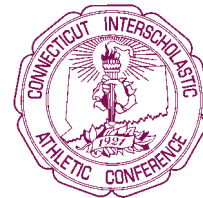


BULLETIN

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. 75 / NO. 5

FEBRUARY 2001

ED HANDI SELECTED AS CANDIDATE FOR NAESP PRESIDENT-ELECT



Ed Handi

Principal of Green Acres
Elementary School, North Haven

Ed Handi, principal of Green Acres Elementary School in North Haven, Connecticut, has been selected as one of two candidates for the position of president-elect of the National Association of Elementary School Principals (NAESP). He received the news from the NAESP Nominating Committee, which met at NAESP headquarters in Alexandria, Virginia, on January 19 and 20, 2001.

Ed currently serves on the NAESP Board of Directors representing Zone 1, which includes the six New England states, Delaware, and parts of eastern Canada. A long-time state leader with

the Elementary and Middle School Principals' Association of Connecticut (now unified with CAS), Ed held the positions of president, NAESP State representative and NAESP Federal Relations Coordinator. He was also President of the Northeast Regional Elementary School Principals' Council and was a recipient of the Joseph J. Formica EMSPAC Distinguished Service Award. Ed is a former member of the Connecticut Academy of Educational Leaders and has served on several committees sponsored by the CT Department of Education.

A decisive and influential member of the CAS Board of Directors, Ed played a prominent role in the CAS-EMSPAC merger. His work on the transition committee helped to bring the two organizations together in a spirit of mutual respect and cooperation.

Both the CAS Board of Directors and the Connecticut Association of Elementary School Principals Board of Directors endorsed Ed's candidacy for the position of president-elect at their meetings in December. Ed has stated that "...the selection of the nominating committee is an honor of the highest magnitude, and I am both excited and energized by the decision of the committee."

Established in 1921, the National Association of Elementary School Principals serves 28,000 elementary and middle school principals in the United States, Canada, and overseas. Ballots for this year's election will be sent to NAESP members following the annual convention in April.

LONG-TIME SPONSORS EXTEND PARTNERSHIPS

By J. Robert Ford, Director of Development

Coca-Cola Becomes Exclusive Beverage Partner

Coca-Cola of Connecticut has extended its sponsorship of CAS-CIAC activities. Mike DeFeo, vice president, has announced plans to sponsor the 2001 boys and girls basketball championships. In addition, Coca-Cola will become a major sponsor of the CIAC Annual Golf Benefit held each June. Coke has signed a three-year contract.

Coke currently is the co-sponsor of the annual scholar athlete and scholar leader programs. They also fund the production and distribution of the CIAC annual calendar.

By adding these sponsorships Coca-Cola becomes CAS-CIAC's exclusive beverage partner.

Mike DeFeo said, "We are very pleased to be able to support CAS-CIAC and the work they are doing with Connecticut's youth. We have great respect for the lessons learned on and off the athletic fields. The role that CAS-CIAC plays in providing this opportunity for Connecticut's youth is highly respected."

Bob's Stores To Sponsor All CIAC Tournaments

The Bob's Stores-CIAC partnership has been extended through 2006. Bob's Stores became a two-tournament sponsor in 1992. The company has since expanded its partnership to include seven tournaments. The new partnership agreement, which will take effect on September 1, 2001, will include all CIAC tournaments.

As part of its partnership, Bob's will produce a wallet-sized ID card to be distributed to all CIAC athletes. The card will include a complete listing of all CIAC student eligibility requirements.

Mike Savage, executive director of CIAC, said "We have enjoyed an outstanding relationship with Bob's Stores over the past eight years. We are pleased and privileged to be able to continue that relationship for another five years."

**JOHN ALSTON
TO SPEAK AT
ASSISTANT
PRINCIPALS
CONFERENCE
NEXT MONTH.**

See page 5 for details.



connecticut news & notes

Parking Woes???

Have you come to the Central Office for a meeting and had a hard time finding a parking space? Perhaps you are not aware that CAS has acquired a new parking area directly across the street from the office building? The new lot was completed last November and is open to all central office visitors. It is located on the left hand side of Realty Drive (just before the central office building) and is marked by signs that say: "Private Parking" and "Bark Park." The parking lot is jointly owned by CAS and a neighbor-business, Barker Specialty, Inc. We encourage all visitors to make use of the expanding parking area.



❖ *Congratulations to Dr. David Clune, superintendent of Wilton and Connecticut's Superintendent of the Year. Dr. Clune was selected as one of four finalists for the American Association of School Administrators (AASA) National Superintendent of the Year Award. The national winner will be announced at the AASA conference this month.*

■ The Accelerated Schools Project at the University of Connecticut's Neag School of Education has become the 10th program endorsed by the New American Schools, a non-profit, non-partisan consortium of national business and education leaders. The New American Schools is considered by many as the nation's leading authority on school reform. Since it was formed in 1991, hundreds of reform designs have been examined and tested yet only ten have been adopted and promoted. The Accelerated Schools Project brings all students, particularly those at risk, into the educational mainstream by the end of their elementary school years. By using accelerated learning and enrichment strategies instead of remedial instruction, underachieving students eventually perform at levels appropriate to their age group. The program is currently in use at more than 700 schools in 41 states and in four other nations. For additional information about the Accelerated Schools Project or the Neag School of Education, visit www.acceleratedschools.net and www.education.uconn.edu, respectively.

■ Central Connecticut State University has been selected as a finalist among 73 colleges and universities competing for the Association of Colleges and Universities Leadership designation. CCSU is one of 16 schools which has been selected for this honor, which recognizes undergraduate institutions for innovations in curriculum, teaching methods, and organizational structure.

Foreign Students in CT

The number of foreign students studying in Connecticut increased last year, exceeding national numbers of students from abroad. According to a study by the Institute for International Education, about 7,110 foreign students attended Connecticut's 47 colleges and universities during the 1999-2000 school year. That figure represents an increase of 5.3%. Nationwide, the number of foreign students was up 4.8%. Connecticut's success in attracting foreign students is attributed to better recruiting efforts and better financial aid offers. The most popular fields of study for international students in the U.S. were business and management (20%), engineering (15%), and math and computer science (19%).

International students in CT: 1999-2000

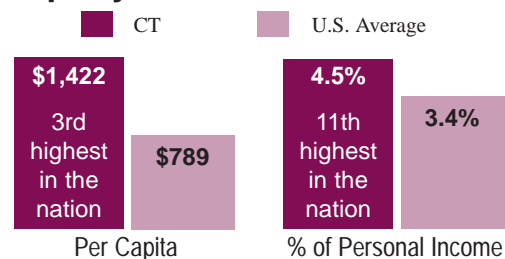
Top three schools:	# of students
Yale University	1,560
Univ. of Bridgeport	1,400
Univ. of Connecticut	1,322
Total	7,110

Source: Hartford Courant

■ According to an annual Harvard University study of federal spending, for the sixth consecutive year, Connecticut ranks dead last when it comes to recouping tax money paid to the federal government. Connecticut had a per person deficit of \$2,840 in the 1999 fiscal year. That means that CT paid out \$9.3 billion more than it got back from federal appropriations and grants. Generally, southern states received billions more dollars from the federal government than they paid in taxes. Overall, 31 states gained and 19 states lost money. States that fared the best were those the lower-income states where residents did not pay as much in taxes.

■ International Baccalaureate Academy in East Hartford has been awarded a \$723,000 federal grant for laptops and other technology. The academy, a magnet high school for students from Greater Hartford, will also use the money to fund a summer program to prepare students and parents for its rigorous pre-university program. The state is funding the schools' \$10 million building, which will be adjacent to East Hartford H.S. The magnet school, which follows an advanced curriculum developed by European educators in the 1960s, is now using space at the high school.

Property Tax Burden: CT vs. U.S.



Source: CT Conference of Municipalities

New State Internet Resources

Promising Practices. The State Department of Education has added a "promising practices" page to its website. "Promising Practices in Connecticut Schools: Why Reinvent the Wheel?" is a new feature which allows users to view and/or post successful school programs or projects. The SDE is collecting and posting "promising practices" in the following categories:

- comprehensive wellness & prevention
- curriculum/curriculum development
- equal opportunities/reducing racial isolation
- professional development/teacher evaluation
- unique graduation requirements
- school/family/community
- improving student achievement
- promoting CAPT participation
- teacher recruitment & retention
- technology

Visit <http://www.state.ct.us/sde/der/info/promisingpractices/index.htm> to view or submit a promising practice.

Improving School Climate. Sponsored by the state, the "Don't Laugh At Me" project is designed to transform schools, camps and youth organizations into environments where ridicule, exclusion, teasing, bullying and even violence are far less common. For information about how to bring this initiative to your school, contact Nancy Pugliese at the SDE at NancyPugliese@po.state.ct.us, or visit www.dontlaugh.org.

. . . more CT news & notes

CT's Grades Slip on National Report Card

Each year, *Education Week* publishes a "report card" on public education in the 50 states. *Quality Counts 2001* rated each state's quality of education based on five criteria: student achievement, standards and accountability, teacher quality, student climate, and equity of state spending. While CT scored above the national average, its marks were lower than last year. Connecticut earned B's in all areas except equity, where it received a D for its efforts to balance school spending between wealthier and poorer districts. Connecticut earned an overall grade of B-, compared to the national average of C-. The entire report can be accessed at www.edweek.org/sreports/qc01. The report including the following comments about CT's education system:

Compared with many states, Connecticut has generally resisted tying its testing system to high-stakes consequences for students or schools. Legislators last year tabled a discussion about instituting a new test that students would have to pass to graduate. And while the state published its first-ever list of low-performing schools, officials stressed that their aim was to help, not punish. The legislature increased aid for public schools, but rejected the governor's request to give parents a tax break on the cost of private school tuition.

	1999	2000	2001
Standards and Accountability*	C+	B	B-
Improving Teacher Quality*	A	B	B
School Climate	B	B	B-
Resources (funding) Adequacy	B	B-	B-
Equity*	C	C	D

*Some state grades changed this year because of changes in the methodology.

Reducing Isolation

A report released in January by the SDE says that progress has been made on reducing racial isolation in schools:

	97-98	99-00	00-01*
*estimated			
⇒ Students in interdistrict programs	60,000	77,000	80,000
⇒ Students in interdistrict magnet schools	3,505	5,146	6,398
⇒ Students in open choice program	469	1,222	1,478

In addition, school districts report more than 150,000 students and teachers have engaged in a wide range of local intradistrict activities or locally funded multidistrict programs that bring students in contact with students of other backgrounds. *Source: Hartford Courant*

national news & notes

■ The World Future Society reports that teaching is gaining more respect as a profession in the United States. In a poll conducted last summer, 53% of respondents said teaching had "very great prestige," compared with just 28% of respondents in 1982. Doctors (61%) and scientists (56%) ranked 1st and 2nd in the 2000 poll, retaining the top 2 for the past 2 decades. Teaching was the third highest ranked profession. For more information about the poll, visit www.harrisinteractive.com/harris_poll/index.asp?PID=111.

■ The National Center on Addiction and Substance Abuse at Columbia University (CASA) recently published, "Substance Abuse and Learning Disabilities: Peas in a Pod or Apples and Oranges?" While little data is available about the relationship between substance abuse and learning disabilities, there is enough evidence to warn parents, physicians and teachers that learning disabled children may be at increased risk for substance abuse. Children with learning disabilities, up to 20% of the school age population, may have poor self-esteem, academic difficulties, be lonely and depressed, have difficulty establishing and maintaining peer relationships and be affected by behavior problems. The characteristics of children with learning disabilities are similar to those that put children at risk for alcohol, tobacco and other drug use. The paper is posted at www.casacolumbia.org/publications1456/publications_show.htm?doc_id=34846

■ According to the Department of Education's annual report to Congress on the progress of students with disabilities, more of the nation's special education students are graduating from high school with regular diplomas than ever before. At the same time, the number of those students dropping out of school is slowly decreasing. A record 55.4 percent of special education students graduated from high school with diplomas—rather than certificates of attendance or certificates of completion—in the 1997-98

school year, the most recent year for which data were available. That compares with 51.7 percent in 1993-94. In that same period, the dropout rate for special education students fell to 31 percent from 34.7 percent, the report states. The report can be viewed at www.ed.gov/offices/OSERS/OSEP/OSEP2000AnlRpt/

■ Children whose mothers work during the evening are less likely to do well in school than youngsters whose mothers work traditional hours, according to a recent study conducted by a researcher at Harvard University's school of public health. The national study of 1,878 working mothers found that for every hour the parent worked between 6 p.m. and 9 p.m., her child was 16 percent more likely to score in the bottom quartile on math tests. The test results came from children in kindergarten through 12th grade.

■ According to recent Census Bureau figures, young women are edging out men in obtaining college degrees. Thirty percent of women between the ages of 25 and 29 completed college, compared with 28% of young men.

■ Schools and libraries that receive federal money for Internet connections have a tentative April 16 deadline to draft Internet safety policies that include installing technology to block minors from obtaining or viewing pornographic images. The new requirement is part of a fiscal 2001 appropriations law that was approved by Congress and signed by President Clinton in December. Failure to comply with the provision could lead to the loss of federal money for technology, including E-rate discounts for telecommunications services and technology funding under Title III of the Elem. and Secondary Education Act. The law sets deadlines for turning the safety policies into practice, although some of the language is vague and will likely have to be clarified in regulations. For special cases, the law allows E-rate recipients who do not yet have filtering technology to receive waivers for 1 or 2 years.

“The truth is more important than the facts.”

Frank Lloyd Wright (1867-1959)

... more national news & notes

■ In the most comprehensive study of adult college students in 20 years, the College Board has found that contrary to the common stereotype, the typical adult college student is a highly computer literate, white, 40-year-old female who works full-time. Some other key findings of the study include:

- There is always a trigger, a life event, that sets the time for returning to school — like divorce, loss of job, upgrading of job, changing technologies, and moving to a new community.
- About 35% of undergraduate adult students already have four years of college and 30% of graduate students already have a master's degree.

■ The White House Brief on Educational Progress, 1992-2000, examines educational progress in the U.S. in key areas such as standards and accountability, student performance, closing the achievement gap, technology, and access to higher education. A few highlights of this progress :

- In 1992, only 14 states had standards in core subjects; today, 49 states have them and 48 have assessments to measure student progress.

- Since 1992, reading and math scores on the National Assessment of Educational Progress have increased for 4th, 8th and 12th graders, including those students in the highest poverty schools.
- The percent of high-poverty schools receiving Title I funds went from 79% in 1994 to 96% in 1998.
- Math SAT scores are at a 30-year high. The average SAT math score rose from 501 in 1992 to 514 in 2000.
- More high school graduates than ever are going directly to college, with notable gains for low- income high school graduates — from 44% in 1992 to 51% in 1997, and African-American high school graduates — 50% going directly to college in 1992 compared to 59% in 1997. (Source: *Brief on Educational Progress, 1992-2000* / www.whitehouse.gov/WH/New/html/edprogress_report.html.

■ The results of the annual *Monitoring the Future Survey* showed positive trends in teen alcohol, drug and tobacco use. The government-sponsored survey of 45,000 students nationwide found that between

1997 and 2000:

- use of any illegal drug by 8th graders dropped from 22.1% to 19.5%.
- use of any illegal drug by 10th graders dropped from 38.5% to 36.4%.
- use of any illegal drug by 12th graders dropped from 42.4% to 40.9%.
- smoking declined from 34.6% to 31.4% among seniors and from 17.5% to 14.6% among 8th graders. The considerable drop in cigarette use is attributed to the intense anti-smoking efforts made in recent years.

ADHD Linked to Increased Physical Ailments

According to a study published in the Journal of the American Medical Association, children with attention deficit/hyperactivity disorder receive more medical care than other youngsters for non-behavioral problems such as injuries, infections and asthma. However, it is unclear from the findings whether such youngsters really have more medical problems or are simply diagnosed more often because they get closer attention from doctors.

	% of children without ADHD that received treatment	% of children with ADHD that received treatment
Asthma	13%	22%
Infections	73%	79%
Minor injuries	70%	77%
Major injuries	49%	59%

School-Based Approach to Smoking Prevention Fails

WESTPORT, CT (Reuters Health) Dec 19 - School districts show remarkable similarity in the percentage of students who are smoking after graduation, regardless of their participation in a long-term social-influences smoking cessation program. Dr. Arthur V. Peterson, Jr., of the Fred Hutchinson Cancer Research Center in Seattle and associates conclude that the school-based approach is a "major failure" in the long-term deterrence of smoking. In a 15-year trial, 40 Washington school districts were randomized to the Hutchinson Smoking Prevention Project, which includes 65 classroom lessons, or to no intervention. A total of 8388 students in the third grade were enrolled and followed until 2 years after high school. The intervention met guidelines by the National Cancer Institute-sponsored Expert Advisory Panel and the Centers for Disease Control and Prevention. The investigators observed no substantial difference in smoking prevalence among girls or boys in the two groups at grade 12 or 2 years later. Average smoking prevalence at grade 12 was 24.4% among the 20 school districts in the intervention group and 24.7% among the control districts. As reported in the December 20th issue of the Journal of the National Cancer Institute, a similar lack of impact was observed regarding measures of current smoking, cumulative smoking, and grades at which students first began smoking.

Random Statistics

- In the next decade it is predicted that 6,000 new high schools, with principals, will be needed to accommodate growing enrollments. (Career Opportunities News, 1997)
- In the next decade, the greatest growth in student enrollment will be in grades 9-12, an increase of 1.5 million public high school students. (ERS, 1998)
- A study found that public education has 13.5 staff members per supervisor or administrator contrasted to 6.5 staff per supervisor in manufacturing. (Public Agenda, 1999)
- Between 1960-1995, student enrollment has increased 25% while the number of school building leaders has decreased by 13%. (ERS, 1998)
- The U.S. is the 4th worst nation for teachers' salaries. (Public Agenda, 1999)
- It is expected that 2.5 million new teachers will be needed over the next decade to accommodate the increasing student enrollment. (Public Agenda, 1999)

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legal news & notes

■ Class-action lawsuits have been filed by guardians of children who were prescribed Ritalin in New Jersey and California. The suits allege that the American Psychiatric Association (APA) and Novartis Pharmaceuticals Corporation withheld from the public information about the adverse side effects of the frequently prescribed drug Ritalin in order to generate greater profits.

The suit alleges that Novartis and the APA also pushed to have attention deficit disorder (ADD) and attention deficit hyperactivity disorder (ADHD), the two conditions for which Ritalin is most often used, listed in a psychiatric manual. Their addition to the manual implies that they are more widespread than previously known, the lawsuit states, resulting in "vast numbers of new prescriptions, increased insurance coverage and great public attention" on Ritalin.

APA officials said in the statement that the agreement to list ADD and ADHD as diagnoses involved more than 1,000 health researchers and clinicians and "was extensively tested for validity and reliability in field trials."

Lawyers are also investigating whether to file a separate lawsuit against teachers who are recommending to parents that their children take Ritalin. Some teachers allegedly tell parents to send their children to doctors they know will prescribe Ritalin.

The more serious side effects of Ritalin include cardiovascular, central nervous system and gastrointestinal problems. (Source: Education Daily, 9/25/00)

■ The Massachusetts Supreme Court ruled that a boy's drawing that depicts him pointing a gun at a kneeling, praying teacher constituted a punishable threat. The court rejected arguments from the boy's lawyers that the drawing was a protected expression under the First Amendment. The court ruled that the First Amendment "does not protect conduct that threatens another" and the teacher's fears that the boy could carry out the threat were reasonable and justifiable given the recent episodes of school violence across the nation.

■ In a novel legal case that has raised privacy concerns about online education, a New Hampshire judge has ruled that a parent may inspect logs of Internet sites visited by students and school employees. A father of four in Exeter sued his local elementary and secondary school districts earlier this year after they refused his request to view the information. The logs list every Internet site visited by the districts' computers, although they generally do not record personal information about which students visited which sites. In a Nov. 2 decision, a state superior court judge ruled that Mr. Knight has a right under a state statute known as the Right-to-Know Law to view the Internet logs as long as administrators redacted, or removed, any information that would identify students. "The court finds that the records contained in the redacted [Internet history-log files] comprise statistical information" not exempt from the Right-to-Know Law, the judge said. The plaintiff claimed that he was not interested in learning about Internet use by individual students. Instead, he wanted to see whether students or school employees were using school computers to visit pornographic sites, hate sites, or other inappropriate areas.

NATIONALLY KNOWN SPEAKER TO ADDRESS ASSISTANT PRINCIPALS AT ANNUAL CONFERENCE

By Tom Galvin, Assistant Executive Director

John Alston, the director of the American Institute for Stress Management in Oakland, California, a speaker who has addressed over three million people in the last 20 years and an author of books including "Story Power: Talking to Teens in Turbulent Times," will be the featured luncheon speaker at the 24th Annual Assistant Principals' Conference. The event will be held at the Rocky Hill Marriott on March 6, 2001.



John Alston, director of the American Institute for Stress Management

The theme for the day's program is "New Dimensions." Connecticut's Commissioner of Education, Dr. Ted Sergi, will launch the program with a talk on the need for schools to go beyond traditional testing in describing their schools' and students' successes and accomplishments. There will be a number of break-out sessions on topics such as "Students as Integrated Learners," the new Teacher Evaluation Instrument, approaches in dealing with teachers needing remediation (Attorney Tom Mooney), the draft report "The New Connecticut High School," the NEASC standards, CAPT and CMT.

The co-chairs of the conference are Anne Jarvis, chair of the CAS Assistant Principals' Committee and assistant principal of Glastonbury High School; Sally Biggs, assistant principal of South Windsor High School; and Kathleen Barmak, assistant principal of East Windsor High School.

Brochures have been sent to all schools and are available by calling the CAS Office. (1.203.250.1111).

COMMISSION RELEASES REPORT ON TEACHER/ADMINISTRATOR SHORTAGE

On January 5, 2001, the Commission on the Teacher and School Administrator Shortage and Minority Recruitment issued a report to the Connecticut General Assembly containing 20 separate recommendations on how to attract and retain teachers and school administrators, especially minorities. The commission's report included recommendations concerning minority teacher recruitment incentives, strategies for training and attracting teachers to shortage areas and subjects, ways to retain current teachers, attracting more qualified applicants for administrator positions. Specific recommendations designed to address the growing problem of administrator shortages include: creating alternative routes to administrator certification; establishing an administrator BEST program; reworking the retirement system so as to allow for the re-employment of retired administrators; and allowing pension portability for out-of-state administrators. The estimated cost of these recommendations is \$13.79 million in FY 02 and \$16.96 million in FY 03. The commission's recommendations build on several existing programs and require collaboration among the departments of education and higher education, higher education institutions, school districts, and regional educational service centers. The full report and recommendations can be accessed at www.cga.state.ct.us/olr/2001majorissues/teachercommission.htm.

CAS Executive Director Mike Savage was one of the 18 members of the commission.

Commission On The Teacher and School Administrator Shortage and Minority Recruitment



FINAL REPORT AND RECOMMENDATIONS

Submitted to the Connecticut General Assembly

January 5, 2001

a profile of connecticut & its children

demographics

	1990	1999	% change
all children under age 18	753,800	828,300	10.5

economic characteristics

median income of families with children: 1997	state \$59,500	national \$43,400	percent of children in extreme poverty: 1997	state 7%	national 9%
percent of female-headed families receiving child support or alimony: 1997	state 38%	national 34%	percent of children under 5 in poverty: 1996	state 14%	national 23%

child health & education

percent of low-income children without health insurance: 1997	state 21%	national 25%	% of 4th graders who scored below basic reading level: 1998	state 22%	national 39%
percent of 2-year-olds who were immunized: 1998	state 91%	national 81%	% of 4th graders who scored below basic math level: 1998	state 25%	national 38%

child care indicators

percent of children under 6 living with working parents: 1997	state 73%	national 66%	
percent of children ages 6-12 living with working parents: 1997	state 52%	national 55%	
percent of children under 13 living in low-income families with working parents: 1997	state 14%	national 21%	

juvenile justice

juvenile violent crime arrest rate (arrests per 100,000 youths ages 10-17): 1997		juvenile property crime arrest rate (arrests per 100,000 youths ages 10-17): 1997	
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access to phones, computers and the internet

percent of children who live in a household without a phone: 1998		percent of children who live in a household without a computer: 1997-98		percent of children who live in a household without internet access: 1997-98	
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(Source: Kids Count Data Book, 2000 / The Annie B. Casey Foundation)

NONEDUCATORS SHOULDN'T BE PRINCIPALS

By Mildred Collins Pierce and Leslie T. Fenwick
Harvard Principals' Center

Many school districts across the nation are beginning the academic year without enough principals. In response to the shortage, some districts that have non-educators serving as superintendents are suggesting that principals need not be educators either. This is a mistake.

Proponents assert the managerial, non-instructional functions of the principal and propose that professionals (outside of education) with management experience should be eligible for the principalship. While it is true that the principal is a manager (and hopefully a leader too), the essence of their work is strikingly instructional. This is most true in high functioning schools where principals have learned to be the instructional leader and share or delegate managerial functions.

When asked to rank their most important and time-consuming responsibilities, principals in national studies ranked the top three as supervision of instruction and the contact with staff related to instructional concerns, curriculum development, and student discipline and management.

Proponents of alternative routes to the principalship propose eliminating teaching or other school leadership experiences as requirements for the principalship. However, principals believe that such experiences are critically important. In national studies, nearly 90 percent of principals ranked experience as a teacher as "highly valuable" to their success as principals. Experience as an assistant principal and on-the-job experience ranked among the top three "most valuable preparation experiences."

Why do we need to open the doors to the principalship to noneducators, especially at a time when principals say the instructional leadership demands on them have dramatically increased? We need not look outside the ranks of educators to fill principal vacancies. Nearly half (47%) of the nation's teachers have a master's degree, many of them in school administration. Our challenge is to find those who are qualified, able and willing to assume leadership.

Is the real intention of recruiting noneducators to the ranks of the principalship to buttress the growing interest of profiteers in education as a new cottage industry, worth well over \$500 billion? How will

continued on page 16

NASSP Offers On-Line Courses

Quality professional development courses for principals, assistant principals, and aspiring principals are now easily available on NASSP's website at www.principals.org. Because school leaders often lack the free time to leave the school building or even the time to research professional development opportunities over the Internet, NASSP has established a one-stop shopping service of 229 online courses that focus on improving computer skills, instructional leadership and management skills.

A limited number of registrations will be accepted for the first class. A registration gives the user access to all 229 courses and registrants can then return to any course as many times as they choose until December 1, 2001. Access is available any hour of any day from any computer that meets the minimum operating and Internet requirements. Each course takes about 2 hours to complete, but does not have to be done at one sitting. A certificate of achievement is sent to the registrant after successful completion of each course and return of the evaluation. CEU credit is also available.

For one registration fee of \$299, a principal, assistant principal, or aspiring principal can take one or all of the available 229 courses. Sample courses can be viewed through the NASSP website by clicking on Online Courses.

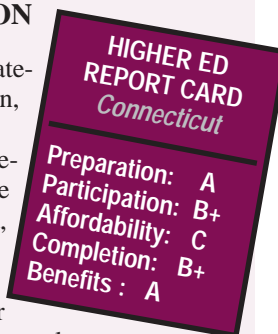
For more information on the NASSP online course offerings, contact Kathy Hayes at (703) 860- 7232 or via e-mail at hayesk@principals.org.

CONNECTICUT GETS HIGH MARKS FOR HIGHER EDUCATION

According to a first-of-its kind, state-by-state report card on higher education, the state in which students go to high school determines in large part how prepared they will be to succeed in college and graduate with a degree. The report, *Measuring Up 2000: The State-by-State Report Card for Higher Education*, written by the National Center for Public Policy and Higher Education, issues letter grades for each state in five areas: how well students were prepared for college, the percentage of students in the state participating in higher education, the affordability of higher education, the percentage of enrolled students completing college, and the economic and civic benefits a state gained from its college graduates. In Alabama, for example, fewer than one-third of the high school students take an upper-level math class, compared with more than half the students in Nebraska. In California, 18- to 24-year-olds are nearly twice as likely to be enrolled in higher education as their peers in Nevada. While some states did clearly better than others, none earned straight A's. Here is how Connecticut measured up . . .

■ **PREPARATION.** Connecticut is one of the best-performing states in preparing its young people for college. A very high percentage of young adults earn a high school diploma or a General Education Development (GED) diploma by age 24. The state is a top performer in the percentage of 8th graders enrolled in algebra, and a very high proportion of 8th graders perform well on national assessments in math, reading and writing, making Connecticut a best-performing state on the reading and writing measures. A substantial proportion of high school students enroll in upper-level math and science, and the state is a top performer in the proportion of high school juniors and seniors who score well on Advanced Placement tests.

continued on page 16



STATE BOARD ADOPTS TEST FOR PROSPECTIVE ADMINISTRATORS

At its January meeting, the State Board of Education adopted a new regulation requiring candidates seeking an administrator endorsement (092) to pass the Connecticut Administrator Test (CAT). Beginning September 1, 2001, all would-be school administrators will be required to pass the CAT prior to being recommended for certification by their preparing institution. The test is designed to assess candidates' skills at judging effective teaching and learning as well as their ability to create an overall school improvement plan using student assessment data and community information. The test will be administered three times during the 2001-2002 school year and will cost between \$200 and \$300. The CAT program will be administered by the EASTCONN regional educational service center and monitored by the CSDE. Current administrators will be exempt from the CAT requirement as will out-of-state administrators with more than three years of administrative experience.

middle school news

Items in the "middle school news" section of the BULLETIN were submitted by Earle G. Bidwell, Assistant Executive Director.

Turning Points 2000: Educating Adolescents for the 21st Century

Turning Points 2000, by Anthony Jackson and Gayle A. Davis, a Carnegie Corporation project, is published by Teachers College Press and distributed by the National Middle School Association and the National Association of Secondary School Principals. Although an affirmation and extension of the original, it places greater emphasis on teaching and learning, stressing the importance of the principal's role in improving curriculum, assessment, and instruction. It is meant to serve "as a guide for creating schools that produce high achievement across the board, where every child has a high level of development based on standards that every child can obtain."

The *Turning Points 2000* recommendations:

- Teach a curriculum grounded in rigorous, public academic standards for what students should know and be able to do, relevant to the concerns of adolescents and based on how students learn best.
- Use instructional methods designed to prepare all students to achieve higher standards and become lifelong learners.
- Staff middle grade schools with teachers who are expert at teaching young adolescents, and engage teachers in ongoing, targeted professional development opportunities.
- Organize relationships for learning to create a climate of intellectual development and a caring community of shared educational purpose.
- Govern democratically through direct or representative participation by all school staff members, the adults who know students best.
- Provide a safe and healthy school environment as part of improving academic performance and developing caring and ethical citizens.
- Involve parents and communities in supporting student learning and healthy development.

Turning Points 2000 may be purchased through NASSP, NMSA and NELMS.

Bullying Becomes Part of School's Curriculum

From an article by Mary Niederberger, Pittsburgh Post-Gazette

PITTSBURGH -- A middle school in Pittsburgh, PA, has devised an anti-bullying program which begins by teaching students the tricks of bullies -- name-calling, exclusion, ridicule, pushing, shoving and threatening. The hope is that if students can recognize the actions of bullies, they'll be better equipped to put a stop to them.

"We want the students to understand what bullying is and to report it to an adult right away," said the principal of Harris Middle School.

The bullying issue became a priority for the school last March when an eighth-grader at Harrison, who had been a longtime victim of bullying, sneaked a loaded shotgun into school. The 14-year-old, who had carried the weapon onto the school bus, was entering the crowded cafeteria when he was spotted by a teacher.

"When we investigated the incident, we found that he had been bullied for a very long time, not just at this school but in the past as well," the principal stated.

The program being initiated now at Harrison draws largely from the research of a psychology professor from Norway who is considered the leading authority on bullying, based on his 20 years of research on the topic. Other schools who have used the professor's recommendations have reportedly seen a 50 percent reduction in bullying incidents after two years.

The program calls for clearly defining for students what bullying is and how to react to it. It encourages students to "break the code of silence" that often keeps them from telling on one another even in serious situations.

The principal reported that, in reviewing research on bullying, her staff found some surprising insights. For example, she said, it was long believed by educators that bullies were students with low self-esteem. But current research shows that bullies generally have high self-esteem and often are the more popular students, bright pupils and those whose example other students are willing to follow.

CAS Middle Level Awards

The Connecticut Association of Middle School Principals is now accepting applications for several of its recognitions awards. Middle Level School(s) of the Year and Teacher of the Year applications were mailed to all member schools in January. The applications are due back in the CAS office by March 9, 2001.

■ **School of the Year.** The purpose of the Outstanding School of the Year program is to give public recognition in Connecticut and nationally to an outstanding CAS member middle level school that represents the best in the profession. The school selected will not necessarily be "the best" in the state, but rather a school that deserves recognition because they effectively meet the needs of the early adolescent in a variety of ways.

■ **Teacher of the Year.** The Outstanding Teacher of the Year program is designed to give public recognition in Connecticut and nationally to a CAS member middle level teacher who represents the best in the profession. The recipient will be one who deserves major recognition as an example of the outstanding teaching that Connecticut has to offer.

■ **John Wallace Awards.** Two new awards are scholarship awards open to students preparing for careers in teaching and school administration. Named after John Wallace, a dedicated school superintendent, the scholarships are intended to recognize an eligible graduate student preparing to become a school principal and an eligible undergraduate or graduate student preparing to become a teacher. The John Wallace Scholarship Awards may be granted to candidates at the elementary, middle and high school levels. The application deadlines for these awards are March 9, 2001. Applications are available on-line at www.cas/ciac.org.

■ **First Year Principal Awards.** The Connecticut Association of Schools will recognize outstanding first year principals at each level whose instructional leadership, innovative practices and managerial or organizational skills have had a positive impact on their school or district during their first year. The award is dedicated to William Cieslukowski, a dedicated school principal and former president of the Elementary and Middle School Principals of Connecticut. The application, available on-line, is due in the CAS office Aug. 24, 2001.

The Connecticut Association of Schools is proud of the teachers, administrators and school programs that have placed Connecticut in the forefront of the nation in the education of its youth.

... more middle school news

Parent Involvement

by Linda Brown-Provost

The evidence is clear that the more a parent is involved in student learning, the greater success a child has in school and throughout life. Unfortunately, the middle school years tend to be a time when parents become less involved than in their child's elementary years. Due to the developmental changes that students face during the critical middle school years, parents should bring their involvement to a different level. What follows are some suggestions for bringing home and school together in a positive manner for middle school students.

Creating a positive home environment that encourages learning pays off in the end. Routine and structure are recommended. Establish a time and place for homework. Research shows that modeling thinking and behavior helps students in their understanding. If parents are talking and modeling in a positive manner about school, enjoying reading for pleasure, writing in their own journal, chances are, their child will have a positive attitude about school and will enjoy reading and writing. When different messages are sent to students from school and home, students will feel a stressful sense of divided loyalty. Students should not perceive home and school as being in competition. Rather, students should hear the same message being sent from both school and home.

Although backing away from strict homework monitoring is suggested to help develop independent work skills, parents should still be involved by asking, periodically, to see completed homework assignments and/or assignment books. Having discussions about science and social studies topics, reviewing for tests, reading or talking about the novel a child is reading and providing feedback from long-term projects will open communication between parents and their middle school children.

Involvement with school and community is important. Parents should be aware of when progress reports and report cards are issued and should discuss goals with their child and express high expectations for achievement.

Students involved in extra curricular activities benefit greatly both socially and emotionally. Encourage each child to get involved with the many after school activities offered at the middle school and in the community. Whether it be homework club, scouts or sports, being involved will help nurture self-confidence and create friendships. Most importantly, keep communicating with middle school children about their school life.

Dr. Linda Brown-Provost is Assistant Principal at East Hampton Middle School.

Newsletter Notes

■ Shepaug Hosts Character Education Conference

Shepaug Valley Middle School hosted a first Annual Character Education Conference. Students, teachers, members of the community and guests participated in the full day event. The conference was organized to emphasize the importance of cultivating positive character and strategic ways to accomplish character development. Key components of the program were: *Ethics in the Media, Dealing with Peer Pressure, Teen Issues and the Law, What Students can do to Prevent School Violence and Choices and Consequences.* (SEE NEWS: *The School for Ethical Education*)

■ Jared Elliot Plans Healthy Choice Day

Plans are underway for a Healthy Choice Day. It is designed to provide students with activities and workshops to promote healthy choices in their mental, physical, emotional and behavioral health. Workshops may include: anxiety reduction, fitness training, vegetarianism, smoking intervention, volunteerism, drama, jazzercise and others. (*Jared Elliot Middle School Newsletter*)

■ Lives in Transition: A Response to Literature

Four teachers from Shelton Intermediate School are participating in an ACES program that promotes cooperative learning activities with students with varied backgrounds. The teachers have been paired with teachers from Fair Haven Middle School, Betsy Ross Magnet School and Hamden Middle School. Students will be involved in visitations and activities with students from these schools as part of the project. (*SIS News, Shelton Intermediate School*)

■ Seventh Graders & Community Service

The Blue Devils Team at the Middle School of Plainville are involved in serving their community. They have been working on a nature trail that is now completely covered with wood chips. They have encouraged the community to drop off their Christmas trees to be chipped up for another layer. In another service activity, the team created "Winter Wonderland" placemats for residents at the Plainville Healthcare Center. (*MSP Newsletter: Middle School of Plainville*)

■ Blue Blazers Recreate History

Students were upset. They said it wasn't fair. They complained amongst themselves. No! it wasn't the amount of homework they were getting. They had begun the Revolutionary War unit. Social studies classes were finding out what the Revolutionary period colonists went through. Each day, students had to deal with a new "Proclamation" which took away or limited their freedoms. They were taxed, fined and forced to conform to rigid rules. The students had an opportunity to experience some of the same frustrations and motives that led to the war between Britain and the colonists. (*MSP Newsletter*)

"Promoting Positive School Climate"

The Annual Middle Level Student Leadership Conference

March 13, 2001

Quinnipiac University

Breakout sessions will include:

❖ Making a Difference ❖ Handling Bullying and Teasing ❖ Heroes Among Us ❖



SPONSORED BY CONNECTICUT LIGHTING CENTERS

"The Arts"

will be the focus area for the Spring 2001 issue of "IMPACT"
The staff welcomes articles from practitioners of middle level education regarding exemplary programs, innovative strategies or position papers on the focus area, or any other middle level topic.

Contact: Earle G. Bidwell at (203) 250-1111 or ebidwell@casciac.org

elementary school news

GROWING BETTER BRAINS

Reprinted from the PAESP Administrator, Oct. 2000

Curriculum revision, long range planning, strategic planning, outcome based instruction, intensive scheduling, state standards and assessments along with other "school innovations of the month" are akin to redesigning the paint scheme on a race car to improve its performance after the car has been designed, constructed, tested and found "challenged" on the race track. All of these solutions are "tinkering" when compared to the magnitude of the effect of early intervention -- in the case of the race car, intervening at the design and construction phase and in the case of the child, intervening at the period of maximum brain growth and development (the first few years of the child's life).

We are born with a lifetime of brain cells called neurons! We get no more, but the original 100 billion are sufficient. However, for neurons to provide thinking functions they must communicate with each other through pathways not yet established at birth. Early childhood experiences received by the senses result in the growth of neurological pathways allowing communication from neuron to neuron. These pathways called axons (which transfer outgoing information from the cell body), dendrites (which transfer incoming information to the cell body, and synapses (the point of actual transfer of knowledge between the axons and dendrites), are like arms on an octopus reaching out to many other brain cells. The more pathways, the more possibilities for information to progress through a variety of neurons searching for a "solution" -- e.g., responding that 3+5 equals 8, saying "dog" when actually seeing Fido, sorting blocks into piles by color/size/material, designing a bridge, or inventing a microprocessor.

It has been discovered that the energy burned by the brain of a two-year old child is far greater than the energy burned at any other time in an individual's life. At ages two to four the brain is "on fire" structuring many of the critical pathways needed for life.

An enriched environment during these early years will have a life long effect upon the brain functioning of the individual. There is a wealth of information to support these theories. One study involved rats where the animals were divided into enriched environment, impoverished environment and watching animals in an enriched environment group. Only the rats in the enriched environment had significantly increased brain growth. Watching animals in an enriched environment had the same lack of effect upon brain growth as did living in an impoverished environment. This might suggest the non-effect or negative effect of using television as a babysitter.

Another study looked at the amount of verbal interaction between the parents and their very young children and found that:

a) better-educated parents spoke to their children more often. Welfare parents averaged 600 words per hour; working parents averaged 1,200 words per hour; while professional parents averaged 2,000 words per hour. For welfare

News from the National Association of Elementary School Principals...

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■ NATION'S PRINCIPALS TO MEET IN SAN DIEGO

—More than 5,000 elementary and middle school principals from around the country are expected to attend the National Association of Elementary School Principals' (NAESP) 80th annual Convention, April 7-10, 2001, at the San Diego Convention Center, San Diego, CA. Highlights of this year's Convention include:

Concurrent Sessions—More than 150 of them—address hot topics such as after-school programs, effective use of technology, school safety, high-stakes testing, and the principal shortage.

Keynote speakers are Astronaut and Women's Hall of Fame inductee Dr. Mae Jemison (Saturday, April 7, 3:30 p.m.); actor Edward James Olmos (Sunday, April 8, 3:30 p.m.); and noted education author Jonathan Kozol (Monday, April 9, 9:00 a.m.).

Distinguished lecturers are noted educator and "Sesame Street" actor Bob McGrath (Sunday, April 8, 10:30 a.m.), Nick News host and author Linda Ellerbee (Monday, April 9, 11:00 a.m.), and Pulitzer-nominated author Clifton Taulbert (Monday, April 9, 1:30 p.m.).

The exhibit hall hosts more than 300 vendors showcasing the newest products and services in the educational market.

■ ATTENTION PARENTS

School principals and psychologists invite your questions on education! On April 8, 9, and 10, 2001, the National Association of Elementary School Principals (NAESP) will hold its twelfth annual Hotline for parents, grandparents, or anyone with a question on education or children. It's a once-a-year, toll-free service dedicated to answering questions about schools, children, and education.

Callers can speak directly, but anonymously, with a school principal or school psychologist. Questions will also be fielded via e-mail. Approximately 150 volunteer school principals and school psychologists will staff the phones and computer terminals while they are attending NAESP's annual convention. Their purpose is to ease difficulties and encourage constructive communication between schools and families.

The National Principals' Hotline can be reached by calling 1-800-944-1601 or by accessing www.naesp.org. Sponsored by NAESP, Family Circle magazine, and TIAA-CREF, the Hotline operates Sunday, April 8, 11:00 a.m. to 7:00 p.m. (Pacific Time); Monday, April 9, 7:00 a.m. to 7:00 p.m.; and Tuesday, April 10, 7:00 a.m. to 1:00 p.m.

children to catch up to working class children requires an additional 63,000 words per week;

- b) better-educated parents gave more positive feedback. Professional parents: 30 times/hour; working parents 15 times/hour; welfare parents six times/hour and lots of criticism;
- c) greater parent/child verbal interaction resulted in higher IQ and verbal achievement scores of the children by third grade.

The evidence is clear. We know that IQ is a function of both heredity and environment and that the environment can be enhanced by parents and schools. Particularly important are the early years of development during which "windows of opportunity" will open for certain skills and then close forever. Parents, child care providers and early childhood educators must be aware of these critical periods of brain development and how the environment can enhance or retard this development.

ciac news

Controversy surrounds use of headgear in soccer

By Tony Mosa, Assistant Executive Director

There has been a great deal of discussion and controversy recently regarding the role of head gear (helmets) in the sport of soccer. Some research has demonstrated that low level head-ball impacts could have a cumulative effect on the brain which may result in chronic brain injury, similar to injuries resulting in boxers. However, the data is not conclusive. The use of head gear cannot be established until the true cause of acute concussion is determined. There is no consensus of medical evidence that repetitive head contacts with the ball increase the risk of brain injury to participants.

The National Federation Sports Medicine Committee has advised against the use of head gear in soccer until it is made clear that its use is directly related to the prevention of head injuries. The NCAA is presently conducting further research into this area.

The National Federation has interpreted that head gear protective equipment is illegal for field players. Goalenders are permitted to wear protective equipment according to certain specifications outlined in the National Federation rule-book. These rules will remain in effect until the National Federation Sports Medicine and Soccer Committees are sufficiently confident that any regulation change in the use of player equipment, including head gear, is represented by conclusive research with respect to the health and safety of high school players.

CIAC board allows

40% qualifying standard for baseball

At its January meeting, the CIAC board voted unanimously to accept a Baseball Committee request to move to a 40% qualifying standard for the 2001 tournament season. The request, which was supported by both CAAD and CHSCA, was granted on a one-year trial basis.

Baseball committee chairman and CIAC board member Rich Hadden explained that, for the past several years, the baseball committee has had a growing concern about the number of teams gaining an unfair advantage in the CIAC baseball tournament. This was due to the low number of teams qualifying and the resultant difficulty in filling the tournament brackets. This problem existed primarily in class "S;" however the shifting of teams to balance the divisions would adversely affect all classifications. In the year 2000 only 15 schools qualified for the "S" tournament which allowed the #1 seed to draw a bye in the first and second rounds. That team did not have to compete until the quarter-finals. This, coupled with the pitching rule and the ten run mercy rule, was allowing teams to gain an unfair advantage over teams who needed to use pitchers from the onset of the tournament. In its proposal, the Baseball Committee projected that the change would result in at least 20 additional schools participating in post-season competition.

The committee believes that the new qualifying standard, which is consistent with softball, will help to balance out the divisions, fill the brackets, and, ultimately, bring about a more equitable tournament.

CIAC ISSUES CLARIFICATION OF OVERTIME PROCEDURES IN SOCCER

The CIAC boys and girls soccer tournament overtime procedures in effect for the 2001 season are as follows.

In all tournament games prior to the finals, the following shall be the procedure to resolve a tie score:

1. After a 5-minute timeout, a 10-minute "sudden victory" overtime period shall be played.
2. Teams will change direction without a time out. A second 10 minute "sudden victory" overtime period shall be played.
3. 1st Round Penalty Kicks -- Five players from each team kick once alternately or until the lead is insurmountable.
4. 2nd Round Penalty Kicks -- Five players from each team kick once alternately or until the lead is insurmountable. There is no "sudden victory".
5. If a tie remains, repeat #3 and if necessary, step #4. After each set of 10 kickers from each team players may be repeated.

NOTE: If a tie exists in the finals after the two overtime periods, co-champions will be declared. Penalty cards shall carry over into overtime period.

Officials assigned to quarter-final games by the host school will be from a neutral board unless both teams are served by the same board.

CIAC BOARD AUTHORIZES TEAM SCORING AT STATE WRESTLING OPEN WRESTLING

At its meeting on January 18, the CIAC board approved a request by the Wrestling Committee to allow official team scoring at the state open meet and to award team championship plaques to the first and second place teams.

The proposal submitted by the Wrestling Committee offered the following rationale:

1. Allows for team scoring to be carried through from Connecticut divisional meets (team scoring now used) to the state open (currently team scoring is not used) and finally to the New England meet (team scoring used).

2. Provides a team concept that the open now lacks. Wrestlers losing in the semi-finals often do not feel the need to wrestle back for fifth and sixth place when they have already been a divisional champion. Team scoring will promote the integrity of the open and provide a reason for the athletes to wrestle back (support of their team).

3. Allows for smaller divisional schools to compete with larger schools and win a state open team championship. This gives real meaning to a true state team championship.

4. Creates an exciting venue for fans, parents, and wrestlers. Scoring will provide more interest than the individual tournament. Many times we have scored this mythically and it has created great interest among wrestlers and fans.

5. This has the support of the wrestling coaches throughout the state as indicated in a survey.

Both the Connecticut Association of Athletic Directors (CAAD) and the Connecticut High School Coaches Association (CHSCA) supported the committee's proposal.

In the interest of consistency, the CIAC board voted to allow all 'individual' sports that presently sponsor open championships the option of awarding team plaques for first place and runner-up teams.

ciac news

!!!! ALERT !!!!

There was an error in the announcement about the new National Federation bat rule which appeared in the November issue of the CAS BULLETIN. The new bat rule requires that the diameter of the thickest part of the bat be no greater than 2 and 5/8 inches, NOT 2 inches as indicated in the November issue.

■ **NF Issues Ruling on Communication Device.** The NFHS Wrestling Rules Committee has ruled that use of a communication device that permits a coach to communicate with his wrestler is NOT permitted under NFHS Wrestling Rules. The committee cited the following rules as the basis for its decision:

1. Rule 3-1-2 (page 10 of NFHS Rules Book): "On matters of judgment, the referee shall have full control of the match and his decisions shall be final, based upon the NFHS wrestling rules and interpretations."
2. Rule 4-3-1 (page 14 of NFHS Rules Book): "Special equipment is defined as any equipment worn that is not required by rule . . ."
3. Part 12, Coaching Item 2a (page 27 of NFHS Casebook and Manual): "During the course of any match, it is permissible for the coach or personnel on the team bench to give directions and encouragement to the wrestler on the mat, provided the instruction is given in a sportsmanlike manner. Examples of acts which are always unsportsmanlike include: (1) the use of an artificial aid or mechanical device . . ."

■ **Returned Mileage Check.** The CIAC thanks Glastonbury H.S. Assistant Principal Tom Neagle who returned his mileage reimbursement check with the following note: "I do not accept mileage to/from CAS-CIAC meetings — it is a privilege and a pleasure to serve our schools with my colleagues."

■ **Schools Ban 'Energy' Drinks.** "Energy-enhancing" drinks have been banned at two high schools in Burbank, Calif., after two student athletes fell ill. The students at John Burroughs High School experienced prolonged high heart rates and nearly fainted last month after consuming such drinks. Both students had to be rushed to local doctors. Their school and the neighboring Burbank High School have banned energy drinks that carry warning labels stating that the products are not to be used by minors. Students who are caught with the energy-enhancing drinks will not be punished, he said, but will be counseled on the potentially dangerous side effects of such products. Drinking more than one bottle of Speed Stack, one such drink not intended for children, may result in heart attack, stroke, seizure, or death, according to the manufacturer, American Body Building of S.C.

LEAGUES ENDORSE UNIFIED SPORTS®!!!

By Ann Malafronte, Director of Unified Sports®

The Eastern Connecticut Conference principals are making plans to authorize the formation of a Unified Sports® division for its 18 schools. Bacon Academy, East Lyme, Killingly, Montville, Norwich Academy, Plainfield, Putnam and Waterford are already active participants.

This will make the second league to adopt a Unified Sports® division. The Central Connecticut Conference became the first league in the nation to recognize the importance of taking this step when they did so in 1999.

It is the goal of the C.I.A.C. to have each of the various leagues across the state sponsor a Unified Sports® division within their structure. We are now well on our way!

sports committee notices

Boys Volleyball

• Important Dates:

First practice date -- March 19, 2001
 Schedule form due -- April 2
 First game date -- April 5
 Last date to count -- May 24
 Entry form due -- May 18
 Rankings & Pairings -- May 25

• Miscellaneous:

Maximum games per season -- 18
 Tournament will be conducted in two divisions -- L & M
 All game rules will be governed by the National Federation.
 • NOTE: Only games played against VARSITY teams are recognized for tournament qualification. Games schedule with CLUB teams cannot be counted toward tournament qualification, but are counted toward CIAC season and weekly limitations.

• Tournament dates:

Qualifying -- May 29
 First round -- May 30
 Quarter-finals -- June 1
 Semi-finals -- June 5
 Finals -- June 8 & June 9

Girls Softball

• Important Dates:

Start of practice - March 19, 2001
 Schedule form due - March 30, 2001
 First game date - April 5, 2001
 Change of division request due - April 6, 2001
 Entry form due - Friday, May 18, 2001
 Final tournament date - May 24, 2001
 Coaches official's list due - May 1, 2001
 Ranking & pairing information - May 6, 2001 by 4:00 p.m.

• Divisions: LL:430+ / L:320-429 / M: 197-319 / S: up to 196

• Tournament dates:

Qualifying round - Saturday, May 26
 First round - Tuesday, May 29
 Second round - Wednesday, May 30
 Quarter-finals - Friday & Saturday, June 1, 2 - Times TBA
 Semi-finals - Tues. & Wed., June 5, 6 at North Branford Sportsplex
 Finals - Friday & Saturday, June 8, 9 at Deluca Field, Stratford
 Finals rain date - Sunday, June 10

• NOTE: The official CIAC tournament ball is the Baden 2B-S Lexum (47 core)

Cheerleading

• Divisions: LL - 362 and above / M - 242 to 361 / S - up to 241 / Co-ed - all teams
 • NOTE: Three separate championships will be held at East Haven High School on
 Friday, March 9 and Saturday March 10.
 Friday, March 9: Class S and Co-ed teams - 6:00 p.m.
 Saturday, March 10: Class M - 10:45 a.m.
 Saturday, March 10: Class L - 1:30 p.m.

ciac news

GEORGE FORD RECEIVES NIAAA AWARD



George Ford

George Ford, long-time Connecticut swim official, received a "Distinguished Service Award" from the National Interscholastic Athletic Administrators Association (NIAAA) at the 2000 convention held in San Diego, on Dec. 17.

This most prestigious award is presented annually to individuals in recognition of their length of service, special accomplishments and contributions to interscholastic athletics at the local, state, and national levels.

A nationally recognized swimming official, George's long and distinguished career includes 35 years as a high school official, 30 years as a Special Olympics official and 25 years as a college official. He has also served many years as a Senior Olympics and masters level swimming official.

A former member of the National Federation Officials Association (NFOA) Board of Directors, Ford also served a four-year term on the NFHS Swimming and Diving Rules Committee. He currently is the assigning commissioner of the CT Swimming Officials Association, and for 18 years he was the CT state director for the NFOA.

In 1989, Ford received the Distinguished Service Award from both the National Federation and the CT High School Swimming Coaches Association.

A member of the National Interscholastic Swimming Coaches Association (NISCA), Ford became the first swimming official to receive that association's annual award.

Former secretary/treasurer of the CT Association of Interscholastic Officials (CAIO) and past consultant to the CIAC board and the boys and girls swimming committees, Ford was a founding member and president of the CT Swimming Officials Association and currently serves as CIAC rules interpreter for swimming.

NOTE: The following article, published in the *New Haven Register* on January 17, 2001, was written by Adam Coppola, a student and captain of the ice hockey team at Amity Reg. High School. The second correspondence, written by Dr. Thomas Neagle, Chairman of the CIAC Ice Hockey Committee and Assistant Principal at Glastonbury H.S., commended Adam for his position on sportsmanship at high school athletic contests.

Now's time to put cap on fans' hostility

What are you, ref? Blind?

Why is that kid out there? He stinks.

Sit down, I can't see with your fat head in the way.

Do these remarks sound familiar? I'll bet they do to any high school fan who regularly attends athletic contests. From fans to parents, things seem to have gotten way out of hand in the way fans behave toward opposing players, opposing fans and, sadly enough, to themselves during contests. This is a huge problem in today's high school athletics. Violence during games is bad enough on the playing field, but in the stands?

How are people supposed to enjoy watching their kids play with all the hostility taking place around them?

Attempts are being made to alleviate the problem and provide a comfortable atmosphere to enjoy high school athletics. At almost every high school gymnasium, hockey rink, or football field, there are signs indicating how fans are expected to behave, and if these fans do not behave properly, they are to be thrown out of the event. The problem here is that these rules are not enforced properly.

Don't get me wrong. I enjoy having

enthusiastic fans in attendance that are supportive to our team. When I attend a game as a spectator, I usually get vocal, trying to motivate my team to perform better.

There is usually no problem with that. The problem develops when we start to harass the opposing team. Not only does this aggravate the players, but it usually gets the fans involved, including parents, who begin to exchange insults.

Earlier this month, a high school coach was assaulted by the father of a 14-year-old hockey player in Hingham, Mass., after a game. Last year, in Reading, Mass., a father was murdered by another father following an altercation between their sons on the ice. These are two severe examples of the escalation of violence in athletics. The only possible way to avoid such incidents is to crack down on the small stuff that is tolerated but shouldn't be.

The time is now to take action to reduce the level of hostility at high school sporting events. The fans have to be responsible for themselves, but if they can't, then the administrators in attendance need to step in. We have something special to preserve with high school athletics. Let's not see it go to ruin because of a few fanatics who can't control themselves.

January 19, 2001

Mr. Adam Coppola
Amity Reg. High School
25 Newton Road
Woodbridge, CT 06525

Dear Adam,

As the chairman of the C.I.A.C. Ice Hockey Committee I want you to know how impressed I was by your article that appeared in the January 17th issue of the *New Haven Register*.

Fan violence, both verbal and physical, is something that has concerned me for many years. It is especially disturbing when it involves adults and parents, those who should be role models for impressionable young people. Schools like Amity and the Southern Connecticut Conference have taken a leadership role in the effort to curtail fan violence by, among other things, posting a code of fan behavior at all of their athletic venues. But, it has always been my belief that the message of good behavior and sportsmanship carries more credibility and potential impact when it comes from our student leaders. And, that is why your article is so important.

I hope that you are aware that your words brought a smile to the faces of many of us in the "hockey family" because you represented what is best about our sport, a sport that is often misunderstood by the general public. Thank you for using your platform as a journalist to reinforce the place that good sportsmanship has in sports, especially for our fans.

Dr. Thomas H. Neagle, CIAC Ice Hockey Committee

caad news

President's Message . . .

by Robert Lehr, AD, Southington High School

The start of a new year is the perfect time to reflect on the previous year. That there were some defeats in our tasks is a given, but there were also the inevitable victories, and we find satisfaction from them. The new year is also the ideal time to work to make our areas of responsibility better. One of the concerns that CAAD has discussed on more than one occasion is the rapid escalation of the use of performance related supplements by our student-athletes, and what can be done to better inform them of the risks associated with many of these products.

Although various forms of supplements have been available for decades, it is only recently that serious attention has been given to their use. Such notable athletes as Mark McGuire and Brady Anderson have reported the use of products such as creatine and androstenedione. Those two products, however, are but the tip of the iceberg. More powerful supplements are being synthesized at an alarming rate; manufacturers know there is a robust market waiting for the company that produces a supplement that promises athletes the chance to get bigger, faster and stronger by simply ingesting a liquid, tablet or powder. That spells trouble for anyone concerned with the possibility and the probability that a segment of youngsters will purchase and consume anything that has that allure.

A recent issue of "Athletic Business" reported that one study that examined issues related to performance-enhancing supplements found that 44 percent of the high school seniors that took part in the research took creatine. It also reported that one pediatrician studying young people's use of creatine found children as young as eleven taking creatine. Other studies have reported equally troubling data related to a plethora of similar substances, including steroids.

Many of the products presently used are available at stores that sell supplements or via the Internet (there are approximately 25 million youngsters under the age of 18 who surf the Web). The Food and Drug Administration has not tested many of the products available for sale. Presently no one can accurately predict the long-term effects from ingestion of these non-tested products.

There is an equally compelling argument related to the need to discourage the use of supplements, and it is from a philosophical basis. Has our sports culture become so consumed with success that we are willing to risk the health of our student-athletes, and have we presented them with the bottom-line message that they need to get bigger and stronger, the manner by which they do so being irrelevant?

The start of 2001 is an ideal time to reflect on the problem of the use of potentially dangerous supplements by our youngsters. CAAD will continue to discuss the ever growing menace that performance-enhancing supplements present. We invite the state coaches association and others to join us in our endeavors to stem the tide. This is a problem that will not go away on its own; it needs to be addressed forthrightly and effectively.

San Diego Hosts National Convention

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

With the San Diego Yacht Club and harbor as a back drop, the 31st Annual National Convention of High School Directors of Athletics was held at the San Diego Convention Center from December 13 through 18. Delegates from around the country and Guam, 2,600 in number, were treated to the southern California sunshine and hospitality. The Connecticut contingent included seventeen athletic directors, eight spouses, and Mike Savage (along with his wife) and Tony Mosa from C.I.A.C.

The convention offered a myriad of educational opportunities. The NIAAA taught 25 different leadership training courses. In addition, 30 workshops were presented on such timely topics as Expectation of Parents, Dealing with Tough Parents, The Athletic Director and the Use of Technology, Evaluation and Dismissal of Coaches, and the Deregulation of Amateurism.

As usual, the guest speakers were exceptional. Two standouts included Ron Canham and Robert Kanaby. Mr. Canham presented a humorous, yet thought provoking monologue entitled Leading with Ownership Spirit. Mr. Kanaby, Executive Director of the NFHS, spoke at length regarding issues facing the Federation, especially the NCAA's proposed deregulation of amateurism. In fact, at Saturday's NIAAA Delegate Assembly, the NIAAA unanimously passed a resolution imploring the NCAA to reconsider its position on amateurism. The NIAAA also offered to work collaboratively with the NCAA to craft language that would meet the needs of both organizations. Stay tuned for further developments.

Connecticut was proud to watch as one of its own was honored at the noon luncheon on Saturday. George Ford of Fairfield was presented with the NIAAA's Distinguished Service Award Outside the Field of Athletic Administration. Unfortunately, George was unable to make the trip to California, but his family accepted the accolade on his behalf. Congratulations George!

Next year's conference will be held in Orlando, FL from Dec. 12-16. Those who have attended know the value and return often. For those who have never attended a national convention, it is a great experience missed. A trip to the national convention will be one of the best educational opportunities one can ever have.

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**Check out
the updated
CAAD
website!**

www.caadinc.org

CONNECTICUT ASSOCIATION OF ATHLETIC DIRECTORS

17th Annual Athletic Directors Conference
 Thursday and Friday, March 22-23, 2001 / The Holiday Inn, Cromwell

Thursday, March 22, 2001:

8:00 - 11:00 a.m.	CIAC Workshop - Mike Savage
12:00 - 1:30 p.m.	Luncheon / CAAD General Meeting
2:15 - 3:15 p.m.	Workshop Session
4:00 - 5:30 p.m.	General Session
5:30 - 6:30 p.m.	Social Hour
6:30 - 9:00 p.m.	Awards Banquet
9:00 - 11:00 p.m.	President's Reception

Friday, March 23, 2001:

8:00 - 9:30 a.m.	CAAD Annual Breakfast *Update on New Coaching Regulation
9:45 - 11:45 a.m.	Implementation of CAAD Coaching Education Module By CAAD State Faculty
12:00 - 1:30 p.m.	Coca Cola Buffet Luncheon and CAAD Closing Meeting

CEU'S WILL BE AWARDED EACH DAY

2001 C.A.A.D. AWARD RECIPIENTS

Distinguished Service Award Recipients
 "From Inside the Field of Athletic Administration"
Ken Hoagland, Lewis Mills H.S. Burlington
 "From Outside the Field
 of Athletic Administration"
Ann Malafronte, CIAC, Unified Sports®
 "NCSSA - Athletic Director Award"
TBA
 "NIAAA State Award of Merit"
Ray DeAngelis, O'Brien RVT School, Ansonia
 Past President
Pam Goodpaster, Joel Barlow H.S., Redding

PRE-REGISTRATION INFORMATION

Early Bird Registration

Name _____
 School _____
 Town _____ Zip Code _____
 Telephone () _____
 Spouse's Name _____

Payment enclosed is to cover:

Registration: CAAD Member -- \$70 _____
 Non-member -- \$118.00 _____
 Spouse -- \$50.00 _____

Total Enclosed -- \$ _____

Jersey / Jacket Size -- S M L XL XXL

Make checks payable to: CAAD
 Return to: Judy Sylvester
 30 Realty Drive
 Cheshire, CT 06410

No one-day fees * No refunds after March 9, 2001

Conference gift not guaranteed after March 9.

Hotel Registration

Name _____
 Mailing Address _____
 Telephone () _____

Arrival Date: _____
 Departure Date: _____

Credit Card # _____
 ___ VISA ___ MC ___ American Express
 Expiration Date _____

Check one: 2 Double Beds King Bed

\$69.00 per night Plus 12% tax

Send this form along with check or credit card # to:

Holiday Inn of Cromwell
 4 Sebeth Drive
 Cromwell, CT 06416
 Attn: Donna Franklin

Room Rate NOT guaranteed after March 9.

Non-educators, *continued from page 7*

MBAs and former department store managers make schools more beneficial for children? Or will their concern be to make schools more profitable for educational management organizations? Will the mission of schools to serve children be replaced by a mission to serve market interests? How is private sector management experience adequate preparation for the instructional leadership demands of the principalship?

These questions about who will lead the nation's schools invite other important questions, too. What is a good principal? Can just anybody do the job? School practice and research tell us what good principals do. They champion the school's instructional purpose. They are master teachers with expert knowledge of teaching and learning, including knowledge of content areas, classroom management strategies, child development and teaching strategies.

These diagnosticians are willing and able to sit with teachers, review lessons, offer suggestions and demonstrate lessons, if necessary. They can pore over test data, analyze student work, and collaborate with teachers to develop curricular and instructional interventions to reduce student learning gaps. The best principals embody the art and craft of the principalship and view their job as a high calling to serve children. The good principal inspires faith in the power of school.

More pragmatically, principals gain credibility with faculty from their prior experience as a classroom teacher and their ability to understand and contribute to better teaching -- for instance, the knowledge about how to teach reading. A noneducator principal would hardly be in a position to inspire such confidence and esteem. Parents also have the expectation that the principal is a professional educator knowledgeable and concerned about children and their psycho-social needs and growth.

Further, the principalship is among the few jobs that require the person who does it to understand live democratic governance. More than being a buzzword, the work of the principal is shaped on a daily basis, having to listen and respond to school advisory councils, parent-teacher associations, social service agencies and other business and community stakeholders. Principals' work demands an understanding of and skill with this dynamic.

If all we want or need in a principal is a warden or a bean counter, anyone with mid-management experience will do. If leading instruction is important, we must make ready exemplary teachers who can be taught to walk the fine line between leadership and management. The principal's job is not just to run the school, but to make sure that teachers teach and children learn.

Ms. Pierce is Director and Mr. Fenwick a visiting fellow at the Principals' Center at the Harvard Graduate School of Education. The above article was reprinted from the MSSAA Leader, Nov-Dec 2000.

Report Card, *continued from page 7*

■ **PARTICIPATION.** A fairly high percentage of students in Connecticut go on to college immediately after high school, and a very high percentage of young adults (ages 18 to 24) are enrolled in education or training beyond high school, making the state a top performer on this measure. The state also does well in providing college-level education and training opportunities for its working-age adults (ages 25 to 44).

■ **AFFORDABILITY.** Connecticut requires families to devote a relatively large share of family income, even after financial aid, to attend public two- and four-year colleges, which enroll about 58% of students statewide. Private institutions, which account for 42% of the state's enrollment, also require a very large share of family income to attend. The state makes only a fair investment in financial aid for low-income students.

■ **COMPLETION.** Connecticut is a top performer on the proportion of freshmen in the state's public and private four-year colleges and universities who return for their sophomore year, and in the proportion of first-time, full-time students who earn a bachelor's degree within five years of enrolling. However, only a fair proportion of students complete certificates and degrees relative to the number enrolled.

■ **BENEFITS.** A very high percentage of Connecticut residents have a bachelor's degree, making the state a top performer on this measure. This considerably strengthens the state economy. Connecticut residents contribute substantially to their state's well-being, as measured by voting and especially charitable contributions.

Measuring Up 2000: The State-by-State Report Card for Higher Education is available at <http://measuringup2000.highereducation.org/>.
 (Source: *Education Week*)

Speaking of Background Checks. . .

Can you imagine working at the following company? It has a little over 500 employees with the following stats:

- * 29 have been accused of spousal abuse
- * 7 have been arrested for fraud
- * 19 have been accused of writing bad checks
- * 117 have bankrupted at least two businesses
- * 3 have been arrested for assault
- * 71 cannot get a credit card due to bad credit
- * 14 have been arrested on drug-related charges
- * 8 have been arrested for shoplifting
- * 21 are current defendants in lawsuits
- * In 1998 alone, 84 were stopped for drunk driving.

This business is your U.S. Congress. The same group that perpetually cranks out hundreds of new laws designed to keep the rest of us in line.
 (Source: *PAESP Newsletter, Feb. 2000*)