potential. Similarly, we cling to a vision of the United States as representing the best. We stand for the fastest cars, the tallest buildings, the finest medical care, and the most innovative technology. We are committed to excellence. To lose either equity or excellence as a guiding value would be to lose our identity. To maintain both, however, is a balancing act of the highest order. And the challenge is perhaps greatest in the schools that shape young people to be good stewards of these values. Although we don't often think about the impact of education decisions on the balance between equity and excellence, many decisions push the fulcrum in one direction or the other -- for individual learners, groups, or schools as a whole. If we reframe the questions that we ask, a tectonic shift might occur in how we make decisions on behalf of academically diverse learners. Not, What labels? But, What interests and needs? Not, What deficits? But, What strengths? Not, How do we remediate? But, How do we maximize access to the richest possible curriculum and instruction? Not, Which kind of setting? But, What circumstances maximize the student's full possibilities? Read Professor Tomlinson's principles for fostering equity and excellence at: http://www.ascd.org/publications/ed_lead/200310/tomlinson.html.



Underage Drinking is a D.U.M.B. Decision (Drinking Underage Maims the Brain)

Fact Sheet from an American Medical Association Report on Alcohol's Adverse Effects on the Brains of Children, Adolescents and College Students.

The Adolescent Brain

The brain goes through dynamic change during adolescence, and alcohol can seriously damage long- and short-term growth processes. Frontal lobe development and the refinement of pathways and connections continue until age 16, and a high rate of energy is used as the brain matures until age 20. Damage from alcohol at this time can be long-term and irreversible. In addition, short-term or moderate drinking impairs learning and memory far more in youth than adults. Adolescents need only drink half as much to suffer the same negative effects.

Drinkers vs. Non-Drinkers: Research Findings

- * Adolescent drinkers scored worse than non-users on vocabulary, general information, memory, memory retrieval and at least three other tests.
- * Verbal and nonverbal information recall was most heavily affected, with a 10 percent performance decrease in alcohol users.
- * Significant neuropsychological deficits exist in early to middle adolescents (ages 15 and 16) with histories of extensive alcohol use.
- * Adolescent drinkers perform worse in school, are more likely to fall behind and have an increased risk of social problems, depression, suicidal thoughts and violence.
- * Alcohol affects the sleep cycle, resulting in impaired learning and memory as well as disrupted release of hormones necessary for growth and maturation.
- * Alcohol use increases risk of stroke among young drinkers.

Adverse Effects of Alcohol on the Brain: Research Findings

Youth who drink can have a significant reduction in learning and memory, and teen alcohol users are most susceptible to damaging two key brain areas that are undergoing dramatic changes in adolescence:

- * The hippocampus handles many types of memory and learning and suffers from the worst alcohol-related brain damage in teens. Those who had been drinking more and for longer had significantly smaller hippocampi (10 percent).
- * The prefrontal area (behind the forehead) undergoes the most change during adolescence. Researchers found that adolescent drinking could cause severe changes in this area and others, which play an important role in forming adult personality and behavior and is often called the CEO of the brain.

Lasting Implications

Compared to students who drink moderately or not at all, frequent drinkers may never be able to catch up in adulthood, since alcohol inhibits systems crucial for storing new information as long-term memories and makes it difficult to immediately remember what was just learned.

Additionally, those who binge once a week or increase their drinking from age 18 to 24 may have problems attaining the goals of young adulthood -- marriage, educational attainment, employment, and financial independence. And rather than "outgrowing" alcohol use, young abusers are significantly more likely to have drinking problems as adults.

continued on page 16

middle school news

AVON MIDDLE SCHOOL EARNS PRESTIGIOUS LEADERSHIP AWARD

By Earle G. Bidwell, Assistant Executive Director



Avon Middle School's Peer Support Group

The Connecticut Association of Schools (CAS) is pleased to announce that the "Peer Support Group" from Avon Middle School received the prestigious "Arthur Director Leadership Award" from the association. Named for the founder of the Connecticut Lighting Centers, the award is presented annually to the school that shows superior application of the concepts learned at the CAS Student Leadership Conference held at Quinnipiac University each spring. Over six hundred participants from forty Connecticut middle schools attended the conference that featured the theme "Making Acceptance Acceptable."

The Peer Support Group and advisor Judy Marks were selected because they have developed a program that supports all students in the Avon Middle School community. At AMS, challenged and regular education students work and play side-by-side. The group's initiatives range from academic support to after school athletic and recreational activities and school and community service.

The award was presented at

a "town meeting" held at the school on November 14, 2003. The "meeting" was attended by Arthur and his wife, Edyth Director, CAS Assistant Executive Director Earle Bidwell and Connecticut Lighting Centers President David Director. Over forty students from the Peer Support Group were presented with a plaque commemorating their achievements. They also received a check from CAS to further their commendable work.

Addressing the assembly, Mr. Bidwell stated, "While middle school is a place where adults and children learn together, it is much more. It is a place where relationships develop and people have a chance to make a difference in the lives of others. The entire Avon community can be justifiably proud of the exemplary commitment of its students, faculty and administration in being leaders in advancing the cause of acceptance among all people."

The highlight of the town meeting, attended by the entire student body, was a media presentation of some of the work of the Peer Support Group.

elementary news

Tips for success in preparing for the principalship:

- ✓ Serve as an intern or lead teacher in your school.
- ✓ Participate in the P.P.T. (Parent, Pupil, Teacher) process
- ✓ Attend evening functions at your school
- ✓ Volunteer for school wide and district curriculum and instruction committees.
- ✓ Follow the budget process with your principal.
- ✓ Communicate to staff, parents and students regularly.
- ✓ Learn how to make good coffee!

(Courtesy of Lou Pear, principal of West Hill School in Rocky Hill and CT's 2003 National Distinguished Principal)

Two Statewide Environmental Conferences for Elementary Students

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

The Connecticut Association of Schools in conjunction with the Long Island Sound Foundation is offering Connecticut students several opportunities to actively participate in one or both statewide environmental conferences.

The first of these two conferences consisting of all-day workshops will be held on March 8, 2004 at Wesleyan University Science Center in Middletown. This conference is for 4th and 5th grade students. The purpose of this conference is to educate students on a variety of environmental topics. A total of 12-14 hands-on workshops will be held throughout the day. Schools attending can send a team of four students and a chaperone. All students will be given complimentary T-shirts. Flyers will be sent to all Connecticut elementary schools after the Christmas holidays. Registration fees for 4 students plus one adult is \$50 for CAS member schools and \$160 for non-member schools.

The second of these two conferences is called Marine Science Day. This is for elementary students in grades 5 and 6 and will be held on Friday, April 2, 2004. The purpose of this conference is to educate students about Long Island Sound and Marine Science. Each student will be individually scheduled to participate in a series of workshops presented by university personnel, graduate students, and environmental educators from a variety of organizations and institutions. These workshops will promote a greater awareness of Long Island Sound and Marine Science.

Enrollment is limited in both conferences and registrants will be accepted on a first-come, first-serve basis. On Marine Science day the first 120 students will have the opportunity to have a hands-on experience on the Enviro-lab boat. Schools are urged to sign up their students early. Registration deadline is March 19th for both conferences.

Each student will bring his/her lunch and a snack. The committee encourages each student to pack a lunch that will generate the least amount of trash. Students should bring beverages that are not in glass containers. They should also be dressed for hands-on activities. Materials will be distributed at the workshops. Each student is requested to bring a backpack or similar carrying bag.

For further information, please contact Dr. Robert Carroll or Jennifer LaCroix at 203-250-1111.

... more elementary news

CAESP Spring Conference Focuses on Math & Science

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

The Connecticut Association of Elementary School Principals (CAESP) is holding its spring conference on Monday, May 3, 2004 at the Farmington Marriott. This conference will feature a heavyweight in the field of elementary math and science. Professor Lowery will present a keynote address followed by an intensive workshop in both the morning and afternoon. There will also be other workshops in the curriculum areas of math and science.

Dr. Lawrence Lowery is a professor emeritus at the University of California at Berkeley. He was the Principal Investigator for both the EQUALS math program and FAMILY MATH at the Lawrence Hall of Science. He remains active as the Principal Investigator for the FULL Option Science System (FOSS), a science curriculum for grades K-8 developed at the Lawrence Hall of Science. He continues to publish and edit articles and books, the most recent being *The Kingfisher Science Encyclopaedia* (New York and London, 1993), *Pathways – Guidelines to Implementing the Science Standards* (NSTA publication, 1997), *The Biological Basis for Thinking and Learning* (Lawrence Hall of Science Monograph, 1998), *How Science Curriculum Reflects Brain Research* (Phi Delta Kappan article, November 1998), one of several authors of *Teaching for Inquiry* (National Science Education Standards Addendum, 2000). *Developing Minds* (Association for Supervision and Curriculum Development, 2001). And *The Nature of Inquiry* (NRC, Science Technology, and Children, 2002).

Dr. Lowery is convinced that curricula in math and science need to reflect the advances that have recently been made in brain research. In a recent speech he said, "Advances in neuroscience contributes to the development of curricula that build on the way the brain constructs knowledge." He went on to say, "The new curricula do not 'speed up' the student's development of 'move down' advanced concepts. Rather their intent is to make what the student is capable of learning more useful, effective, relevant, and interesting and to enable the student to progressively build, from grade level to grade level, an understanding of the grand ideas of a subject by relating sub-

sequent knowledge to prior knowledge. With so much explicit knowledge about how the brain works and with data so clearly supportive of the fact that students construct knowledge for themselves, it is surprising that so little real change has occurred in the way that science and math are taught."

Professor Lowery has also received numerous awards: Outstanding Science Educator of the Year (1992) from the Association for the Education of Teachers of Science (AETS); Distinguished Career In Science Award (1993) from the National Science Teachers Association (NSTA); Best Software Program in Mathematics (1996) from Peter Rabbit's Math Garden, Newsweek Editor's Choice; President's Quality Gold Award (1998) Sandia Laboratories' Award for Distinguished Program in Science Education; Induction into the Science Hall of Fame (2003); and the State of Texas award for contributions made to science education.

This is definitely one conference you will not want to miss. Remember the date, May 3, 2004. The emphasis from the Connecticut State Department of Education in the next few years in curriculum will be in the areas of math and science. Today, thoughtful schools and school systems are engaged in systemic changes whereby new curricula, especially in mathematics and science, are a fundamental component of those changes. (And the array of quality, research-based curricula is continuing to grow as scientists, mathematicians and educators work together to study learning and improve the ways by which important ideas are learned.) To have such a prominent international figure as Lawrence Lowery coming to Connecticut provides administrators and teachers an opportunity they will not want to miss.



Dr. Lawrence Lowery

SAVE THE DATE:
May 3, 2004

Upcoming CAESP Programs & Activities

Mark Your Calendars!

Your attendance is encouraged at the following upcoming CAESP-sponsored events:



- February 5, 2004** - "Principals' Conversation about CMT Results," CAS Conference Center
- March 2 & 3, 2004** - Elementary Arts Recognition Festival, Aqua Turf
- March 8, 2004** - Environmental Conference for 4th & 5th Graders, Wesleyan University
- March 15, 2004** - Student Leadership Conference for 4th & 5th Graders, Asnuntuck Community College, Enfield
- March 16, 2004** - Student Leadership Conference for 4th & 5th Graders. Naugatuck Valley Community College, Waterbury
- March 24, 2004** - Elementary Parent Volunteer Recognition Banquet, Aqua Turf
- April 2, 2004** - Marine Science Day Conference for 5th & 6th Graders, University of Connecticut at Avery Point, Groton
- April 16-30, 2004** - Connecticut Teachers & Principals Art Exhibit, State Capitol
- May 12, 2004** - Elementary Schools Program Recognition Banquet, Aqua Turf

NAESP's

Key Contact Program

One by one, we CAN make a difference in Congress with NAESP's **Key Contact Program**. Are you willing to help your national association educate members of Congress about the real issues and challenges principals face each day? The Key Contact Program presents the principal's point of view to U.S. senators and representatives (and vice versa) and strengthens NAESP's ability to act quickly and effectively on matters related to education policy.

Make your voice heard in Washington, D.C.! There has never been a more important time to become a Key Contact. For information, call Sally McConnell at 800-386-2377, ext. 263 or go to www.naesp.org and click on LEAD/Advocacy/Legislation to sign up online.

GUEST EDITORIAL:**High School QB Does the Right Thing**

By Derek Richmond, The Hoyan, 11/11/03

Records are made to be broken. Just not like this. Last week, Nate Haasis, a high school quarterback from Springfield, Ill., completed a 37-yd. pass to a teammate for the final touchdown of his career. Despite the seven points, Haasis' throw wasn't enough to get a win for his team — when it was all said and done, the Spartans lost, 42-20. What it did get him was the career passing record from the Central State Eight Conference.

Three days after the game was over, Haasis wrote a letter to conference officials asking that his name and the record he had earned be stricken from the record books. Through no fault of his own, Haasis hadn't actually earned that record.

With only a minute remaining in the 17-year-old's final game, his coach called a timeout, despite the game being well out of reach for the Spartans. Rather than huddling with his team, however, Southeast coach Neal Taylor could be seen huddling with the opposition's coach, Cahokia's Antwyne Golliday.

The result of the huddle was a deal that would secure the career conference passing record for Haasis: Southeast would allow Cahokia to score uncontested, and in exchange, Cahokia would let Haasis complete a 37-yard touchdown pass on the final play.

The record was not unexpected. Since the first games of the season, Haasis has been on pace to surpass all those quarterbacks who came before him. What nobody expected, however, was Haasis' reaction to it.

"It is my belief," Haasis wrote to officials, "that the directions given to us in the final seconds of this game were made in 'the heat of battle' and do not represent the values of the athletes of the Southeast football team. In respect to my teammates, and past and present football players of the Central State Eight, it is my hope that this pass is omitted from any conference records."

Haasis did exactly what he should have done, and the sad truth of the matter is that everyone should have expected him to do just that. But nobody did, because it has become an accepted truth that sportsmanship — like chivalry — is dead.

Bargains like the one Taylor made with Golliday happen all the time, at every level of athletics, and it's sad that it took a high school kid to stand up to them. Every one of these deals denigrates not only that particular record, but every record and every athlete. It demeans the very nature of sports. Yet athletes, both collegiate and professional, will use any method to get their names enshrined in that illustrious record book.

Two years ago, Green Bay quarterback

continued on page 12

**RECENT COURT DECISIONS
AFFECT HIGH SCHOOL SPORTS****DRUG TESTING HITS ROADBLOCK**

HARRISBURG, PA - The Pennsylvania Supreme Court has ruled that a desire to discourage drug use among students is not a sufficient reason to justify "suspicionless" drug screening targeted at student-athletes, parking-permit holders, and participants in extracurricular activities.

The ruling allows a legal challenge seeking to block the testing to proceed. The challenge was filed by two sisters—who had passed the drug screening and have since graduated—and their parents. The sisters, Kimberly and Jennifer Theodore, were tested because Jennifer belonged to the National Honor Society and academic clubs and Kimberly played several sports and sought a parking permit.

The family's lawyer said the ruling provides Pennsylvania students with privacy rights beyond the limits of a 2002 U.S. Supreme Court case that upheld random testing of participants in an Oklahoma school district's extracurricular activities.

In July, the New Jersey Supreme Court upheld Hunterdon Central Regional High School's policy, which subjects students involved in extracurricular activities or who park vehicles on school property to random drug testing. The court ruled that students in public schools have diminished rights to privacy under the state constitution, and that the school's policy was not unreasonable or unfair.

The Pennsylvania Supreme Court's majority opinion said the Delaware Valley School District had failed to produce sufficient proof that its students have a drug problem, had not shown that the targeted students contributed to any drug problem, and had not described how the policy addressed whatever problem might exist. Furthermore, the court attacked the northeastern Pennsylvania district's testing of student leaders as a means of setting an example for the student body. (*Source: "Pa. court allows lawsuit against school drug tests," by Mark Scoloro, Associated Press*)

COACHING LIABILITY

Giambrone v. Douglas, et al. (Alabama Supreme Court) - In a high school in Alabama, a 15-year-old freshman weighing 130 pounds challenged his 200-pound wrestling coach to a wrestling match. Believing it would be "motivational" for the team, the coach accepted. While the coach performed a move on the student, the student suffered a severe spinal-cord injury, leaving him a quadriplegic.

At the time, the coach was in his first year as a head wrestling coach, and although he had coached football and baseball, he had no experience coaching wrestling. According to the coach, he was not provided guidelines for running wrestling practices, was not provided the opportunity to attend a mandatory clinic on safe wrestling practices, and did not receive instruction not to wrestle with students.

The mother of the student sued the coach, the athletic director, and the principal for the student's injury. A district court dismissed the suit on grounds that as government officials the school officials were immune from personal liability for injuries occurring in the furtherance of their jobs. On appeal, the Alabama Supreme Court reversed, holding that the coach, but not the principal or the athletic director, could be held personally liable.

The court concluded that because the coach "performed an illegal move during an 'inequitable' challenge match, thereby failing to discharge his duties pursuant to 'detailed rules or regulations,'" he may be held personally liable for the student's injuries. The court held that the principal and the athletic director were immune because their actions were within the discretion of their employment. Specifically, the court noted that there were no guidelines or rules governing their supervision of coaches.

Although this decision only applies to Alabama law, the factors considered by the court are commonly considered by courts determining whether to apply the state's sovereign immunity to its employees. It is very common that discretionary acts are protected and ministerial acts are not. Therefore, where discretion is limited, liability for negligence may increase. Legal and life lessons to be learned from this case are that coaches should be trained and all employees should be aware of guidelines intended to govern their behavior. (*Source: NASSPPrincipal Leadership, "Cases in Point," December 2003*)

. . . more ciac news

MAKE THE POINT: Five Connecticut high schools made the point for Special Olympics and the National Federation of High Schools on October 25, 2003. Together, they raised almost \$10,000 for the national fundraising campaign, in its first year! Norwich Free Academy led all Connecticut high schools by bringing in just under \$6,000 dollars in donations at the free-throw shooting event. Michael Savage challenged the high schools to get involved and encouraged the CIAC Board of Control to offer a \$1,000 prize drawing for those schools who raised a minimum of \$500. Berlin High was the lucky winner! Other successful participants included Plainville, Guilford and Northwest Regional of Winsted. This NFHS-sponsored fundraiser will be held each fall and all are encouraged to get students to make the point, on behalf of Special Olympics!

MLB TO TEST FOR STEROIDS: Major League Baseball announced last month that from 5 to 7 percent of its players had tested positive for steroids. In response to this finding, MLB will begin random testing for steroids on March 1. The tests won't catch all cheaters, they say, but it may nab some, and it will at least force drug-taking athletes to worry about getting caught. It will also focus more attention on the issue. Yet others have roundly criticized the plan. MLB won't conduct tests during the off-season, so cheaters can bulk up during the four months off. Many drugs like human growth hormone still lack reliable tests. [CC! Sports e-Newsletter, December 2003]

STUDY OFFERS GUIDANCE ON CONCUSSIONS: A recent study involving NCAA student-athletes reveals that college football players may need at least seven days to recover from a concussion and that the greatest risk of re-injury occurs within seven days of sustaining the initial concussion. Results from the NCAA Concussion Study, funded in part by the association, were published in two separate articles that appeared in the November 19 issue of the *Journal of the American Medical Association (JAMA)*. The study gathered data on 2,905 college football players from 19 Division I, three Division II, and three Division III schools between 1999 and 2001. Results show that 92 percent of repeat concussions occurred within 10 days of the first and that 75 percent occurred within seven days. Data also indicate that college football players with a history of sustaining three or more concussions are three times more likely to incur a concussion again than players with no history of concussion. Those players also are more likely to experience a slower recovery compared to players with no history of concussion. For more information, visit www.ncaa.org.

14-YEAR-OLD TO PLAY PRO SOCCER: On November 18, 14-year-old soccer star Freddy Adu signed a six-year contract to play Major League Soccer, beginning next spring. He will be the highest-paid athlete in the league, and he is probably the youngest athlete on any U.S. professional team sport since 14-year-old Fred Chapman roamed the baseball diamond in 1887. Mr. Adu will compete for D.C. United.

NCAA CHANGES FRESHMEN ELIGIBILITY REQUIREMENTS EFFECTIVE 2005: The NCAA has changed the initial eligibility requirements for the classes of 2005-2008. The NCAA has increased the number of required core courses a student must complete in high school in order to be eligible to participate as a freshman at the Division I and II levels. All high school students in the 2005-2007 graduating classes must complete 14 core courses (up from the current requirement of 13) in order to participate in Division I and II sports. The additional course may be taken in any of these areas: English, mathematics, natural/physical science, social science, foreign language, non-doctrinal religion, philosophy or computer science. (NOTE: Beginning in August 2005, computer science courses will no longer be able to be used for initial-eligibility purposes. Computer science courses, such as programming, that are taught through the mathematics or natural/physical science departments and receive either math or science credit may be used after the August 1, 2005 date.) The high school graduating class of 2008 will be required to complete 16 core courses to be eligible to compete at the Division I level. Division II requirements will remain at 14 core courses. The change does not affect freshmen eligibility at the Division III level. For more information about these changes, visit www1.ncaa.org/eprise/main/parent-prospect/index.html

NFHS ALLOWS PADDED HEADBANDS: The NFHS now permits the use of padded headbands by field players in soccer. The referee at the game is still required to inspect all equipment and may permit padded headbands as long as they do not contain any hard or unyielding material such as plastic. Face masks are still illegal for play in the sport of soccer.

NATIONAL STUDY TO LOOK AT BODY-FAT-TESTING IN GIRLS' WRESTLING: The University of Iowa, with funding from the NFHS Foundation and the NCAA, is embarking on a study to validate body-fat-testing protocols for females participating in "combative" sports – e.g., wrestling. The results will indicate whether or not the accepted body fat level for high school female wrestlers is correct at 12%. The results should be available in the spring of 2004.

The Thrower's Arm: Making and keeping overhead athletes healthy

A free course for high school and college baseball coaches

February 23, 2004

Download a brochure at:
www.casciac.org/pdfs/thrower's_arm.pdf

Sponsored by:



Sportsmanship, cont'd from page 11

Brett Favre allegedly took a sack, giving New York Giants defender Michael Strahan the single-season sack record. To this day, both players deny that the deal was arranged, perhaps because neither of them has the courage or integrity to do what Haasis did.

Five years ago, Nykesha Sales, then a star forward for the University of Connecticut Huskies, tore her Achilles' tendon, sidelining her for the remainder of the season. Yet because of a deal between coaches, Sales hobbled out onto the court and opened the scoring for the Huskies with an uncontested layup. The two points gave Sales the school record for points in a career.

Sometimes it's not even about the record. For some athletes it's all about ego. In March, Ricky Davis, a forward for the Cleveland Cavaliers, went so far as to shoot at his own basket, missing intentionally, just to get the rebound. The board would have given Davis his first career triple-double.

Fans have come to accept — to expect, even — these athletes to bend the rules to the breaking point. It's about time an athlete took a stand against it. The sad thing now is that these college and pro athletes have a lot to look up to in this 17-year-old high school quarterback.

The same hand that threw that 37-yarder later picked up a pen and reminded all of us of the integrity we should expect from athletes at all levels. I would like to shake that hand, not for the passes Haasis threw, but for the letter he had the courage, morality and integrity to write.

Nate Haasis belongs in the Central State Eight Conference record book, because in a way, he did break a record. Athletes and coaches at all levels have a long track record of relinquishing integrity in favor of seeing their names in print.

Nate Haasis single-handedly shattered this record.

... more ciac news

CIAC, SPORTS WRITERS HOST FOOTBALL PRESS CONFERENCE

By Tony Mosa, Assistant Executive Director

On Wednesday, December 3, the CIAC and the Connecticut Sports Writers Alliance hosted a press conference to "kick-off" the 27th Annual High School Football Championships. Over 125 people attended the annual event, including coaches, athletic directors, and captains from each of the twelve schools which reached the finals. Also in attendance were members of the CIAC Football Committee and representatives from IGA and Toyota, sponsors of the CIAC football tournament.

Over 30 media representatives had an opportunity to interview coaches, players, and CIAC officials. Kevin Nathan, sports director for Channel 30, served as the master of ceremonies. He congratulated the players and coaches and commended them for their tremendous efforts throughout the season. He noted that their experiences would be cherished for a lifetime.

Football Chairman Leroy Williams spoke on behalf of the CIAC and encouraged the teams to continue the excellent sportsmanship that had been evident throughout the season. All necessary information relative to the championship games was distributed to the teams.

Each of the twelve head coaches was formally introduced. One by one, each coach stepped up to the podium to offer his outlook on the upcoming game and to wish his opponent well.

The CIAC thanks the CT sports writers for co-sponsoring this event.



Kevin Nathan, NBC 30 Sports Anchorman



CIAC Football Committee Chairman Leroy Williams (seated) fields questions from the press.



Bloomfield AD Tammy Schondelmayer (back) enjoys a buffet lunch with her players.

OFFICIALS -- ARE YOU AT RISK?

By John C. Richmond, MD

While the physiologic stress on officials has been documented and pre-participation screening of athletes is now commonplace, no prior study has screened sports officials for potential health risk factors. A 4-year study was conducted on a group of Southeastern Conference (SEC) football officials to measure the prevalence of cardiac risk factors among officials. The study was carried out using health questionnaires, physical examinations and laboratory screening.

The average age of these officials was 45 years. Multiple cardiac risk factors were identified in this group, with approximately 20 percent having high blood pressure, more than 85 percent being overweight (30 percent characterized as obese), while roughly half of the group had elevated cholesterol. Using the American College of Sports Medicine (ACSM) guidelines, the researchers found that the prevalence of high-risk individuals exceeded 30 percent in each of the study years. Those

officials identified as high risk (almost three quarters of the officials studied) were referred for graded cardiac stress testing, and in 50 percent of cases, the stress test was abnormal, necessitating further workup.

While no officials were eliminated from working as a result of this screening, and the overall risk of coronary heart disease was less than a normal age-adjusted population, this study points out a possible issue for all officials at all levels. The physiologic demands of a game official are high and a significant potential for undetected cardiac risk factors may be present. There are tragic reports of officials suffering cardiac arrest and dying on the field. Taken as a whole, this study indicates that officials at all levels should be aware of the possible risks, should maintain an appropriate fitness level and should obtain appropriate medical evaluation on a routine basis. *(Reprinted from Officials' Quarterly/Winter 2003)*

FALL 2003 CIAC SPORTS CHAMPIONS

■ BOYS SOCCER

Champion *Runner-up*

Class LL: Simsbury/Glastonbury - **CO-CHAMPS**

Class L: Farmington East Lyme

Class M: North Branford Ellington

Class S: Canton Lyman Memorial

■ GIRLS SOCCER

Champion *Runner-up*

Class LL: Cheshire Fairfield

Class L: Farmington/Guilford - **CO-CHAMPS**

Class M: Avon Joel Barlow

Class S: Immaculate Tourtellotte

■ GIRLS FIELD HOCKEY

Champion *Runner-up*

Class L: Pomperaug Guilford

Class M: New Canaan Wilton

Class S: Granby Lewis Mills

■ GIRLS SWIMMING

Champion

Open: Cheshire

Class LL: Greenwich

Class L: Cheshire

Class M: Branford

Class S: Darien



Avon defeats Joel Barlow in the Class M championships.



Triumphant Darien players exult after their victory in the Class M volleyball finals against Jonathan Law.

■ GIRLS VOLLEYBALL

Champion *Runner-up*

Class L: Amity Fitch

Class M: Darien Law

Class S: Coventry Morgan

■ BOYS CROSS COUNTRY

Champion

Open : New Milford

LL : New Milford

L : Guilford

MM : Ledyard

M : Tolland

SS : Griswold

S : Shepaug Valley

■ GIRLS CROSS COUNTRY

Champion

Open : Ridgefield

LL : Fairfield

L : Ridgefield

MM : East Lyme

M : Joel Barlow

SS : Lyman Memorial

S : Portland



Athletes take their positions at the Girls' Swim Open at Yale.

“RAY” of Hope

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

This month's HOT Topic:

❖ Hazing of Athletes (Let's not get cloudy on this issue)

Last month's HOT Topic:

❖ Aluminum baseball bats (Let's not strike out on this!)

2004 C.A.A.D. AWARD RECIPIENTS

Distinguished Service Awards:

"From Inside the Field of Athletic Administration"

★ **Joseph Tonelli -- Notre Dame High School, West Haven** ★

"From Outside the Field of Athletic Administration"

★ **Barry Goldberg, M.D. -- Yale University Health Services** n

"NCSSA - Athletic Director Award"

★ **Joseph Velardi – Pomperaug Reg. High School, Southbury** ★

"NIAAA State Award of Merit"

★ **Marge Dolan – North Haven High School** ★

NIAAA Certificates of Merit (Service Awards)

Years of Service:

- 15- Barbara Startup – Glastonbury H.S.
- 15- Candy Perez – Northwest Regional H.S., Winsted
- 15- Raymond DeAngelis – Emmett O'Brien RVTS, Ansonia
- 15- Steve Cervizzi – Windham RVT School
- 20- Steve DiVerniero – Eli Whitney RVTS, Hamden
- 20- Pamela Goodpaster – Joel Barlow H.S., Redding
- 20- Paul Mengold – Amity Regional H.S., Woodbridge
- 20- John Shukie – N.W. Catholic H.S., W. Hartford
- 25- Fred Balsamo – East Haven High School
- 25- Chip Dorwin – Guilford High School
- 25- C. Anthony Gorman – Henry Abbott RVT S, Danbury
- 25- Robert Harris – Fairfield Prep. School
- 25- Robert Lehr – Southington High School
- 25- Chip Salvestrini – Danbury High School

important dates

- **National Conference of High School Directors of Athletics**
Dec. 13-16, 2003
Indianapolis, Indiana
(see related item page 16)
- **C.A.A.D. State Conference**
March 24-25, 2004
NOTE NEW LOCATION:
North Haven Holiday Inn

Stopping Sports' Most Troubling Tradition

by Rick Wolff

Reprinted from Sports Illustrated - December 1, 2003

- Varsity high school softball players tell a sophomore that if she wants to make the team, she has to stand on a chair in the cafeteria and sing the school's fight song loud enough for everyone to hear it.
- After practice, all the junior varsity football players are brought into the locker room. The varsity players stick the JV players' heads in a toilet one by one and flush. The younger athletes are told that this is simply a longstanding tradition every team member must endure.
- All the freshmen trying out for the high school basketball team are lined up after practice, and whether they want it or not, their heads are shaved by older players.

In your mind, are these examples of hazing? According to a recent Alfred University study, they are. The researchers defined hazing as "any humiliating or dangerous activity expected of you to join a group, regardless of your willingness to participate." And the study found that 45% of the high school athletes polled had been subjected to it.

True, some forms of hazing may be more extreme. The August incident involving a Long Island high school football team created horrifying headlines nationwide. So did the video of high school girls being victimized at a powder-puff football "ritual" in Illinois. These are shocking accounts of violence and despicable behavior. But the truth is, even mild hazing is hazing, and in 43 states it is against the law.

Parents and coaches, take note: You must face some very harsh realities about this problem.

First of all, as the Alfred study shows, hazing is widespread. Second, you must realize that hazing doesn't have to be a brutal attack. As mentioned, certain rituals may be intended in good fun, but many

continued on page 16

... more caad news

National Athletic Directors Conference Scheduled for Indianapolis

INDIANAPOLIS, IN (December 8, 2003) - More than 1,800 athletic administrators, spouses and exhibitors are expected to attend the 34th annual National Conference of High School Directors of Athletics December 13-16 in Indianapolis, Indiana. The conference, sponsored by the National Federation of State High School Associations (NFHS), will be held primarily at the Indiana Convention Center, with some meetings at the Indianapolis Marriott Downtown and Westin hotels.

The Opening General Session, from 1 to 2:30 p.m., Sunday, December 14, will feature keynote speaker Nell Fortner, former coach of the WNBA Indiana Fever, the Purdue University women's basketball team and the U.S. Olympic women's basketball team. The Second General Session, which will be held from 8 to 9:30 a.m., Monday, December 15, will feature a report from NFHS Executive Director Bob Kanaby.

The Conference Luncheon will be held at 12:30 p.m., Monday, December 15, when the NIAAA will honor 12 individuals with Distin-

guished Service Awards, as well as the Award of Merit and Thomas E. Frederick Award of Excellence. Humorist Carl Hurley will speak following the awards presentations.

The Third General Session, which will be held from 10:30 to 11:30 a.m., Tuesday, December 16, will feature Archie Manning, who was an All-American football quarterback at the University of Mississippi and an all-pro with the New Orleans Saints.

The Conference Banquet at 6:30 p.m., Tuesday, December 16, is the concluding event of the conference. Eight athletic administrators will be recognized with NFHS Citations for their contributions to the athletic administration profession.

A total of 31 workshops will be offered during four separate sessions, most of which will be held in the Indiana Convention Center. For specific workshop offerings visit:

<http://www.nfhs.org/Meeting/AD2003/AD2003Main.htm>

Hazing, continued from page 15

coaches will tell you that a very slippery slope takes mild, good-natured hazing to assault. Third, contrary to popular belief, hazing doesn't bring teams closer together. In my experience, it usually has just the opposite effect. Kids often end up hating those who put them through it. And finally, the physical healing from a hazing attack often occurs quickly, but the psychological scars can stay with someone for years.

Unfortunately, too many people still see hazing on sports teams as a harmless all-American tradition, whether it is at the high school, college or even pro level. But now is the time for parents and coaches to work together to stop it.

First, coaches must explain to the veteran players on their teams in preseason meetings that hazing ruins unity, hurts kids and breaks the law. Let them know that all forms of hazing are wrong and insist that it's their responsibility to break the chain. Then, parents, be sure you reinforce the coaches' messages. Ask your kid if he's ever been a hazing victim and let him know that it is a serious, punishable crime. If your kids are older players on a team, encourage them to start a new tradition of looking out for the younger kids instead of hazing them. No more shaved heads.

The anti-hazing message must be repeated so every kid hears it. As Hank Nuwer, a scholar who has written several books on the topic, says, hazing is not a "rite of passage" -- it's a "wrong of passage." Hazing is one sports tradition that should be put to rest for good.

Rick Wolf is chairman of the Center for Sports Parenting (www.sportsparenting.org). His latest book is "The Sports Parenting Edge: The Winning Game Plan for Every Athlete from T-Ball to College Recruiting" (Running Press).

D.U.M.B.,

continued from page 8

What is the summary report?

Harmful Consequences of Alcohol Use on the Brains of Children, Adolescents, and College Students is a compilation and summary of two decades of comprehensive research on how alcohol affects the brains of youth. The report's aggregation of extensive scientific and medical information reveals just how harmful drinking is to the developing brain and serves as a wake up call to parents, physicians, elected officials, law enforcement, purveyors of alcohol -- including the alcohol industry -- and young drinkers themselves.

Why is this report important?

The average age of a child's first drink is now 12, and nearly 20 percent of 12 to 20 year-olds are considered binge drinkers. While many believe that underage drinking is an inevitable "rite of passage" that adolescents can easily recover from because their bodies are more resilient, the opposite is true.

INVESTORS IN CT YOUTH

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

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

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