

BULLETIN

The Connecticut Association of Schools The Connecticut Interscholastic Athletic Conference



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JANUARY CONFERENCE ON CONTINUING TO CLOSE THE ACHIEVEMENT GAP

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

The winter middle and high school conference will be held Friday, January 28, 2005, at the Radisson Hotel in Cromwell. This year's theme is "Continuing to Close the Achievement Gap."

The keynote speaker will be Katie Haycock. As one of the nation's leading child advocates in the field of education, Katie serves as Director of The Education Trust. The trust does what no other Washington-based education organization seeks to do: speaks for what is right for young people, especially those who are poor or members of minority groups. The trust also provides hands-on assistance to urban school districts and universities that want to work together to improve student achievement, kindergarten through college.

We are pleased that the luncheon speaker will be Theodore S. Sergi, president and CEO of the Connecticut Center for Science and Exploration. Ted is well known to Connecticut educators, as he was Connecticut Commissioner of Education from 1994 to 2003. There he oversaw an annual budget of \$2 billion. During his years as commissioner, he made raising expectations for improved academic achievement of all students and improving urban education his educational priorities. Dr. Sergi will speak on the development of the Connecticut center and its future impact on education in Connecticut.

The conference will also feature opportunities for participants to attend workshops on various strategies for improving student performance. Also scheduled are forum opportunities to learn more about "Respect CT" and "Courage to Speak," both Connecticut-based organizations whose purposes, respectively, are to reduce bullying and prevent drug use.

The conference brochure was mailed to all middle and high schools last month and can be downloaded at http://www.casciac.org/pdfs/WinterConfBrochure_04-05.pdf.

YOLANDE AHLBERG RETIRES FROM CENTRAL OFFICE



After twenty-four years at CAS-CIAC, Yolande Ahlberg has retired. Yolande's years at CAS-CIAC were spent overseeing the ever-growing number of recognition banquets sponsored annually by the association. Her attention to detail, diligence, and meticulousness ensured a successful and first-class event on each and every occasion. Yo also handled a myriad of tasks which kept the CIAC tournaments running smoothly, most notable of which was the CIAC ticket operation. In addition to these duties, in recent years, she served as secretary to the director of development, assisting him in all financial development-related matters.

The CAS family will miss her cheerful smile, her good nature and her long hours of dedicated service to the students of CT's schools!

RESULTS OF SURVEY ON ANNUAL MEETING

Last month, CAS surveyed its member schools in an effort to determine the cause(s) of the decline in attendance at the annual meeting. CAS sent out 891 surveys and received 86 responses, for a 9.7% return rate. Many thanks to those members who took the time to complete the survey.

Of the 86 respondents, only half had ever attended a CAS annual meeting. Interestingly, the results did not indicate a need for any significant changes. Most respondents felt that the current format and schedule were suitable. A small majority of respondents indicated a preference for holding the meeting in the morning/early afternoon, rather than the afternoon/early evening (50% vs. 43%). There was also a fair number of respondents (26.7%) who indicated that the meeting should be moved from early May to late June. Members indicated some interest in adding a professional portion - i.e., speaker, workshop - to the event and there was considerable agreement that Thursday was the most convenient day of the week. Specific findings are as follows:

1. 16.3% of respondents wanted to move

- the annual meeting to late May; 3.5% wanted to move it to early June; and 26.7% wanted to move it to late June.
- 50% of respondents preferred to hold a morning business meeting followed by an afternoon awards luncheon. 46% of respondents liked the current schedule which includes an afternoon business meeting followed by an awards dinner.
- 29.1% of the respondents indicated that Thursday was the best day of the week for them. The next most popular day of the week was Friday (15.1%) followed closely by Wednesday (14%). The least popular day was Monday (9.3%).
- 42% of respondents indicated that they would be more inclined to attend the annual meeting if a professional development component, such as a keynote speaker, were added. 39.5% indicated that they would not be more inclined to attend.
- An overwhelming majority of respondents (88.4%) reported that they would not be more inclined to attend if a recreational activity, such as golfing, were added.
- A large majority (70.9%) indicated that

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LEGAL MAILBAG

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



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

Q. Dear Mailbag: A teacher who just started in my building this year has been less than impressive. I was concerned because I know that she has had experience, and I sat down with her to let her know that it will be necessary to develop a support plan to improve her teaching. I was surprised, however, when she told me that she had tenure and I should just leave her alone and save myself some trouble. I checked and found out that she came to my building after two years of service as a long term substitute in two different buildings. I presume that she is just bluffing, right?

- *Ready to Ride Herd*

A. Dear Ready: You don't have to back away from your laudable efforts. The teacher, however, could well have achieved "stealth tenure" (which is not mentioned in the Tenure Act). If the teacher achieved tenure in another Connecticut school district within the preceding five years, however, she will have achieved tenure. Her long-term substitute service was "teaching" service, because it required that she be certified, and from what I understand from your letter her service with your district was not interrupted between the three assignments. As you assist the teacher, it may well be necessary to view her as a tenured colleague.

Q. Dear Mailbag: I just started as the principal at an elementary school. I followed a long-term, well-liked principal who retired, and I am already chafing at the constant comments that my actions are not how my saintly predecessor would have handled things. My legal problem is that I just discovered that "Santa Claus" (the portly head custodian) will be visiting the kindergarten and first grades before the holidays to pass out candy treats to the students. Unless I am mistaken, this visit of a religious figure must violate some legal requirement. I am loath to antagonize the school community, but I am just not comfortable with this. What should I do?

- *Ambivalent Grinch*

A. Dear Ambivalent: You raise a good point, but the law is not completely clear. The irony is that Santa Claus may appropriately visit only if we conclude that he has devolved into a secular figure devoid of religious significance. We simply do not know how a court will respond if the practice is challenged. You can, therefore, just keep your head down and hope (even pray) for the best. If you are truly uncomfortable, however, you may want to conspire with your superintendent to get a letter from district legal counsel advising you to discontinue the practice. Blaming the lawyer is a time-honored tradition, and it is fun too.

Q. Dear Legal Mailbag: I just was appointed assistant principal. I want to make a good impression on the principal and superintendent, and I work at home a lot. Recently, I sent a response to a question from the superintendent via e-mail from home at 12:30 in the morning. While he noted my dedication, the superintendent shocked me by saying that I should be careful because my home e-mail is subject to public disclosure when I use it for official business. Can the Freedom of Information Commission come snooping around my home computer?

- *Worried Newbie*

A. Dear Worried: It does not work that way, but the superintendent makes a good point. A record (memorandum, notes, e-mail, etc.) you create as you do your work is a public record. It may be exempt from disclosure; it may not. It is no protection, however, to create the record at home. If a person requests a copy of e-mails you wrote, any non-exempt e-mails related to your work responsibilities will have to be disclosed, including those you sent or received on your home computer. The Freedom of Information Commission does not make house calls, but it did recently order the former mayor of Wethersfield to conduct a search of her home computer and produce official e-mails she had written and received at home. Forewarned is forearmed.

ct news & notes

CAS thanks Xyron, Inc. for generously donating a laminator/adhesive application system to the central office. The Xyron Pro 1255 instantly applies adhesive or lamination without heat or electricity. No smell, no mess, no waiting; so it's perfect for an office or school environment. Since the machine doesn't require heat, it can easily handle pictures, artwork or posters without resulting in any distortion. Next time you're in the Central Office, stop by and give it a look! For more information, visit www.xyron.com.

Congratulations

to Joseph R.

Castagnola, superintendent of the New Fairfield Public Schools, who was named the **2005 Superintendent of the Year** by the Connecticut Association



of Public School Superintendents (CAPSS). Joe was recently appointed head of the New Fairfield school district after a long and distinguished career as superintendent in Portland. Joe is currently serving as the CAPSS consultant to the CIAC Board of Control and as a member of the CIAC Eligibility Review Board.

■ At its regular meeting held August 18th, the CAS Board of Directors voted to support an NAESP/NASSP Merger Study which will be conducted by George Mason University. This study will provide an opportunity to objectively analyze the advantages and disadvantages of uniting the two national principals' organizations. Once completed, the study will provide both the NASSP and NAESP boards with detailed and objective data which will allow them to make an informed decision about the feasibility of merging into one national organization. It is essential to point out that a study of this type does not imply that the end result of such a review will be a merger. A report outlining the results of the study is expected by November 2005. The cost of the study is estimated at \$204,000 and will be borne, in part, by the state affiliates of each association. The CAS board voted to contribute \$2,000 to the study.

... more ct news & notes

■ Connecticut was ranked the eighth healthiest state in the nation in a new report by the United Health Foundation. "America's Health State: State Health Rankings," measures 18 indicators of overall health, including smoking prevalence, premature death, high school graduation rates, and per-capita public health spending, to develop a composite picture of each state's health. In state rankings, Louisiana retained its longstanding position as the least healthy state, closely followed by Tennessee and Mississippi. Topping the healthiest list were Minnesota, New Hampshire, and Vermont. Connecticut was sixth in 2003 and has always been in the top 10 states since 1990. For this year's rankings, it was in the top 10 states for 13 of the 18 individual measures, including third for a low rate of motor vehicle deaths, third for a low percentage of children in poverty and fourth for a low prevalence of smoking. A challenge for Connecticut is low support for public health with 1.5 percent of the state health budget allocated to public health.

RANKINGS			MEASUREMENT DATA			
2004	2003	1990	2004	2003	1990	
RISK FACTORS						
PERSONAL BEHAVIORS						
4	5	25	Prevalence of Smoking (Percent of population)	18.6	19.4	29.6
3	3	2	Motor Vehicle Deaths (Deaths per 100,000,000 miles driven)	1.0	1.0	1.7
6	5	25	Prevalence of Obesity (Percent of population)	19.1	18.0	11.7
16	22	19	High School Graduation (Percent of incoming ninth graders)	74.9	72.9	78.2
COMMUNITY ENVIRONMENT						
18	19	24	Violent Crime (Offenses per 100,000 population)	311	336	419
6	11	1	Lack of Health Insurance (Percent without health insurance)	10.4	10.5	6.4
36	38	31	Infectious Disease (Cases per 100,000 population)	25.0	26.7	32.9
3	8	3	Children in Poverty (Percent of persons under age 18)	10.1	9.3	9.2
9	10	17	Occupational Fatalities (Deaths per 100,000 workers)	4.0	4.1	8.7*
HEALTH POLICIES						
47	31	—	Percent of Health Dollars for Public Health (Percent of health exp.)	1.5	4.5	—
45	17	—	Per Capita Public Health Spending (\$ per person)	\$ 18	\$ 53	—
6	3	5	Adequacy of Prenatal Care (Percent of pregnant women)	83.8	85.3	78.3
OUTCOMES						
10	11	10	Limited Activity Days (Days in previous 30 days)	1.8	1.7	2.9*
10	12	15	Cardiovascular Deaths (Deaths per 100,000 population)	295.5	308.0	374.3
9	13	32	Cancer Deaths (Deaths per 100,000 population)	193.6	196.1	203.9
6	6	12	Total Mortality (Deaths per 100,000 population)	780.2	792.0	828.5
10	15	8	Infant Mortality (Deaths per 1,000 live births)	5.6	6.3	8.9
9	14	13	Premature Death (Years lost per 100,000 population)	6297	6499	7446

* Data sources and/or methodology may not be comparable for this year.

A dash (—) indicates data not available.

New CT Report Provides Data on Over 20 Measures of Student Well-being

By Patrice A. McCarthy

Reprinted from *The CABE Journal*, Nov. 2004

The Child Health and Development Institute of Connecticut recently released a report, *Keeping Children on the Path to School Success: How is Connecticut Doing?*

This new report provides data on over 20 measures of child well-being that have implications for school success, including access to health care, poverty, abuse/neglect and early learning experiences. Data is provided for the entire state as well as for each of Connecticut's 160 cities and towns.

Good News

- Connecticut's immunization rate is the best in the nation
- The state outperforms the national average on multiple measures, including infant mortality, low birth weight babies, child deaths and child poverty
- The percentage of children born to teen mothers is declining.

Bad News

- Racial disparities have widened over the past decade with respect to infant mortality.

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THE FIVE CONNECTICUTS

According to a new demographic analysis of census data by the University of Connecticut's Center for Population Research, the separate socioeconomic trends among towns in Connecticut reveal not two Connecticut -- not the haves and the have-nots -- but five Connecticut. According to the report, *The Changing Demographics of Connecticut - 1990 to 2000 Part 2: The Five Connecticut*, individual towns can be categorized into one of five distinct, enduring, and separate groups. The groups are:

- **Wealthy**, Westport-type towns – eight towns characterized by exceptionally high income, low poverty, and an increasing concentration of the state's income gains.
- **Suburban**, Cheshire-type towns – 61 towns with above average incomes that are gaining ground in educational achievement and income, but becoming less racially diverse.
- **Rural**, North Stonington-type towns – 63 towns characterized by average incomes and below-average poverty, but which are losing ground in education relative to the rest of the state.
- **Urban periphery**, Manchester-type towns – 30 towns characterized by below average income, average poverty, and high population density.
- **Urban core**, Bridgeport-type towns – seven communities characterized by the lowest incomes, and the highest poverty and population density.

The report also found that Connecticut's top ten socioeconomic issues are as follows:

1. Gains in income were becoming increasingly concentrated in *Wealthy Connecticut*.
2. Connecticut's racial minorities are concentrated in *Urban Core* towns.
3. *Rural Connecticut* is transforming into Suburban Connecticut.
4. Between 1990 and 2000, *Suburban Connecticut* became less racially diverse due to a decrease in the percentage of minority residents.
5. *Rural Connecticut* experienced increasing poverty, low income growth, and lagging educational attainment.
6. The *Urban Periphery* had the largest growth in population between 1990 and 2000. The *Urban Periphery* experienced increasing poverty and mixed income growth trends.
7. The socioeconomic conditions in the *Urban Core* were extremely stressed during the 1990's. Between 1990 and 2000, the population of the *Urban Core* grew by 125,643 or 24%.
8. The percentage of state's population living in extreme poverty grew from 2.8% to 3.7% during the 1990's. The largest increase was in the *Urban Core* where extreme poverty increased from 8.5% to 9.8%.
9. Between 1990 and 2000, statewide public school enrollment in grades 1-12 increased by 95,320 students or 21.9%. The largest increases in public school enrollment were 45,837 students, or 36.3%, in the *Urban Periphery* and 33,337 students, or 45%, in the *Urban Core*.
10. The *Urban Periphery* most closely reflected the typical Connecticut in both 1990 and 2000. Mixed socioeconomic trends in the *Urban Periphery* could foretell the future of Connecticut. (*The report may be viewed at http://popcenter.uconn.edu/CT_Part02_OP2004-01.pdf*)

national news & notes

■ Last month, Congress passed the reauthorized *Individuals with Disabilities Education Act* (IDEA) and President Bush is expected to sign the measure. The reauthorized IDEA would mandate quality standards for special education teachers, streamline disciplinary actions involving students with disabilities, and attempt to reduce the number of lawsuits stemming from the statute. The bill's provisions on "highly qualified" teachers would parallel those of the *No Child Left Behind Act*. To be highly qualified under the revised IDEA, teachers would have to be fully certified in special education or pass state special education licensure exams. They also would have to hold a bachelor's degree and demonstrate knowledge of each subject for which they were the primary teacher. The bill would also allow school districts greater flexibility in dealing with special education students who have behavior problems. In an effort to reduce the number of special education-related lawsuits, the bill encourages the use of mediation whenever possible. Parents and school officials would have to meet and try to solve problems before convening a due-process hearing. A two-year statute of limitations would be placed on a parent's ability to file a complaint, with a 90-day limitation on appeals. Also, hearing officers would have to make decisions based on whether a child was denied an appropriate education, not because of procedural mistakes. But the measure still does not lock Congress into any funding commitments. This year, the federal government is estimating it will pay 19 percent of the costs of educating students with disabilities, and it has set a goal of funding 40 percent of the national average of per-pupil spending by 2011.

■ The number of international students at U.S. high schools has dropped significantly in the last decade, partly because schools and families are less willing to play host. Last year, 27,742 foreign exchange students visited the United States through programs accredited by the Council on Standards for International Educational Travel. The numbers were down from the 44,291 students who participated in the 1999-2000 school year and 62,005 in 1993-1994. Some of the decline may be due to visa rules that took effect in the late 1990s that made it more difficult for international students to attend U.S. public schools. Security and political concerns may have played a role too, although the downturn appears to have begun before the Sept. 11 attacks.

"We don't really have a lot of research into why it is happening, but it is happening. There are fewer students," said John Hishmeh, executive director of an umbrella group for most of the country's big exchange programs. "We see a lot of schools not wanting to take foreign students because of budget concerns. We see a harder time for programs trying to find host parents," Hishmeh said. "Funding for public diplomacy and interest in public diplomacy really started to drop off in the late 1990s."

■ The District of Columbia spent \$13,317 on average educating each student in its public school system this year, a sum that makes it first in the nation in per-pupil public school spending, a new report showed. New York (\$12,059), Connecticut (\$11,773), New Jersey (\$11,390) and Massachusetts (\$10,772) filled out the top five in average per-pupil spending, according to the annual ranking by the National Education Association. The report found that median per-pupil spending rose to \$8,208 for this school year -- a 3.6% increase from last year. Teachers' salaries rose at a rate of 2 percent nationally to an average of \$46,726. California had the highest average teacher salary of \$58,287 and Connecticut, the District of Columbia, New Jersey and Michigan rounded out the top five in that category. South Dakota had the lowest average teacher salary of \$33,236. To view the report, visit www.nea.org/edstats/images/04rankings-update.pdf.

■ Panzerfaust Records, an emerging "white power" record label, is looking to use music to recruit teenagers into the white supremacist movement. In September the company launched *Project Schoolyard USA*, which involves distributing 100,000 free CDs to students ages 13 to 19.

The CDs contain "hate music" which advocates killing blacks, Jews, and other minorities. As the label's website declares, "We don't just entertain racist kids, we create them!" The CDs have started to find their way into schools in smaller towns around the country. In Madison, W.Va., a pair of twentysomething kids clad in black silently handed out CDs to middle- and high-school students as they stepped off their buses one morning. When school officials learned what had happened, they asked kids to hand in the discs. The CDs have also appeared at school districts in California and central Florida. The group, Citizens Against Hate, is working feverishly to combat the music's spread by alerting school officials and law enforcement around the country through their program, *Project Hands-Off*.

■ According to a new report by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), the juvenile violent crime arrest rate in 2002 reached its lowest level since 1980. The rate, which grew substantially during the late 1980s and peaked in 1994, has decreased for 8 consecutive years. In 2002, it was nearly half its 1994 peak level. The juvenile arrest rate for each of the offenses tracked in the FBI's Violent Crime Index (murder, forcible rape, robbery, and aggravated assault) has been declining steadily since the mid-1990s; for murder, the rate fell 72% from its 1993 peak through 2002. "Juvenile Arrests 2002," which summarizes national and state juvenile arrest data can be viewed at www.ncjrs.org/pdffiles1/ojjdp/204608.pdf.

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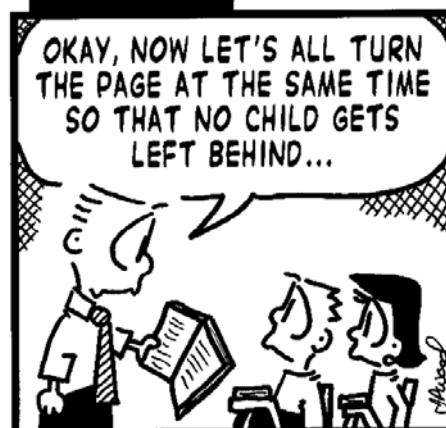
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SCHOOLIES

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... more national news & notes

■ After years of steady progress toward improved health in the U.S., there are signs of a downturn that may soon translate into movement in the wrong direction, according to a new report released last month by the United Health Foundation and the American Public Health Association (APHA). The report, "America's Health State: State Health Rankings," uncovers three key troubling trends: the first rise in infant mortality rates in four decades; the rapidly increasing prevalence of obesity in all age groups; and the number of uninsured individuals, which increased in 38 states between 2003 and 2004. Most disturbing perhaps is the big-picture finding that the health improvements of the 1990s, during which overall health improved at an annual rate of 1.5% for a total gain of 17.5%, is headed for reversal. Since the start of the millennium, health improvement has been a negligible 0.2%. Another alarming finding of the report was the meteoric rise in obesity, which increased by 97% between 1990 and 2003. However, the report highlights several positive developments in the last year that have the potential to yield overall health improvement. These include the 17% increase in per-capita spending on public health activities, a 4% decrease in smoking prevalence, and a 2% decrease in deaths from cardiovascular disease. Incidence of infectious disease also declined in most states. Visit <http://www.unitedhealthfoundation.org/shr/State%20Health%202004.pdf>.

■ According to a new report from the Education and Justice departments, violent crime against students in schools fell by 50 percent between 1992 and 2002, with young people more often targeted for violence away from school. There were about 24 crimes of rape, robbery and assault for every 1,000 students in 2002, down from 48 per 1,000 a decade earlier. The reduction mirrored the trend found outside classrooms: overall crime is at a 30-year low across the nation. The report found that instances of school violence involving students have dropped steadily since a string of fatal shootings in the 1990s.

■ A new study commissioned by the U.S. Department of Education, which compares the achievement of students in charter schools with those attending traditional public schools in five states, has concluded that the charter schools were less likely to meet state performance standards. In Texas, for instance, the study found that 98 percent of public schools met state performance requirements two years ago, but that only 66 percent of the charter schools did. Even when adjusted for race and poverty, the study said, the charter schools fell short more frequently by a statistically significant amount. The study also found that charter schools, across the nation, were increasingly more likely to serve minority and low-income students than traditional public schools. However, they were less likely to serve students in special education. Part of a broad examination of charter schools called for by Congress in 1998, the study is at least the fourth report this fall to stoke a growing national debate over whether such schools on the whole improve achievement. The full report can be downloaded from the Department of Education's website at <http://www.ed.gov/rschstat/eval/choice/pcsp-final/index.html>.

■ A new report from the Brown Center on Education Policy at the Brookings Institution contends that the National Assessment of Educational Progress (NAEP) math assessment is filled with easy questions, raising doubts about recent gains in achievement tests, a study contends. The NAEP assesses fourth, eighth, and twelfth grade students in math and reading. Scores on the math assessments have risen dramatically over the last 10 years, indicating that U.S. students are becoming more adept at mathematics. But the Brown Center analysis shows that the NAEP math assessments rely on arithmetic skills that are far below the grade levels of the students being assessed. The analysis finds that almost all problem solving items use whole numbers and avoid frac-

tions, decimals, and percentages — forms of numbers that students must know how to use to tackle higher order mathematics like algebra. Equally problematic is the fact that, given the low arithmetic rigor of many of these items, many students still fail to answer the questions correctly. (www.brookings.edu/dybdocroot/gs/brown/bc_report/2004/2004report.pdf)

■ Thanks to billions of dollars of funding allocated to underachieving schools, the federal *No Child Left Behind Act* (NCLB) might be focusing the market for software producers, instead of closing the achievement gap between poor and wealthy school districts. Technology expenditures may be slowly displacing funds for basics like qualified teachers in the classrooms where they are needed most, effectively opening a new "digital divide." Under pressure to raise test scores, underachieving schools have become prime targets for education software manufacturers and have spent heavily on computer programs and systems to teach students. Ironically, this investment has resulted in some of the poorest school districts in the nation having more digital access than their richer neighbors in the suburbs. But critics argue that software is no substitute for quality teachers and leaders and that federal money should not be spent on "drill and kill" programs that focus exclusively on remedial skills.

Prejudice saves time; it enables us to form opinions without facts.

LIFE ON THE GO

When the school bell rings, do America's middle and high school students turn into slackers and couch potatoes? Not according to a new national survey which found that 79% of America's middle and high school students regularly participate in activities both after school and on weekends, and 57% have some kind of non-school activity nearly every day. The vast majority of the students surveyed by the nonpartisan opinion research organization Public Agenda indicate that activities ranging from sports to art and music to church programs "play a crucial and positive role in their lives." Interestingly, while much of the policy debate on after school programs revolves around whether these programs improve academic achievement, for most families, academics aren't the first thing that comes to mind. Parents want activities that foster interests, values and growth, with relatively few parents (15%) or kids (12%) saying that academic achievement is the best reason for kids to be involved in organized activities. Given a choice of activities, 54% of young people would choose sports and 36% would choose an activity such as music or dance. Still, about 3 in 10 students say they would very much like an after school program that provides homework help (32%) or focuses mainly on academics (28%).

What American Middle and High School Students Do After School and on Weekends

- 66% say they participate in sports activities
- 62% are in school clubs or extracurricular activities
- 60% do volunteer work
- 54% attend religious instruction or a church youth group
- 52% take lessons in things like music, dance or art
- 52% are in an after-school program at school or another locale
- 37% of high-school students have a part-time job
- 30% get regular tutoring or extra academic or test preparation
- 19% belong to an organization like the Boy Scouts

(Source: www.publicagenda.org)

legal news & notes

■ Appeals Court Affirms Ruling on Student Questioning

The U.S. Court of Appeals for the Fourth Circuit affirmed the district court's decision in *Wofford v. Evans*, in which a parent sued over her due process rights and her child's rights against unlawful seizure. One afternoon, several students at Colonial Elementary School reported to their teacher that a 10-year-old classmate, had brought a gun to school. During the ensuing investigation, school administrators twice held the student in the principal's office for questioning. During the second detention, law enforcement officers also quizzed the child. The student's mother, Jennifer Wofford, was not contacted until the police had departed. Wofford claims that the school's failure to notify her violated her rights to due process under the Fourteenth Amendment. She also alleges that the detentions violated the student's Fourth Amendment right to be free from unlawful seizures. The district court dismissed these claims. The U.S. Court of Appeals for the Fourth Circuit affirmed the district court's decision, saying, "School officials must have the leeway to maintain order on school premises and secure a safe environment in which learning can flourish. Over-constitutionalizing disciplinary procedures can undermine educators' ability to best attain these goals. Imposing a rigid duty of parental notification or a per se rule against detentions of a specified duration would eviscerate the ability of administrators to meet the remedial exigencies of the moment. The Constitution does not require such a result."

■ Strip Search Based on Classmate's Tip Ruled Reasonable

A Connecticut federal district court ruled this summer that school officials did not violate a student's Fourth Amendment right to freedom from unreasonable search and seizure when they subjected her to a strip search after receiving a tip that she planned to bring marijuana to a class picnic. Before departing for the picnic, seniors at a Connecticut high school were to have their bags checked by teachers for security reasons. A student reported to a teacher that a classmate, Kelly, had told her and several other classmates that she had some marijuana and planned to hide it in her pants during the bag check. Based on this information, the principal instructed the school nurse to strip search Kelly. When the nurse expressed reluctance, the principal called Kelly's mother and asked her to come to the school to conduct the search. Meanwhile, the principal searched Kelly's bag. She found cigarettes and a lighter, both violations of school rules, but no drugs. Kelly's mother arrived and searched Kelly, but found no drugs. Kelly subsequently sued in state court, but the case was removed to federal court on the school district's motion. Kelly argued that the school officials, at the time of the search, lacked the reasonable suspicion required by *New Jersey v. T.L.O.*, 469 U.S. 325 (1985). While conceding that the reasonableness of a strip search requires a higher level of scrutiny than a search of a student's bag, the court noted that under *T.L.O.*, the constitutionality of all student searches is determined on the basis of whether the search (1) was reasonable at its inception; and (2) was reasonably related in scope to the circumstances that justified the interference in the first place. Addressing the inception question first, the court concluded that the strip search was justified by (1) the tip about the drugs from a reliable student who specified both the type of drugs and their location; (2) Kelly's past disciplinary problems; and (3) Kelly's suspicious behavior when she denied having drugs in her possession. As for the scope of the search, the court concluded that it was reasonable in light of Kelly's age and gender because it was conducted by her own mother and limited to the clothing in which Kelly was suspected of concealing the drugs.

■ Principal Did Not Violate Student's Free Speech Rights

The U.S. Court of Appeals for the Eleventh Circuit has ruled that the principal of Boca Raton (FL) Community High School did not violate a student's First Amendment rights to free speech or free exercise of religion by requiring the student to remove religious messages from a mural she painted as part of a schoolwide beautification project. The court affirmed the federal district court's grant of summary judgment for the school district on the grounds that: (1) the school beautification project did not constitute a public forum; (2) the mural was school-sponsored speech; and (3) the principal's decision was reasonably related to legitimate pedagogical objectives.

On November 9th, nearly 100 mentors and mentees gathered at the CAS office to hear Attorney Tom Mooney present an update on legal issues affecting today's schools. The workshop, sponsored by the Connecticut Principals' Center, provided mentees with an opportunity to foster supportive professional relationships with their mentors.



SCHOOLIES © 2002 by John P. Wood



EDUCATION EVENTS FOR TEACHERS FUNDED 3-Year's Worth of Seminars and Workshops Announced by Connecticut Association of Schools & Teachers' Insurance Plan

Teachers' Insurance Plan, a direct auto insurance program that specializes in insuring current and retired teachers, will be funding a series of education events to benefit teachers throughout Connecticut.

The three-year agreement with the Connecticut Association of Schools / Connecticut Interscholastic Athletic Conference (CAS/CIAC) provides funding for a series of nearly 75 education seminars, workshops, conferences, and recognition awards to strengthen and improve the educational environment for teachers and students.

"CAS has the staff, facilities and resources to offer quality professional development programs for administrators that address critical, cutting-edge educational topics and trends," said Stephen T. Zerio, Connecticut Manager of Teachers' Insurance Plan. "We are thrilled to be able to work with them and support this important effort."

The education series includes more than sixty Principals' Center seminars to help develop and foster new school administrators for Connecticut's schools, an annual assistant principals conference, an elementary school recognition banquet, and an athletic directors conference, among others. Events have already been scheduled for the 2004-2005 year at CAS's facilities in Cheshire, as well as off-site in Farmington and Plantsville. The first major event was a day-long elementary school administrators conference at the Farmington Marriott Hotel on November 23, 2004.

"Teachers' Insurance Plan shares in our commitment to improve the quality of education in Connecticut," said Michael H. Savage, Executive Director of the CAS/CIAC. "We are very excited about the leadership role they are taking."

Teachers interested in attending any of the CAS/CIAC events can go to their web site www.casciac.org or call 203-250-1111 for more information.

Permission granted!

When the Clinton administration announced its intention to reinvent government, Secretary of Education Richard Riley presented each member of the Department of Education staff with a card that he titled a "Reinvention Permission Slip." It emphasized six questions anyone could ask when they came up with ideas for improving government.

1. Is it good for my customers?
2. Is it legal and ethical?
3. Is it something I'm willing to be accountable for?
4. Is it consistent with my agency's mission?
5. Am I using my time wisely?
6. Is the answer "yes" to all of the above questions?

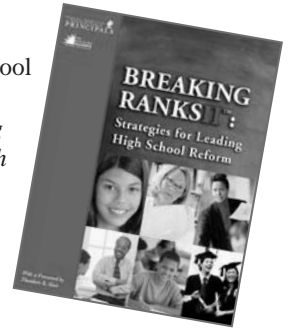
If so, don't ask permission.
You already have it.
JUST DO IT!

(Reprinted from *Ten Trends*)

High School Board Adopts *Breaking Ranks II* as Theme

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

At its November meeting the Connecticut Association of High School Principals' Board of Directors identified the NASSP publication *Breaking Ranks II: Strategies for Leading High School Reform* as its theme for Connecticut high schools over the next two years. By doing so, the board has chosen to affirm the importance of high school reform efforts in the state.



In conjunction with the state department of education and the New England Association of Schools and Colleges' Commission on Public Secondary Schools, the board sees the opportunity to coordinate communication and support for high schools striving to improve teaching and learning.

Through its focus on *Breaking Ranks II*, CAS will undertake some initiatives to broaden awareness of best school reform practices in Connecticut. For example, CAS will provide support and instruction to school leaders looking to improve student performance through the recommendations in *Breaking Ranks II*. More specifically, CAS will:

- provide training for administrators, schools, and organizations in the state;
- facilitate work with school leadership teams; and,
- serve as a representative, speaker and facilitator at various state meetings and conferences.

CAS will be offering *Breaking Ranks II* training for school leaders after the first of the year. These will be two-day sessions which will allow participants to be fully trained as facilitators who can lead their schools. The training will enable individuals to:

- participate in an in-depth examination of *Breaking Ranks II*;
- develop the skills to implement whole school reform efforts;
- translate the *BR II* training content into hands-on tools and strategies ;
- gain effective presentation skills for large and small groups; and,
- become proficient in multiple interactive delivery formats.

CAHSP board member Veronica LeDuc, principal of Torrington High School, represented Connecticut high school principals at the second annual High School Summit in Washington, D.C. Along with members of the CT State Department of Education, she attended meetings to assist CAHSP in furthering the momentum generated by the fall Connecticut High School Summit. In cooperation with the CSDE, CAS will be looking to provide additional opportunities for forums and conferences on high school reform efforts. Plans are underway to compile and communicate best practices around the state to support high school leaders in the important work of improving their schools.

Please be alert to future activities, events, and training, and feel free to contact me at dcarrithers@casciac.org to discuss your needs, suggestions, and ideas.

CAS OPENS NOMINATIONS FOR THE DISTINGUISHED FRIEND OF EDUCATION AWARDS

The Awards and Recognition Committee of CAS once again solicits nominations for the annual Distinguished Friend of Education Awards. These awards, established in 1983, honor a person and an organization or corporation for outstanding service to education in Connecticut. See criteria below. Nominations for this year's award will be submitted electronically via the CAS-CIAC website. If you wish to nominate an individual or an organization/corporation for these prestigious awards, please complete the nomination form on-line at http://www.casciac.org/nominate_dfe.shtml by **January 17, 2005**.

AWARD CRITERIA

Individual Award: *The individual recommended shall*

- be a person from outside the field of elementary or secondary education;
- be a person who has no direct involvement in education through his or her employment;
- be a person noted for a strong contribution of education at the local, state, regional or national level;
- have made this contribution over an extended period of time, or an extraordinary contribution within a limited period.

Organization or Corporation Award: *The organization or corporation recommended shall*

- have no direct involvement in education through the employment of its members;
- be noted for a strong contribution to education at the local, state, regional or national level;
- have made this contribution over an extended period of time or an extraordinary contribution within a limited period.

For further information, contact Karen Packtor at kpactor@casciac.org.



We are all on the 'Same Team' when it comes to fighting cancer."

Amanda Garbatinii - Board Member of The CUREchief® Foundation
Cancer Survivor & Senior at Cheshire HS

A CUREchief® is a simple triangle shape that is designed for cancer patients to wear either like a kerchief or as a scarf around the neck. This little triangle of fabric has brought warm & fuzzy feelings to cancer patients across the nation. A CUREchief®, in addition to keeping a cancer patient's head warm, is a symbol in the fight against cancer. It provides HOPE and ENCOURAGEMENT to all who are touched by cancer.

The mission of the CUREchief® Foundation is to provide every cancer patient worldwide with a CUREchief®!

The CUREchief® Foundation invites *Your Team* to help us in our mission.

If your school would like to get involved there are several ways they can participate:

1. Holding a fabric drive, collecting polar fleece fabric in bulk, from students and families.
2. "Show you care and cut a square" campaign. Students can cut 22x22 inch polar fleece squares and deliver them to us.
3. Students, teachers and families can help in packaging CUREchiefs® (materials will be supplied by CUREChief®)
4. Selling CUREchiefs® at school events. This will help The CUREchief® Foundation, along with your school, raise funds and bring awareness to others about its mission.

Contact the CUREchief® Volunteer Center at 1-866-868-CURE.
For more information, visit www.curechief.com.

Survey, continued from page 1

cost was NOT a factor when deciding whether or not to attend the annual meeting.

7. 65.1% of principals reported that they would not be more inclined to attend the annual meeting if it were held at a site other than the CAS office. 23.3% indicated that they would be more inclined to attend.

8. 66.3% of principals reported that they reviewed the proposed changes to the CAS Constitution prior to the meeting; 55.8% reported reviewing the proposed changes to the CIAC Bylaws in advance of the meeting; 60.5% indicated reviewing the proposed slate of officers and directors for the coming year and 64% reported reading the annual reports of the CAS boards. 12.8% of respondents admitted that they did not review any of the annual meeting materials sent out in the mail.

9. Of those respondents who had attended at

least one annual meeting, 8.1% voted to eliminate the presentation of distinguished service plaques to out-going board members; 2.3% indicated a desire to eliminate the President's Report and the same percentage called for eliminating the Executive Director's Report. A significant percentage of respondents, 25.6%, voted for the elimination of the oral reports of the chairs of each of the six "divisions". Interestingly, however, an impressive 30.2% of principals preferred that none of these elements be eliminated.

10. A nominal number of respondents voted to eliminate any of the following from the awards ceremony: presentation of life membership cards to retiring principals (3.5%); presentation of the Distinguished Friend of Education Awards (4.7%); presentation of the Letters of Commendation (7.0%); presentation of CAS Citations - 6 (7.0%).

Wellbeing, continued from page 3

- Two-thirds of low-income preschoolers are not receiving timely well-child care.
- 4,500 children each year are born to mothers who did not finish high school.
- 1,600 children under age 6 are living in foster homes
- Only 8% of Connecticut's child care programs meet quality standards.

Information on how young children are doing at the local level is catalogued at the end of the report and is available through the CHDI web-based individual community data profiles at http://www.chdi.org/resources_profile.asp.

middle school news

EAST HARTFORD MIDDLE SCHOOL WINS ARTHUR DIRECTOR LEADERSHIP AWARD

By Earle G. Bidwell, Assistant Executive Director

"We are proud to represent East Hartford Middle School as there are many opportunities to learn as well as teach our fellow students. This school provides many programs and encourages students to participate in many activities so we can truly achieve to our full potential." These words from a speech by eight grader Shamika Smith epitomize a major focus of the staff and students at East Hartford Middle School, "Making Acceptance Acceptable."

Winner of the 2004 Arthur Director Leadership Award, EHMS is in the forefront of Connecticut middle schools in creating a climate where all are accepted. There are eleven separate programs that support the concept. A partial list includes:

- Peer Mediation
- Peer Leadership
- Character Education
- African American History Month
- Multicultural Festival

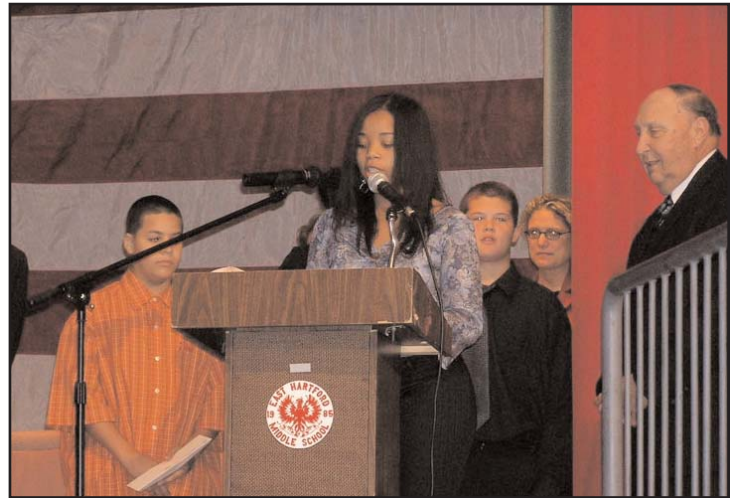
In addition there is an impressive program called the "Peer Orientation Council" that is dedicated to making a positive connection with students new to the school. The twenty-student group serves as guides, mentors and "familiar faces" for visitors and new students.

"Peace Across East Hartford" incorporates peer mediators at the elementary schools. Each school is given a pole to decorate for International Tolerance Day and three designated peace summits titled "Acceptance," "Tolerance" and "Peace Across East Hartford."

There is also an impressive bully prevention initiative that is dedicated to keeping students safe. In addition to L.U.K. (Let Us Know) boxes throughout the school, students have created anti-bullying brochures and booklets addressing issues of gossip and rumors. They also incorporate techniques for students to advocate for themselves and to be proactive.

The Arthur Director Award is named for the founder of Connecticut Lighting Centers, a valued corporate partner for the Connecticut Association of Schools' Middle Level Division. It is presented annually to the school that best exemplifies the concepts espoused at the CAS Middle Level Leadership Conference. The award was presented at an assembly program earlier this fall attended by Mr. Director, his wife Edyth, and David Director, the president of Connecticut Lighting Centers. Receiving the award on behalf of the school were Ms. Cheri Cavanna, Peer Mediation Coordinator, and students Cody Coppinger, Shamika Smith, Tasharia Oliver and Victor Vilar. In addition to Ms. Smith, an assembly of eighth graders was addressed by Principal Catherine Carbone, Earle Bidwell from the CAS office and East Hartford Mayor Timothy Larson. A highlight of the program was music provided by the EHMS Wind Ensemble directed by Bruce Delugo.

East Hartford Middle School is no stranger to statewide recognition as it is a previous winner of the CAS Middle School of the Year Award and Exemplary Teaming Practice Award. Congratulations to EHMS for exemplary work in "Making Acceptance Acceptable."



EHMS student Shamika Smith accepts the Leadership Award from Arthur Director (right).



EHMS students pose with (back row, left to right) East Hartford Mayor Tim Larson, David Director, Edyth Director, Arthur Director and Earle Bidwell.

Nutmeg Book Award List Expands to Grades 7 & 8

For over 10 years, the Children's Nutmeg Book Award has encouraged students in grades 4-6 to read quality literature. Teachers and librarians use the list to encourage children to choose their favorite book from a list of ten titles nominated by a committee of children's librarians, school library media specialists and teachers. This popular award has now added a second tier of great literature from which Connecticut middle school students will have the opportunity to vote for the best book of the year in Connecticut.

Visit the CAS website for the complete story or go to <http://biblio.org/nutmegaward> for further information. The Children's Nutmeg Book Award is jointly sponsored by the Connecticut Library Association (CLA) and the Connecticut Educational Media Association (CEMA).

... more middle school news

BUILDING SUPPORT FOR MIDDLE SCHOOLS - WHAT'S RIGHT

What happens when a custodian from your school is asked at a party, "So, are kids learning anything at school?" Will the school staff member be ready to celebrate your success and promote the school or stutter while trying to remember if anything ever happened worthy of celebration? An organization that fails to consistently celebrate its successes, hides those successes. One that celebrates accomplishments creates pride and motivates all associated with it to greater performance.

Middle level schools that hope to develop community support should never forget that message. Celebration in education stimulates students to greater performance, motivates staff, helps create a culture of success at that school, and develops community support.

There may be no better time to celebrate than at the start of the school year through a simple brainstorming activity. Consider pulling everyone on the school staff—from principal to custodian to food service personnel to teacher—together for one hour to focus on what is right with your school. Communicating success does not have to be a high finance item. More information may be shared at the shopping market checkout line or during a youth soccer game than through the school newsletter. In fact, every time someone from the school family is asked about the school, there is an opportunity to create public support. It is wise to make sure everyone is prepared to take advantage of those opportunities.

During the brainstorming, focus upon three items:

- student successes, whether as individuals or as members of a team. Has a adolescent been named student of the month by your local newspaper? Did your Mathcounts team finish high in state competition? Has a graduate of your school been elected president of the high school student body?
- staff accomplishments, recognizing staff members that have won local, regional, or national awards, or have been published in a professional journal.
- and student contributions, including club projects that support the community or provide assistance to younger students. Do your students tutor at a local elementary school, or have they hosted a dance for senior citizens at the school?

All staff members should understand everything that's right with your school. That experience is likely to create pride among the staff and motivate them to perform even better. Everyone prefers to work in a successful environment.

You can also use this exercise as a way to develop community support. Share this information with your most important audiences. To be most effective, you should be as specific as possible and include measurements. For example, "Our school has teachers and parents who really care about our students" is not a statement that will

change the attitude of skeptics. "Our parents volunteered 115 hours last semester," however, demonstrates that commitment in an impressive fashion.

This brainstorming activity is likely to be fun for any school staff and may communicate information that is not generally known. Too frequently, even those close to the school are not familiar with all of the school's accomplishments. In that case, they will not be able to take advantage of opportunities to promote the school.

Once the brainstorming activity is completed, develop a list of all the school's successes and consider how to communicate them:

- Develop a speech on "What's Right with Your School" and present it to numerous groups. Start with audiences that are supportive of your message, such as the PTA unit. Even supportive groups need to hear this data so they can share it with others. Then move on to civic organizations such as Kiwanis and Rotary Clubs, the Chamber of Commerce, and a Realty Board. These organizations contain many of your community's opinion leaders—people who need to know what you do well.

- Have a short column in each school newsletter, titled "What's Right" and list three to four successes. Suggest this concept for other publications associated with the school. The athletic booster clubs could run a section on sports successes in their newsletters, the parent group could cite accomplishments in parent involvement, etc.

- List your successes on placemats and offer them to civic organizations for breakfast or luncheon meetings.

- Write an op-ed article featuring your successes and submit it to a newspaper in your community. (See NMSA's book *Practical Public Relations* for information on placing op-ed articles.)

- Prepare a short article on your accomplishments and try to get it published in newsletters done by other groups—senior citizens, religious groups, local businesses, feeder schools, etc.

Celebrating your successes is a great way to inspire the school family and communicate your value to the broader community. Keep in mind that it's okay to suggest to the community that some areas need to be improved and provide practical suggestions that can help with the improvement. That approach will add credibility to your positive data.

Reprinted from the National Middle School Association's Public Relations Network
<http://www.nmsa.org/>.

ATTENTION "IMPACT" READERS!

Here are two corrections to the "Curriculum and Instruction" issue Vol. 10, Issue 1 . . .

1. The authors of *Getting Hooked on Technology* are Susan Furmanski, Claudia J. Millette & Linda Seifts.
2. *Peer Mentoring at Parish Hill* by Bruce Kopec appeared in Vol. 9, Issue 2.

NAESP UPDATE

The NAESP Principals' Help Line is now live for NAESP members. Simply visit the NAESP Web site to post a question and receive an answer from a number of "on call" experienced principals within 24 hours of posting. Ultimately, the questions received on the Help Line will be archived in a "Shared Practices" area of the Web site.

■ The New York State Department of Conservation estimates that a child taking a disposable lunch to school will leave behind approximately 67 pounds of lunch waste per school year. That equates to 18,760 pounds of lunch waste for just one average-size elementary school, or 1.2 billion pounds of lunchtime trash per school year for the estimated 64,000 US public elementary schools alone. Fortunately, schools across the country have started to reduce lunch waste by implementing waste-free lunch programs. Parents, teachers, administrators, students, and custodial staff will find a wealth of information on waste-free lunch programs, including how-to step-by-step instructions, facts and figures, classroom activities, success stories, sample parent letters, lunchroom posters, and links to other waste-free lunch sites at: <http://www.wastefreelunches.org>.

■ Let's get kids interested in a fun way to learn about washing hands to help fight everything from foodborne illnesses to influenza. By accessing www.scrubclub.org, families and educators can visit a fun, interactive site that teaches children the proper way to wash hands. The site has a "Webisode" (featuring the Scrub Club Kids battling villains BAC and "Sal Monella"), interactive games and even an official handwashing theme song (sung by Phil Solem of The Rembrandts, the band that sang the "Friends" TV theme song). Downloadable activity materials for kids, educational materials for teachers and program information for parents are also available. According to the CDC, more than 164 school days are lost due to illness. Besides the obvious emotional reasons for not wanting to see our kids sick, there's also the practical reasons -- missing work to care for a sick child, trips to the doctor etc. -- to consider. Proper handwashing is the single most important thing we can do to keep from getting sick and spreading illness. The Scrub Club will help get kids excited to wash their hands and, more importantly, help them to develop good hygiene habits early on so that they stay in the classroom and out of the doctor offices.

STUDY SHOWS LONG-TERM BENEFITS OF EARLY EDUCATION

A landmark, long-term study of the effects of high-quality early care and education on low-income three- and four-year-olds shows that adults at age 40 who participated in a preschool program in their early years have higher earnings, are more likely to hold a job, have committed fewer crimes, and are more likely to have graduated from high school. The High/Scope Perry Preschool study was conducted by the High/Scope Educational Research Foundation. Overall, the study documented a return to society of more than \$17 for every tax dollar invested in the early care and education program.

Among the study's major findings are:

- More of the group who received high-quality early education graduated from high school than the non-program group (65% vs. 45%), particularly females (84% vs. 32%);
- More of the group who received high-quality early education than the non-program group were employed at age 40 (76% vs. 62%);
- The group who received high-quality early education had median annual earnings more than \$5,000 higher than the non-program group (\$20,800 vs. \$15,300);
- More of the group who received high-quality early education owned their own homes; and
- More of the group who received high-quality early education had a savings account than the non-program group (76% vs. 50%).
- Significantly fewer members of the group who received high-quality early care than the non-program group were ever arrested for violent crimes (32% vs. 48%), property crimes (36% vs. 58%), or drug crimes (14% vs. 34%).

For more information, visit www.highscope.org/Research/PerryProject/perrymain.htm.

Pre-K Funding Rises as State Priority

Early education's star is rising in some state legislatures, according to a new report issued this month. Despite continuing economic uncertainty, 15 states increased their preschool funding by \$205 million for fiscal 2005, a nationwide study by the Trust for Early Education found. The added spending will allow 60,000 more 3- and 4-year-olds to attend early-education programs this fall—a 17 percent increase from 2001. The increase in preschool funding in the 15 states, which include Arkansas, Connecticut, Illinois, and Virginia, is notable in light of state budget deficits nationwide.

"There's no doubt that the time for prekindergarten is now," said Libby Doggett, the executive director of the Trust for Early Education, which formed in 2002.

The trust's report, "Quality Pre-Kindergarten for All: State Legislative Report," gives a snapshot of what each legislature did in the 2004 session in prekindergarten funding, creation, and expansion. It is available online at <http://www.trustforearlyed.org/docs/Legislative%20Report-9-9.pdf>.

CIAC BOARD HIGHLIGHTS

The following are the highlights of the CIAC Board of Control meetings held on October 21 and November 18, 2004.

■ The CIAC Board of Control approved a proposal from the CIAC Ice Hockey Committee asking for an adjustment in the season limitations for the sport of ice hockey. More specifically, the proposal asked that the ice hockey season begin and end one week later than the present schedule due to the limited availability of venues that can accommodate semi-final and final games. The proposal was endorsed by the coaches' association, the athletic directors' association, and the CIAC Season Limitations Committee. The change will be in effect beginning with the 2005-2006 season.

■ The board voted to appoint Vin Iezzi, principal of Hamden High School, and Joseph Bacewicz, principal of Tolland High School, to the CIAC Eligibility Review Board.

■ The board considered the request of Brien McMahon Principal Joseph Rodriguez that students enrolled in the Center for Global Studies regional magnet program housed at Brien McMahon be allowed to continue to participate in athletics at Brien McMahon for their remaining years of eligibility. In 2001, with the understanding that the CGS was an in-house program that was part of Brien McMahon High School, the CIAC board ruled that students enrolled in the CGS program could participate in sports at Brien McMahon. However, the school recently informed the CIAC office that CGS is a separate state approved regional magnet school run through Cooperative Educational Services (CES) and housed at Brien McMahon and students take classes in both programs. CIAC rules of eligibility state that students who attend a school of choice that does not offer an athletic program are eligible to participate in athletics at their sending school. Therefore, under present CIAC regulations, students attending CGS are only eligible to participate at their sending school. The CIAC board ruled that any out-of-district student enrolled in the CGS program and participating in athletics at Brien McMahon can continue participation while this issue is reviewed by the CIAC School Choice Study Committee. Meanwhile all new students enrolling in the CGS program would be subject to CIAC's present regulations.

■ On a recommendation from the staff, the board granted full voting privileges to the athletic director and superintendent consultants serving on the CIAC Eligibility Review Board.

■ The board approved a ten-year, 10%-per-year increase in site director fees. The purpose of the increase is to make the fees commensurate with the job responsibilities and to make it easier for the CIAC to secure sites. As part of the proposal for increased fees, the board also approved a recommendation that all tournaments, with the exception of football, be played at neutral sites from the quarter-final round on.

■ A member school was fined \$200 for two self-reported violations of the CIAC eligibility rules. A 9th grade student participated in an out-of-state soccer goalkeeper clinic during the regular soccer season and then participated in two 9th grade soccer games, thus resulting in two violations of Rule II.E. Of the CIAC Code of Eligibility.

“Champions do not become champions when they win the event, but in the hours, weeks, months and years they spend preparing for it.”

-- Unknown

ciac news briefs

■ Last month, the Supreme Court was asked to consider whether Title IX provides protection to individuals who report discrimination, hearing the case of an Alabama girls' basketball coach who was fired after complaining that the boys were treated better. In a case testing the scope of the Title IX law, Roderick Jackson used the Title IX statute as the basis for a lawsuit against the Birmingham Board of Education, claiming wrongful termination. Jackson lost his coaching job in 2001 after repeatedly asking the Birmingham school officials to provide his team a regulation-size gym with basketball rims that weren't bent - just like the boys' team had. He remained on the payroll as a teacher. At issue in *Jackson v. Birmingham Board of Education*, is whether Congress intended to allow lawsuits by people - regardless of their sex - who say they were punished for pointing out gender bias.

■ In the wake of recent recruiting abuses, the NCAA enacted a series of reforms in August. NCAA President Myles Brand said the goal was to eliminate a culture of entitlement among top athletes and "a sense that no holds are barred in recruiting . . . and that anything goes." Under the new rules, schools must:

1. Fly recruits on commercial flights only, in coach.
2. Give them the same ground transportation as they do other students. No limos.
3. Give them standard meals and lodging. No five-star dinners.
4. Cease personalized appeals, such as custom jerseys or scoreboard spectacles.
5. Provide oversight of all-female and other student host groups.
6. Set down in writing the policy on proper recruiting practices, including bans on underage drinking, sex and drug use.

The changes come after a University of Colorado scandal that involved charges that recruiters used alcohol, drugs, and sex to lure recruits. And more recently, Willie Williams, the top high school linebacker in the country, wrote about receiving lavish travel, lodging and meals, all aimed at enticing him to sign a letter of intent. [USA Today, 8/6]

THE P.J. SETTLEMENT:

One more reason to join the CAS-CIAC Unified Sports™ Program

In 1991, a case was filed by five school-age children with mental retardation and their families. It was certified as a class action lawsuit on December 13, 1993. The class membership includes all school-age children with the label mental retardation / intellectual disability on or after February 20, 1991 who are not educated in regular classrooms.

The settlement to P.J. ET AL (Plaintiffs) vs State of Connecticut, Board of Education, ET AL (Defendants) was approved by the federal court on May 22, 2002. The agreement provides that the Connecticut State Department of Education (CSDE) demonstrate progress each year in the following goals and outcomes:

1. an increase in the percent of students with mental retardation or intellectual disability who are placed in regular classes, as measured by the federal definition (i.e., eighty [80] percent or more of the school day with non-disabled students);
2. a reduction in the disparate identification of students with mental retardation or intellectual disability by LEA, by racial group, by ethnic group, or by gender group;
3. an increase in the mean and median percent of the school day that students with mental retardation or intellectual disability spend with non-disabled students;
4. an increase in the percent of students with mental retardation or intellectual disability who attend the school they would attend if not disabled (i.e. "home school");
5. **an increase in the percent of students with mental retardation or intellectual disability who participate in school-sponsored extracurricular activities with non-disabled students.**

Now that the CT State Department of Education has a goal, "To increase the percentage of students with mental retardation or intellectual disabilities who participate in school-sponsored extracurricular activities with nondisabled students," CAS would like to once again offer you information on starting a Unified Sports™ program at your school!

This is one way to help you meet your goal of inclusionary opportunities in your district. Over eighty schools have found it to be a wonderful way to enhance their extracurricular offerings!

Contact Ann Malafronte at (203)250-1111, ext. 3017, or amalafrente@casciac.org. We will assist you every step of the way!

High School Sports Participation Sets Record for Sixth Straight Year

INDIANAPOLIS, IN (December 7, 2004)
— For the 15th consecutive year, the number of students participating in high school athletics has increased, setting an all-time high for participation.

Based on figures from the 50 state high school athletic/activity associations, plus the District of Columbia, that are members of the National Federation of State High School Associations (NFHS), participation for the 2003-04 school year rose by 58,456 students, to 6,903,552, according to the 2003-04 High School Athletics Participation Survey conducted by the NFHS. This marked the sixth consecutive year that a record was established for participation in high school athletics.

The survey shows that more than half of all high school students compete in athletics, 53.3 percent. This percentage of high school students participating in sports is higher than that of years past.

Participation numbers for both boys and girls increased. Boys athletics experienced the greater increase, going up 49,515 participants, while girls participation increased 8,941. The boys' total of 4,038,253 is the fourth-highest overall, while the girls' total of 2,865,299 sets an all-time high for female participation.

The biggest gaining sport among girls was soccer, which saw an increase of 7,582 participants. Following soccer was tennis and fast pitch softball.

Eleven-player football registered the largest increase among boys sports, adding 9,540 participants, while tennis added 8,094. Outdoor track and field (6,774) and cross country (4,595) also experienced significant gains in male participation.

Basketball remained the most popular sport for girls with 457,986 participants, followed by outdoor track and field

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CIAC, SPORTS WRITERS HOST FOOTBALL PRESS CONFERENCE

On Wednesday, December 1, the CIAC and the Connecticut Sports Writers Alliance hosted a press conference to "kick-off" the 28th 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. CIAC Assistant Executive Director Tony Mosa welcomed guests and introduced representatives from IGA and Subway, 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.

CIAC Football Committee Chairman Leroy Williams spoke on behalf of the CIAC and encouraged the teams to continue the excellent sportsmanship that they had displayed 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 and was given an opportunity to offer his outlook on the upcoming game.

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



Channel 61 Sports Director Rich Cappola (top right), Channel 30 Sports Director Kevin Nathan (above left) and Channel 3 Sports Director Dina Falco (above right) interview coaches, students and CIAC officials at the December 1st press conference.

Probability of Competing in Athletics Beyond the High School Level

Student-athletes	Men's Basketball	Women's Basketball	Football	Baseball	Men's Ice Hockey	Men's Soccer
High School student-athletes	549,500	456,900	983,600	455,300	29,900	321,400
High School senior student-athletes	157,000	130,500	281,000	130,100	8,500	91,800
NCAA student-athletes	15,700	14,400	56,500	25,700	3,700	18,200
NCAA freshman roster positions	4,500	4,100	16,200	7,300	1,100	5,200
NCAA senior student-athletes	3,500	3,200	12,600	5,700	800	4,100
NCAA student-athletes drafted	44	32	250	600	33	76
Percent high school to NCAA	2.9%	3.1%	5.8%	5.6%	12.9%	5.7%
Percent NCAA to professional	1.3%	1.0%	2.0%	10.5%	4.1%	1.9%
Percent high school to professional	.03%	.02%	.09%	.5%	.4%	.08%

Source: NCAA

FALL 2004 CIAC SPORTS CHAMPIONS

■ GIRLS FIELD HOCKEY

<i>Champion</i>	<i>Runner-up</i>
Class L: Fairfield Warde	Greenwich
Class M: Branford	Darien
Class S: Granby Memorial	Canton

■ BOYS SOCCER

<i>Champion</i>	<i>Runner-up</i>
Class LL: Newtown	Norwalk
Class L: Wethersfield	Wilton
Class M: North Branford	Avon
Class S: Somers	Northwest Catholic

■ GIRLS SOCCER

<i>Champion</i>	<i>Runner-up</i>
Class LL: Newtown	Trumbull
Class L: Wilton	Daniel Hand
Class M: New Canaan	Suffield
Class S: Immaculate	Old Lyme



Granby defeats Canton in the Class S championships at Trinity.

■ GIRLS SWIMMING

	<i>Champion</i>	<i>Runner-up</i>
Open:	Cheshire	Greenwich
LL:	Cheshire	Greenwich
L:	Ridgefield	Newtown
M:	Branford	Daniel Hand
S:	Darien	New Canaan

■ GIRLS VOLLEYBALL

	<i>Champion</i>	<i>Runner-up</i>
Class LL:	Bunnell	Cheshire
Class L:	East Haven	Masuk
Class M:	Darien	Jonathan Law
Class S:	Coventry	Haddam-Killingworth

■ GIRLS CROSS COUNTRY

	<i>Champion</i>	<i>Runner-up</i>
Open :	Ridgefield	Glastonbury
LL :	Glastonbury	East Hartford
L :	Ridgefield	Simsbury
MM :	Guilford	Wilton
M :	Griswold	Darien
SS :	Lyman Memorial	Northwest Catholic
S :	St. Bernard	Old Lyme

■ BOYS CROSS COUNTRY

	<i>Champion</i>	<i>Runner-up</i>
Open :	Guilford	New Milford
LL :	New Milford	Norwich Free Academy
L :	Guilford	East Lyme
MM :	Ledyard	Woodstock Academy
M :	Griswold	Bacon Academy
SS :	Ellington	Lyman Memorial
S :	Shepaug Valley	Canton

■ FOOTBALL

	<i>Champion</i>	<i>Runner-up</i>
LL:	New Britain	Greenwich
L:	Staples	East Lyme
MM:	Pomperaug	Branford
M:	Daniel Hand	Brookfield
SS:	Woodland	Holy Cross
S:	Hyde Leadership	Cromwell



Individual winners of the Class M Boys Cross Country Championship.

C.A.A.D. News & Notes . . .

■ LEWIS MILLS RECIEVES CAAD SPORTSMANSHIP AWARD

CAAD was proud to present its 2004 CAAD Sportsmanship Award to Lewis Mills High School at the October 6 General Membership meeting. Candy Perez, the athletic director at Northwestern Regional High School, nominated Lewis Mills for the award based on an act of sportsmanship that took place at last year's Berkshire League Swim Championships. Lewis Mills swimmer, Stephen Cozzolongo, tied for second place in the 200M back stroke. At the awards ceremony, there was only one medal for second place for this event. Stephen graciously asked that the NWR swimmer be given the medal that day, deferring his own recognition until the league could order another medal. Obviously, Stephen knows that there is more to athletics and competing than medals. His act of selflessness is one to be admired. Present for the dinner and presentation were Stephen and his parents, Lewis Mills Athletic Director Jay Pelchar, and swim coach Kristen Ingvertsen. The award carries

with it a check for \$500.00, which goes to the Lewis Mills athletic department.

■ ICE HOCKEY SEASON TO BE CHANGED

The C.I.A.C. Ice Hockey Committee submitted a proposal to the CIAC board asking to move the 2005-2006 season to align with the boys' basketball season. At its November 3 meeting, CAAD voted to endorse the committee's recommendation. The move was precipitated because of facility availability for future state tournament games. The request was approved by the C.I.A.C. board at its November meeting.

■ COACHES' EVALUATIONS

Chip Dorwin, Guilford High School A.D., has been working on an evaluation document to assist other athletic directors in evaluating their staff in light of new state legislation regarding terminations of coaches' contracts. If anyone has suggestions and/or current evaluations they want to share with Chip, please feel free to contact him at GHS.

■ COACHING C.E.U.s

A.D.s and coaches with questions regarding coaching C.E.U.s can find valuable information at the CAAD web site www.caadinc.org. The CAAD state wide faculty is planning another make-up session for this fall. More information will be forthcoming.

■ THE ANNUAL CAAD CONVENTION

The Annual CAAD Convention will be held on March 23 and 24 at the Holiday Inn in North Haven. Please note that these dates are a Wednesday and Thursday (not the usual Thursday/Friday combination) because of Good Friday on the 25th.

■ SEEKING NEWSWORTHY AND/OR NOTES OF INTEREST TO CAAD MEMBERS

Anyone who would like to contribute to the CAAD Newsletter is asked to contact Jeff Sunblade at Avon High School (jsunblade@avon.k12.ct.us). Articles, editorials, or programs of interest would all be greatly appreciated.

FIVE TIPS FOR IMPROVING PARENTAL INVOLVEMENT

by Chris Kennedy, RAA

Reprinted from IAA – Volume 31, Number 2, Winter 2004

Parents are a powerful part of any athletic program. Positively involved parents can help any team or athletic program achieve its goals much more effectively. On the other hand, alienated or uninvolved parents can be devastating to an athletic endeavor. Here are some tips for improving parental involvement that can apply to either an individual team or an entire athletic department:

1. **Get to know your parents.**

Coaches and athletic administrators should take an opportunity to get to know the parents of student-athletes whenever possible. We recently had a situation at our school in which a parent requested a meeting with the coach, athletic director and principal. At this meeting, we heard the parent's concerns and asked why he had not gone directly to the coach. The parent said he had tried on a number of occasions. The coach replied that he had no

idea this was one of his players' parents. Instead, he thought the man was just a fan wanting to complain. Whenever possible, meet and greet your parents. Put names and faces together as much as you can, and let parents know when you'll be available to talk to them.

2. **Set your expectations up front.**

Present your program's rules and regulations as soon as possible at the beginning of a sports season. Let parents know what will be expected of them and of their children to participate in the program. If possible, have parents and students sign a pledge of having reviewed the rules and requirements. This lets parents and students decide if they are willing to comply with the foundations of your program and reduces the chances of a parent or player saying, "I didn't know."

3. **Encourage parents to take ownership in the program.** Many parents are

eager to help but don't know how. Have parents host pre-game meals or provide post game treats. Parents can also provide labor, as in a stadium or gym spruce up. This encourages parents to take care of their own child as well as their child's teammates. Joining a booster club is another excellent way for parents to contribute to a program.

4. **Make parents feel special.** Do something nice for your parents at every opportunity. Have a special seating section at games, or have "Parent Night" where parents of your student-athletes are recognized. One team I knew had a special "parents' meal," where the students prepared a meal for their parents.

5. **Recognize that you are dealing with someone's child.** A quickly learned lesson in coaching or administration is that a mistake or oversight on your part,

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Five Tips, continued from page 15

however inadvertent, is an affront to someone's child. It is all too easy to dismiss nagging or worrisome parents, but many of their issues are deeply personal and important to them. Keep an open mind and an open ear, and then fall back on your established rules and regulations to assure the parent that their child is being dealt with fairly.

One of the best ways to achieve many of these goals is a preseason meeting. At our school, we have a meeting before each of the sports seasons and discuss general athletic policies. The coach then meets with the parents of his or her individual team, allowing coaches to put together parents' faces with their children. The parents have the opportunity to hear our requirements up front and to ask questions. So many parent conflicts arise out of uncertainty and miscommunication, so take as many steps as possible to avoid these pitfalls. You will soon find that parents are working with you, not against you.

Sports participation, continued from page 12

(418,322), volleyball (396,322), fast pitch softball (362,468), soccer (309,032), tennis (167,758), cross country (166,287), swimming and diving (144,565), competitive spirit squads (89,443) and golf (63,173).

On the boys' side, 11-player football again is the most popular sport with 1,032,682 participants, followed by basketball (544,811), outdoor track and field (504,801), baseball (457,146), soccer (349,785), wrestling (238,700), cross country (196,428), golf (163,341), tennis (152,938) and swimming and diving (96,562).

Texas remained the state with the most participants with 754,828. It is followed by California (652,333), New York (336,987), Illinois (324,433), Ohio (303,505), Michigan (302,648), Pennsylvania (261,049), New Jersey (228,842), Minnesota (220,788) and Florida (212,760).

The participation survey has been compiled since 1971 by the NFHS through numbers it receives from its member associations. The complete 2003-04 Participation Survey is available at http://www.casciac.org/pdfs/2003_04_Participation.pdf.

ABOUT THE AUTHOR: Chris Kennedy, RAA, is a former athletic director who has worked in athletic administration at the high school and collegiate levels. He has coached basketball for the past 12 years in both high school and college, and is currently the head girls basketball coach at Wake Forest-Rolesville High School in Wake Forest, NC. He is also an associate editor for Basketball Sense magazine.

“A good coach will make his players see what they can be rather than what they are.”

-- Ara Parseghian, college football coach (b. 1923)

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