

BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference

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

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FEBRUARY 2002

BIG Y TO SPONSOR 2002 GOVERNOR'S SCHOLARS PROGRAM

CAS is pleased to announce that Big Y World Class Markets will sponsor the 2002 Governor's Scholars Program. The CAS Governor's Scholars Program, now in its fifth year, honors the state's twenty most academically gifted students.



Big Y has been a dedicated corporate partner since 1997. It currently produces the highly acclaimed nutritional newsletter mailed to all Connecticut students and sponsors the popular Flanagan Mini-Grant Program. CAS Executive Director Mike Savage said, "We are thrilled that Big Y has agreed to sponsor the Governor's Scholars Program. We consider this to be one of the most celebrated and important programs that the association sponsors."

Big Y Executive Vice President Claire D'Amour-Daley officially announced the sponsorship last month. Big Y was founded in 1936 and currently employs over 7,600 people in Massachusetts and Connecticut.

COLLOQUIUM ON P.A. 01-166

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

As every high school and district administrator in the state is acutely aware, *An Act Concerning the Connecticut Academic Performance Test* was amended last year by the legislature with Section 10-223a being repealed and the following substituted:

(b) On or before September 1, 2002, each local and regional board of education shall specify the basic skills necessary for graduation for classes graduating in 2006, and for each graduating class thereafter, and include a process to assess a student's level of competency in such skills. The assessment shall include, but shall not exclusively be based on, the results of the tenth grade mastery examination pursuant to section 10-14n. Each local and regional board of education shall identify a course of study for those students who have not successfully completed the assessment criteria to assist such students to reach a satisfactory level of competency prior to graduation.

Last fall, at a mini-conference for urban administrators and at the annual high school conference, the CT Association of High School Principals (CAHSP) provided workshops to help member schools and their principals respond to this legislation. At that time, a number of principals asked the CAHSP to provide a mid-year opportunity to share "progress to date" with each other as well as with representatives from the CT State Department of Education. Accordingly, a colloquium focusing on P.A. 01-166 was organized and held in the new CAS Conference Center on January 23rd.

One hundred nineteen administrators representing forty-two districts participated in the full-day "swap and share" session and, based upon program evaluations, left feeling that their time had been well-spent. Associate Commissioner Betty Stern-



Facilitator Rolfe Wenner (right), superintendent of Regional School District No. 5, is pictured with panelists John Goetz (left), principal of Danbury H.S. and Ed Goldstone, principal of Amithy Reg. High School.

berg, assisted by new Curriculum and Instruction Bureau Chief Frances Rabinowitz and Student Assessment Coordinator Bill Congero, began the session by highlighting the significance of the process of moving away from a system that merely counts credits earned by "seat time" to one that specifies and assesses "what students are supposed to know and be able to do" in order to earn a diploma. This process, Betty pointed out, is closely aligned with the new standards for accreditation of the New England Association of Schools and Colleges (NEASC) and with the new flexibility she anticipates will be recommended by the Committee for the 21st Century CT High School with the substitution of "credit equivalents."

Betty also advised districts not to consider their work done when they have met the specifics of the law for the class of 2006; rather . . . "build on those important conversations you are now having about what's basic and allow the requirements for the classes of 2007, 2008, and beyond to evolve." In response to questions, she stated that local CAPT standards could differ

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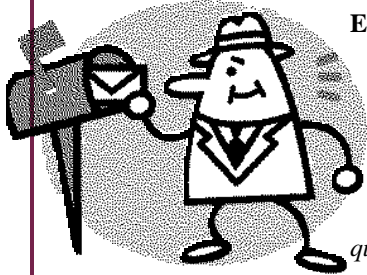
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LEGAL MAILBAG

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



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

Q. Dear Mailbag: These expulsion hearings are driving me crazy, and I need help. In a sting operation, the police recently caught one of our students selling assault weapons behind the Stop & Shop. We had him dead to rights (if you will excuse the expression), but when we moved to expel, I heard that we had to offer him an alternative educational opportunity during the expulsion period. I thought that we were off the hook when a student is caught with a gun. What gives?

- *Having Trouble Finding a Tutor*

A. Dear Trouble: You have discovered a strange quirk in the law. A student between age sixteen and eighteen (and not previously expelled) is generally entitled to an alternative educational opportunity, subject to conditions the district may set. Not so, however, if the student commits a mandatory expulsion offense (possession of deadly weapon, dangerous instrument or martial arts weapon, or offering drugs for sale or distribution) on school grounds or at a school-sponsored activity. Districts may deny alternative program to such students even if, for example, the "deadly weapon" on school grounds was metal knuckles hidden in a book bag. By contrast, a student expelled for off-campus conduct must be provided an alternative educational program until age eighteen, no exceptions. Accordingly, this young entrepreneur is entitled to an alternative education, at least until he violates the conditions you may wish to set.

Q. Dear Mailbag: I am beginning to wonder whether we run the schools for the students or for the employees. Over the last year, I have found the paraprofessional in the library dead asleep behind the book case six different times. I did all that progressive discipline baloney and wrote her up each time. I was planning to lower the boom on her the next time I caught her, but yesterday she handed me a doctor's note. I couldn't read the note to save my life, so I called her in so that she could give me her sad story directly. She explained that she has low blood sugar and that the doctor says I should let her sleep when she needs to grab a few winks. When I started to question her, she just told me to read the ADA and walked away. Can I fire her?

- *Ready to Clean House*

A. Dear House: I am afraid that you may have an attitude problem. You do not have to maintain the employment of a person who cannot do the essential duties of the job, but your talk of termination is premature. The Americans with Disabilities Act imposes certain requirements when someone asserts a disability claim. You must first confirm that the employee actually has a disability that affects the ability to do the job. If so, you must then discuss with the employee how it does, and whether the employee can still perform the essential duties of the job, with or without reasonable accommodation. If the employee cannot perform the essential job functions, he or she has no right to continued employment. You may have a tough job, however, if you claim that a snooze now and then cannot be accommodated. Such activity is common in many school libraries.

Q. Dear Mailbag: I recently concluded a sexual harassment investigation of a complaint by one teacher against another. While I do not think the guy should be fired, he did cross the line, and I tried to straighten him out by writing him up in rather harsh terms. The problem is that someone blabbed to the local rag, and the reporter is requesting a copy of his personnel file. If I release the letter, I will likely cause embarrassment to him and his victim. Help!

- *No Way Out?*

A. Dear Expert: You may have a problem, and we may have a solution. "Records of teacher performance and evaluation" are exempt from disclosure by statute. Other documents in the personnel file, however, are exempt from disclosure only if there is no public interest in the information, and release would be highly offensive to a reasonable person. The courts have ruled that some disciplinary letters, even of teachers, must be disclosed. When dealing with a sensitive matter of teacher supervision, your best hope is to address the concern through the teacher evaluation system. In such cases, findings and remedial efforts may be considered "records of teacher performance and evaluation" to address the teacher's performance deficiencies (such as stalking a colleague).

○ In an effort to redress the shortage of minority educators, the state Department of Higher Education is offering grants of up to \$5,000 a year for two years to minority undergraduates enrolled full-time in a teacher preparation program at a Connecticut college or university. As an added bonus, students may receive up to \$2,500 a year for up to four years to help pay off college loans for teaching in a Connecticut public school. Grants are awarded to qualified full-time college juniors or seniors of African-American, Hispanic/Latino, Asian American, or Native American heritage. Minority candidates enrolled in the state's Alternative Route to Certification programs are also eligible. More than 226 college students have received Minority Teacher Incentive Grants. Nomination forms are available at www.ctdhe.org/sfa/mtigp.htm.

○ The state Department of Environmental Protection and the Connecticut School Transportation Association have launched a new statewide anti-idling policy which will prohibit buses to run as students get on and off. Bus drivers are now required to turn off their buses immediately upon reaching their school destinations. The rules apply not only to home-to-school transportation but extend to school activities as well. The intent of the new regulation is to reduce students' exposure to harmful air pollutants. The state has provided some leeway to allow for local protocols such as maintaining an appropriate temperature within the buses.

○ Southern Connecticut State University's department of special education has launched a new master's degree concentration in Adaptive Technology that teaches educators how to use computers and software to enhance the learning of students with learning, physical or sensory disabilities. The new concentration is prompted in part by recent amendments to the Individuals with Disabilities Education Act (IDEA) which encourage the use of assistive technologies for every student identified as eligible for special education services.

○ The second edition Connecticut PreK-12 Mathematics Program Evaluation Guide now is available. This important companion to Connecticut's Framework helps ensure that high quality teaching and learning in mathematics occurs in every classroom. The surveys and reference charts help educators highlight areas in need of improvement, reflect on classroom practice, update curricula, select instructional materials, plan for professional development, and establish graduation competencies. The second edition adds a new section for PreK and reflects the newer CMT, CAPT, and NCTM Standards. The Connecticut Academy for Education in Mathematics, Science & Technology developed the Guide in partnership with the State Department of Education and with support from the National Science Foundation. The guide was distributed to every school district, but additional copies are available for a nominal fee. For more information call (860) 346-1177 or visit www.ctacad.org/math/mpeg.htm.

connecticut news & notes

CT Gets Funding Boost

The "No Child Left Behind" legislation signed into law last month will add \$58.1 million to Connecticut's federal aid package for a total of \$399.3 million. Here is a breakdown of some of the programs that will benefit from the new funding.

Title One	\$18.9
Reading grants	\$7.3
Grants to improve teacher quality	\$26.9
Technology grants	\$2.2
State assessments	\$5.4
Language grants	\$3.5
Special education grants	\$13.1
Pell college grants	\$3.7

[Source: Connecticut Post]

○ Last month Senators Dodd and Lieberman announced the appointment of Jennifer Chudy and Erik Telford as the CT delegates to the 40th Anniversary United States Senate Youth Program in Washington, D.C. The two students, along with delegates from each of the other states and the District of Columbia, will travel to Washington for a week of intensive study of the federal government. Each of the delegates will also receive a \$2,000 college scholarship funded by the William Randolph Hearst Foundation. Jennifer is student council president at Tolland H.S. for the third consecutive year. She is involved in diversity club and mock trial, is a recipient of the Hugh O'Brien Youth Foundation Award, is a student representative to the State Board of Education and has worked as an intern for Senator Dodd. Erik, is a student representative to the Board of Education at Northwestern Reg. High School. He is involved in yearbook, student newspaper, student leadership council, debate team and mock trial. He is active with the Barkhamsted Republican Town Committee, a member of the Riverton Volunteer Fire Department and a recipient of the Connecticut Association of Schools Leadership Award.

Kudos to CT's RVT Schools

According to the 2000-2001 Strategic School Profile, the state's Regional Vocational Technical School System made the following gains:

- 15.3% increase in enrollment from 5 years ago;
- 3% increase in minority staff members from 5 years ago;
- reductions in class size and dropout rate;
- hours of instruction that exceed the state average;
- fewer students per computer than the statewide average;
- more graduates attending 2- and 4-year colleges;
- more graduates employed in fields related to their training; and,
- more students awarded the CT Career Certificate.

[Source: State Dept. of Education]

○ The Governor's Prevention Partnership recently received a \$260,000 grant from the U.S. Department of Education to create "Connecticut Campus Learning Communities to Reduce High-Risk Drinking." Connecticut College, Eastern CT State University, the University of Hartford and Wesleyan University have been chosen to receive seed money as participants in the first phase of the project with a primary goal of reducing alcohol use in first-year students. The grant will also provide substantial assistance, services, and resources to every institution of higher education in Connecticut.

○ Connecticut will be the first state in the Northeast to coordinate a statewide America's Missing Broadcast Emergency Response program. AMBER is an emergency alert plan which can notify police and residents statewide just minutes after a child is abducted from a playground, schoolyard or street corner. Using the emergency alert system that already exists for severe weather or civil emergencies, police can broadcast the description of the child and the abductor, the last place they were seen, and the car in which they might be traveling. The AMBER Alert will be activated only when police confirm that a child under the age of 16 has been taken by a stranger or is at serious risk of injury or death. The state police dispatch center in Middletown automatically sends the information out to about 100 television and radio stations statewide. Nationwide, 16 abducted children have been recovered through AMBER since 1996. In Texas, one abductor let a child go after he heard an AMBER alert on the radio.

Teacher Shortage Stats

" Almost 40% of the state's 48,750 certified educators employed in its public schools as of October 1, 2000 were age 50 or older.

" Over the last three years, almost 1,500 teachers have retired each year; the mean age was 60, with 30.1 years experience.

" Given the trends in teacher retirement, over 40% of our educators will be retiring within the next 10-12 years. The number of students in public schools will peak at appx. 582,000 in the fall of 2005. By 2010, total student enrollment is expected to be very close to the fall 2001 student enrollment of 570,900.

" The number of educators transferring amongst districts has tripled in the past five years, from over 600 in 1995 to over 1,800 in 1999-2000.

" Although the number of educators receiving new certificates is larger than the number of teachers retiring, the teachers are often not certified in the subject areas of need. Of newly certified educators in 2000-2001, appx. 34% were in elementary education, which is currently not a shortage area.

[Source: State Department of Education]

○ CT schools succeed despite low-income, high-minority populations

The Washington, D.C.-based Education Trust identified more than 4,000 schools across the country -- including 12 in Connecticut -- that performed well on standardized tests this past year despite high levels of student poverty. "Dispelling the Myth Revisited" provides a state-by-state and national analysis of high-poverty and high-minority schools that score in the top 1/3 of all schools in their states. Visit the interactive web site, "Dispelling the Myth Online," a searchable database, at <http://64.224.125.0/dtml/>.

The following 12 CT schools were identified as high-poverty, high-performing schools:

- Anna Y. Molloy School, New Britain
- Bank St. Program at Toquam, Stamford
- Brooklawn Academy, Fairfield
- Franklin Education Center, Bridgeport
- John F. Kennedy School, Windsor
- Kennelly School, Hartford
- Multicultural Magnet School, Bridgeport
- Park City Magnet School, Bridgeport
- Transitional Education Program, E. Hartford
- Veteran's Memorial School, Norwich
- Westover School, Stamford
- William A. Buckingham School, Norwich

[Source: New Britain Herald, December 30, 2001]

○ A new hotline will allow parents and other caregivers to connect with early intervention services for young children. Called "Help Me Grow," the program is an outgrowth of a 3-year experiment in Hartford that provided 500 families with help for behavioral, medical or developmental problems. The most frequent request was help for parents whose children were exhibiting problem behaviors such as excessive crying, temper tantrums, or aggressive behavior in day care. Believing that the hotline will serve as a critical resource which will help families and children before their problems escalate and land them in the state's overburdened juvenile justice or mental health systems, Governor Rowland allocated \$675,000 in state money to pay for the statewide expansion of the referral hotline. The hotline will expand from Hartford into New Haven and Waterbury first, and is expected to be available statewide by July 1. The hotline number is 800-505-7000.

○ The Substance Abuse and Mental Health Services Administration and the Center for Substance Abuse Prevention have developed a bi-lingual campaign for Hispanic girls ages 9-14 and their mothers and other caregivers. This public education campaign, called "¡Soy Unica! ¡Soy Latina!" is designed to help Hispanic girls enhance their self-esteem, mental health, and decision-making and assertiveness skills, and to prevent the harmful consequences of drugs and alcohol. Campaign materials -- which include posters, activity books, brochures, bookmarks -- can be obtained by calling 1-800-232-4424.

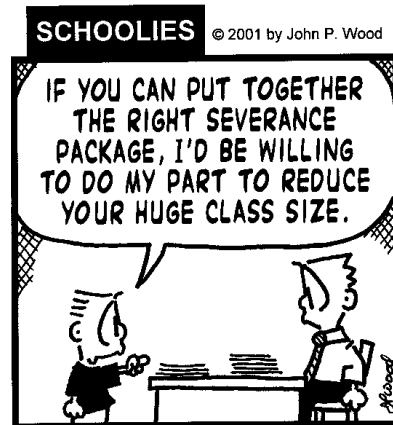
national news & notes

○ Last October, President Bush signed into law the USA Patriot Act (USAPA). The legislation was in response to the war on terrorism, but it includes protections for school buses and school bus drivers against other violent crimes as well. Crimes against school buses and school bus personnel may be prosecuted under federal law with a minimum penalty of 20 years imprisonment. The law covers a broad range of offenses, including disabling or causing to disable or impair the bus, endangering the safety of passengers or employees, using dangerous weapons with intent to cause harm, and interfering with the operator of the bus. The law is designed to protect bus drivers and bus personnel, transportation facilities, and passengers from over-zealous parents and gang members as well as terrorists. The law could arguably be applied to those who vandalize buses as well.

○ Despite fears about the fall-out of the attacks of September 11, colleges from throughout the country — even those in New York City and Washington, D.C. — reported increases in early-decision applications. The gains run counter to the speculation that many students would choose to enroll at colleges near their homes and to avoid some urban institutions. Columbia attracted 1,596 early-decision applicants compared with 1,498 the year before. Georgetown had a record high number of early-decision applicants last year at 4,100, and this year it was up 7% to 4,400. One apparent exception to the trend is New York University, which noted a 5% drop in early decision applications.

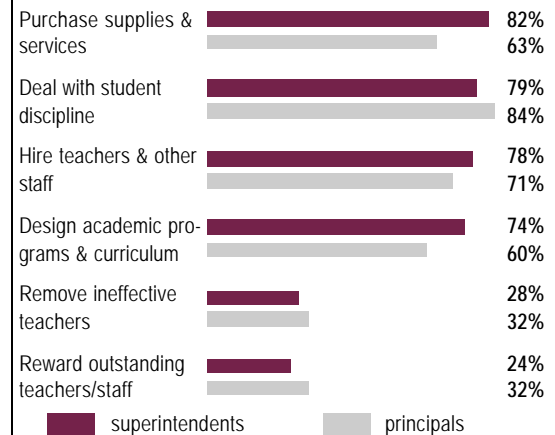
○ A new paper issued by the National Bureau of Economic Research examines factors that contribute to teachers switching public schools or leaving the teaching profession entirely. The paper, "Why Public Schools Lose Teachers," underscores the difficulties many school districts face to recruit and retain teachers and the anticipated retirement of a 'substantial fraction' of public school teachers." Particular note is given to more vulnerable schools in urban areas serving economically disadvantaged and minority students. Results indicate that teacher mobility is more strongly related to characteristics of students, especially race and achievement, than to salary. The study is based on three years of data on 375,000 primary school teachers in Texas between 1993 and 1996. The report is available from the National Bureau of Economic Research for \$5.00. Visit <http://papers.nber.org/papers/W8599>.

○ Kentucky has launched a new website which allows full public access to the credentials of every teacher and administrator in the state. The Teacher Certification Inquiry Web site was created in part to address the problem of "out-of-field" teaching, in which teachers teach a subject for which they are not trained. This year, only 18 teachers are teaching out of field, whereas in 1998 about 10 percent of Kentucky teachers were teaching out of field. For more information, visit the Teacher Certification Inquiry Web site at <http://www.kde.state.ky.us/otec/epsb>.



○ According to Public Agenda's latest study, *Trying to Stay Ahead of the Game: Superintendents and Principals Talk about School Leadership*, public school administrators cite politics and bureaucracy — more than a lack of money — as the biggest obstacles they face. More than half of superintendents say they have to work around the system to get things done, and more than half of principals say that in their own districts even good administrators are so "overwhelmed" by day-to-day management that their ability "to provide vision and leadership is stymied." For additional information about the study, visit www.publicagenda.org/specials/leadership/leadership.htm.

Percentage of respondents who say they "have enough freedom and autonomy" to:



legal news & notes

○ The Connecticut Supreme Court has ruled that a teachers' union did not have the right to stipulate in a contract that members can refuse to physically restrain disruptive students. The union had sought language in a 1999-2000 contract with the Clinton school system that would have ensured school administrators could not force them to tear fighting students apart, hold back an enraged student, or restrain a child. The provision was intended to protect teachers from the legal and physical dangers that come with physical restraint. School administrators argued that the provision would be in direct conflict with the district's legal obligations under state law and the Individuals with Disabilities Education Act. [Source: *Associated Press*, January 2, 2002]

○ A Connecticut student sued her school district for injuries she sustained in a car accident while traveling from school to soccer practice in a private car. The court granted the district's motion to strike on all counts. The plaintiff failed to allege the existence of any duty owed to her. The court also found there was a statutory duty to provide transportation, but the school board was immune from liability because such duty was discretionary. [Source: *The Connecticut Law Tribune*, 7 Conn. Ops., 1278, November 12, 2001] (Reprinted from the *CABE Journal*, Dec. 2001)

○ A school district did not violate an administrator's first amendment/free speech rights when it terminated the administrator for publicly advocat-

ing a proposal that was clearly critical of the school district's policies. The court determined that the former principal was a policymaker for her school district and owed a duty of loyalty to her school district with respect to its policies as an employee/administrator. [Source: *Vargas-Harrison v Racine Unified School District*, 7th Cir. No. 01-1440, 11/30/01, in *Chicago Sun-Times* by Rosalind Rossi, 11/29/01]. (Reprinted from the *CABE Journal*, Dec. 2001)

○ The Supreme Court refused to hear an appeal of the 6th Circuit Court of Appeals decision that released an Illinois school district from paying the private schooling of a psychologically disturbed student (*Dale M. v. Board of Education of Bradley-Bourbonnais High School District No. 307* (01-431)). The significance of this case is that school districts do not have to pay tuition for schools that help control disciplinary problems but do not improve a student's behavior or education. In this case, while the student was entitled to services under IDEA, the school to which the student's parent sent him did not provide him with a better education or psychological services than provided in the district. The school provided confinement to reduce problems and the requirement to attend classes. The appeals court ruled that this school's philosophy did nothing to help the student's education under IDEA, so the school district was not responsible for paying the tuition. [Source: *Education Daily*, November 14, 2001].

CAHSP Sponsors Legal Update with Attorney Tom Mooney

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

- P** A parent insists on seeing a teacher's grade book; not the names, just the number and distribution of grades within her daughter's class. Is she entitled to such access?
- P** You want to send a student home who's exhibiting dangerous behavior (you think that she is at risk to hurt herself) until the family gets an evaluation that clears her to be attending school. Dad comes into school to pick up his daughter and, after talking to her, tells you that he thinks she's fine and should remain in school. What are your options?
- P** Your secretary, like you, gives 110% to her job, starting work daily an hour before her contracted starting time and often staying late. Are you the lucky boss or do you have a problem?

This sample was drawn from the twenty-three situations presented by Tom and/or participants in a lively, informative, and entertaining legal update at Hamden High School on January 9th. If you can rattle off without hesitation the proper course of action to take in each of the situations described above, then you may not need to avail yourself of such a refresher. But if the nuances and intricacies of the myriad of potential legal problems you face on a daily basis occasionally leave you scratching your head and looking for help, then take advantage of the opportunities afforded throughout the year by CAS to let Tom Mooney help you to do the right thing. So what do you say, in turn, to mom, dad, and your secretary?

Relative to mom, start with your district policy covering access to records. If the

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SEN SULLIVAN WANTS TEENS TO HAVE MORE SLEEP

By Tom Galvin, Director, Connecticut Principals' Center

Senator Kevin B. Sullivan, President Pro Tempore of the Connecticut State Senate, recently hosted a panel discussion at the capitol regarding the need for teenagers to have more sleep and the related possibility of opening high schools later to make this more likely. One of the panel members, Richard Vana, Executive Director of Special Initiatives of the Minneapolis Public Schools, explained the effects of the changes in the high school schedules in the seven comprehensive Minneapolis high schools. Prior to 1997-98, high schools began at 7:15 a.m. and dismissed at 1:45 p.m. Effective with 1997-98, they open at 8:40 a.m. and dismiss at 3:20 p.m. The middle schools now open at 9:40 a.m.

According to Vana, a University of Minnesota study of the high schools indicates a variety of improvements since the change took effect. These include better attendance and a

lower drop-out rate. The students tend to go to sleep at the same time as before the change, resulting in one hour's more sleep per night.

Unlike Pike County, Kentucky, which tried a later start and ran into problems with students leaving school early and reversed its decision, Vana reported that after school activities were not adversely affected in Minneapolis, although modifications had to be made.

Two other districts in Minnesota have adopted a later start time for high schools. There is no state legislation related to start times.

According to Senator Sullivan, "Too often, decisions about school scheduling are made for every reason but the best educational interests of students. Every bit of evidence tells us teenagers perform worst early in the morning, yet school days start earlier in Connecticut. Isn't it about time for a change?"

More discussion is expected.

RESPECT ME!

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

A year and a half ago, Commissioner Sergi, in collaboration with many statewide organizations, challenged all schools in a Call to Action letter to take strong measures to improve school climate. He properly stated that each one of us has a role to play in improving the learning environment for all students in Connecticut. Again, this past January, Commissioner Sergi reminded all educational leaders in the state of their obligation to take action to make schools free from discrimination and harm.

Last year, approximately thirty percent of elementary and middle schools in the state took advantage of a state department of education project titled "Don't Laugh at Me" (DLAM) to address this challenge. Peter Yarrow, of the Peter, Paul and Mary musical trio, chose CT to serve as a pilot state for his new program designed to create more compassionate classrooms. Developed in collaboration with respected educational experts across the nation and based on the Educators for Social Responsibility Resolving Conflict Creatively curriculum, the program helps address the problems of teasing, ridiculing, and harassing that occur so often in today's schools.

While the response from elementary and middle schools to "Don't Laugh at Me" continues this year to be overwhelming, there has not been a similar program option for the state's high schools. Accordingly, the Connecticut Association of Schools in collaboration with the Connecticut State Department of Education is inviting all CAS member high schools to participate in a climate enhancing training program for school-based teams entitled "Respect Me!"

The "Respect Me!" program aims at having school teams create their own vision and plan for increasing the respect quotient in their schools. The knowledge base of information from the "Don't Laugh At Me" program will be shared as well as some of the activities from the middle school curriculum that lend themselves to adoption at the high school level. Information about other climate enhancing programs that have been used successfully in some secondary schools will also be provided.

Invitations and registration materials have been mailed to schools. We are looking for teams of 4-6 people from schools who are committed to this issue to attend a day of training at the newly expanded CAS facility, 30 Realty Drive, Cheshire, CT. Three separate dates are offered as follows:

- Monday, March 11, 2002
- Wednesday, April 10, 2002
- Friday, May 10, 2002

The team must include at least one principal or assistant principal, one teacher, and two students. It may be supplemented by parents, other teachers and/or administrators, secretarial and/or maintenance staff, or additional students. Please keep a balance between students and adults, however.

Support for this project comes from CAS and the State Department of Education and schools may participate in this training at no cost except for any substitute coverage required. A fee of \$10.00 per person covers refreshments during the day and lunch. Contact Mike Buckley at CAS if you have any questions (203.250-1111, ext. 3020 / mbuckley@casciac.org)

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answer is not clarified by local policy, then look to the definition of "public records or files" under the Freedom of Information Act. Are grades in a teacher's grade book "prepared, owned, used, received or retained by a public agency?" If your school district only collects and maintains end of course grades, then access is not mandated under FOI.

Relative to dad, there are a couple of options. You can exclude via suspension or expulsion to protect the school environment for conduct that endangers persons or property, is seriously disruptive of the educational process, or that violates school rules. You also can refer to DCF if you see this as a neglectful situation.

Relative to your secretary, you do have a problem. In a wage situation, there is no such thing as volunteering. Since the statute says required to work or permitted to work, you've got to pay her. Exempted employees are administrative, executive, and professional; in a school setting, exempt employees are teachers and administrators.

Attorney Mooney is professor in residence, Neag School of Education, University of Connecticut, and a partner in the Hartford law firm of Shipman and Goodwin. He writes frequently on school law topics and is the author of the *Practical Guide to Connecticut School Law*.

CT STUDENTS MAKING A DIFFERENCE - 2002

1st Annual Student Leadership Conference

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

In July, 2001, CAS/CIAC sponsored the attendance of nine students and three adults from three member high schools (Cromwell, Plainville, and Staples in Westport) to the National Federation of State High School Associations (NFHS) National Student Leadership Conference in Indianapolis. Following an extremely positive experience there, this group of twelve evolved into a planning committee for a CIAC/CAAD sponsored Connecticut Student Leadership Conference to be held March 15 and 16, 2002, at the Cromwell Holiday Inn. A modified version of the successful national model will be presented here for students and athletic/activity advisors from up to ninety CT high schools. It is intended that this serve as a springboard for an annual conference for student leaders.

Three strands will be emphasized throughout the conference: positive values and perspectives, respect and sportsmanship, and citizenship and teamwork. Each of the three school teams has accepted responsibility for recruiting and training student facilitators, developing break-out session activities, and planning follow-up strategies and structures for school teams to utilize to effect positive changes in their home communities. UCONN men's soccer coach Ray Reid (2000 NCAA champs) will deliver the keynote address.

Each CT high school may nominate an adult advisor and two student leaders from the classes of 2003, 2004, or 2005 who have demonstrated the potential to make a difference in school athletic and/or activity programs. The adult advisor must accompany the students to the conference. The conference cost of \$150 per person includes registration, materials, refreshments, meals, and hotel. Registration materials have been mailed to member schools. If you have any questions, call Mike Buckley at CAS (1-203-250-1111).

SAVE THE DATE! SAVE THE DATE! SAVE THE DATE! SAVE

The CT Association of Schools Presents . . .

The 25th Annual Assistant Principals' Conference



March 19, 2001 - Cromwell Holiday Inn
7:45 a.m. to 2:15 p.m.

NASSP Executive Director Gerry Tirozzi and Paducah (KY) Principal Bill Bond (currently NASSP Resident Practitioner) highlight an exciting program keyed to the theme of . . .

"A Day in the Life of an AP"

Registration materials have been mailed!

C.A.P.T., continued from page 1

from state standards and that districts did not have to submit their plans to the CT SDE for approval.

Next, a panel of five principals shared drafts of their graduation requirements for the Class of 2006. Windham High School Principal Gene Blain described his district's performance standards for literacy, math, and civic awareness as well as an expectation to complete both a graduation project (including an academic, social, and civic component) and a career portfolio. Plainville High School Principal Rose Marie Cipriano described the elaborate process her district is following that incorporates the viewpoints of key stakeholders including higher education and the business community. Danbury High School Principal John Goetz outlined the three questions that have focused Danbury's response (What are the expectations? How are they going to be measured? How do we assist those that aren't yet there?) and shared "working" examples of writing, math, and technology competencies. Amity Regional High School Principal Ed Goldstone reviewed a well-developed policy that is mission-driven, aligned with NEASC standards, and that includes a science problem-solving skill. Finally, Tolland Principal Art Sajecki summarized the performance requirements for Tolland graduates that include: showing an understanding of the basic tenets of good health; demonstrating social responsibility and respect for others; demonstrating an understanding of the value of the arts, and demonstrating transition skills.

After facilitator Rolfe Wenner more clearly delineated the link between this legislation and the NEASC accreditation standard on assessment, participants were subdivided by Educational Reference Group (ERG) for the more interactive portion of the program. A lively and productive exchange of ideas ensued both here in this small-group format and when the large group re-convened after lunch for the "reporting-out" segment.

In order to build upon this collaborative process, participants agreed to provide CAS with hard copies of their graduation policies as they presently exist to be combined into a resource document for member schools and available from CAS (and also to be posted on the CT SDE web site). Any schools not represented on January 23rd are invited to contribute. Please forward your policy to Mike Buckley at CAS (fax 1-203-250-1345, or mbuckley@casciac.org) if you would like to have it included. The CAHSP Board of Directors will consider a follow-up session(s). If interested, please contact Mike Buckley (1-203-250-1111).

PRINCIPALS' CENTER UPDATE

By Tom Galvin, Director

○ PRINCIPALS' CENTER ASPIRANT PROGRAM NEEDS VETERAN ADMINISTRATORS

Of the 100 administrative aspirants in the Principals' Center Program this year, 37 have expressed an interest in spending a day shadowing an experienced administrator. The Aspirant Committee hopes to match the aspirants with an administrator at the same school level and in the same geographical area so that they may spend a day together in March. The aspirants will have an opportunity to improve their understanding of what the life of an administrator is like and move closer to a decision on whether to enter administration. Please contact Tom Galvin if you are interested in being "shadowed." (Tel: 1.203.250.1111-Fax: 1.203.250.1345-email: tgalvin@casciac.org.)

In addition to the "shadowing" experience, the aspirants will have an opportunity this spring to participate in a program on "Interviewing for an Administrative Position." They will review résumés, applications, cover letters, and related materials and view and discuss a mock interview. They will also have the opportunity to participate in their own mock interview which will be juried and assessed. Dr. Rolfe Wenner is organizing this program.

The Aspirant Committee will soon be contacting superintendents and principals for recommendations for participants in the 2002-2003 Aspirant Program. The Program begins with a two day residential workshop at The Heritage Conference Center in Southbury on October 17 & 18, 2002.

○ HALE NAMED PRINCIPALS' CENTER STRAND CHAIR

Robert Hale, principal of Westbrook High School, Westbrook, Connecticut, has been named chair of the newly formed Principals' Center strand (committee) "Integration of Technology and the Principalship." The members of the strand will have, as their prime focus, the implementation of professional development programs on technology and the principal as funded through the Gates Grant recently awarded to the State Department of Education through the University of Connecticut Neag School of Education. Dr. Edward Iwanicki, chair of the Neag Educational Leadership Program, is coordinating the grant.

Other members of the strand are: Mary Hourdequin, King Philip Middle School, West Hartford; Francis Kennedy, Stafford High School; Steve Wysowski, Coginchaug Regional High School, Durham; Sabrina Lavieri, Windsor Locks Middle School; Donna Leake, Norton Elementary School, Cheshire; Brian Czapl, Smith Middle School, Glastonbury; Kathleen Peters-Durrigan, Beecher Road School, Woodbridge; Karen Bailey, West Side Middle School, Groton; Tim Neville, John F. Kennedy Middle School, Enfield; and, Philip O'Reilly, Sharon Center School.

○ CAS LEGISLATIVE COMMITTEE SURVEY REAPS GOOD RETURN

The 2001-02 survey of administrators' legislative concerns had an excellent return this year. Under the direction of committee chair Dr. Lawrence Nocera, assistant principal of Glastonbury High School, all member schools were asked to complete the surveys and the main issues as listed below by level were identified and will be discussed at meetings with state legislative leaders. Although the committee works to be aware of legislative proposals and reacts to them on behalf of the membership, there is also an ongoing effort to be pro-active by maintaining communication with legislators and bringing issues of concern, such as those in the survey, to their attention. *See page 8 for summary of member schools' main legislative concerns.*

Upcoming in March

March 1-4	NASSP Convention, Atlanta (www.nasspconvention.org)
March 12	CAHSP Mini-Conference: <i>Let's Talk! A Candid Conversation with Commissioner Ted Sergi</i> (Conard H.S., West Hartford, 3-5 pm)
March 15-16	CIAC/CAAD Student Leadership Conference: <i>CT Students Making A Difference - 2002</i> (Cromwell Holiday Inn)
March 19	25th Annual Assistant Principals' Conference: <i>A Day in the Life of an AP</i> (Cromwell Holiday Inn, 7:45 am to 2:15 pm)

Guest Editorial:

Could You Survive Teaching?

(Reprinted from the *New London Day*, Jan. 9, 2002)

So you think teachers don't work for their money? Have you heard about the next planned *Survivor* show?

Three business people and three taxpaying parents will be dropped in an elementary school classroom for six weeks. Each business person and taxpaying parent will be provided with a copy of their school district's curriculum, and a class of 28 students. Each class will have five learning-disabled children, three with A.D.D., one gifted child, and two who speak limited English. Three will be labeled as severe behavior problems.

Each player must complete lesson plans at least three days in advance with annotations for curriculum objectives and modify, organize, or create materials accordingly. They will be required to teach students, handle misconduct, implement technology, document attendance, write referrals, correct homework, make bulletin boards, compute grades, complete report cards, document benchmarks, communicate with parents, and arrange parent conferences. They must also supervise recess and monitor the hallways. In addition, they will complete drills for fire, tornadoes, or shooting attacks. They must attend workshops, (100 hours), faculty meetings, union meetings, and curriculum development meetings.

They must also tutor those students who are behind and strive to get their two non-English speaking children proficient enough to take the Terra Nova and EPA tests. If they are sick or having a bad day, they must not let it show. Each day they must incorporate reading, writing, math, science, and social studies into the program. They must maintain discipline and provide an educationally-stimulating environment at all times.

The business people coming to this game will only have access to the golf course on the weekends, but on their new salary they will not be able to afford it anyway. There will be no access to vendors who want to take them out to lunch, and lunch will be limited to 30 minutes. On days when they do not have recess duty, the players will be permitted to use the staff restroom as long as another *Survivor* candidate is supervising their class. They will be provided with two 40-minute planning periods per week while their students are at specials. If the copier is operable, they may make copies of necessary materials at this time. At least, it's air conditioned in the office, not 90 degrees like in the classroom. The business people must continually advance their education on their own time and pay for this advanced training themselves. This can be accomplished by moonlighting at a second job or marrying someone with money. The winner will be allowed to return to his or her job.

So when you're at your next town council meeting listening to how "We should cut teacher salaries; because they don't really work, do they," think again.

**Mike Ohar
Oakdale**

middle school news

"Let 'em Play"

by Earle G. Bidwell, Assistant Executive Director

Every winter in professional, college, high school and middle school gyms across America, the cry rings out, "Let 'em play, c'mon ref, let 'em play." This exhortation is usually uttered by the same fans (and I use the term advisedly) who yell, "what, are you blind?" or "give us a break; call 'em both ways." For those who have not been to a live basketball game recently, "let 'em play" is usually directed at the referees and urges them to let the players (usually just the home team) play a physical style of basketball without calling fouls.

This writer also believes that we should "let 'em play," but my exhortation is directed at all adults, is relevant to all sports, and advocates for letting children and youth play. So then, what is it to play? The American College Dictionary lists 55 definitions for the word "play." Among them is "...to exercise or employ oneself in diversion, amusement or recreation." Another relevant definition is "...play, game or sport refer to forms of diverting activity. Play is the general word for any such form of activity, often undirected, spontaneous or random..." Well, from my observation, there is little undirected, spontaneous or random about the way middle level kids play sports today. They are organized, evaluated, sorted, pigeon-holed, coached, instructed, directed, corrected, drilled, officiated, criticized, taught, trained, qualified, molded, mentored, challenged and praised; all for the most part by well-meaning adults. The one thing that they are rarely allowed to do is just play.

While the emphasis on sports organized by adults has some positive aspects, especially in teaching the fundamentals and in leveling competition, it robs children of several of the key elements of playing; namely, creativity, and spontaneity. When most games and practices are organized, how do young athletes experiment and learn new moves and techniques; for after all, new shots and ball handling techniques usually come only after long hours of trial and error, drill and practice? Few coaches have patience with players who try behind-the-back passes or twisting scoop shots. So where is it that kids get a chance to learn? Usually it is on the playgrounds or the backyards. As for spontaneity and fun, they come from deciding on the spot, "hey, lets go shoot some hoops," or "how about a game of "horse?" There may only be two or three players rather than a whole team and the game may be on a garage hoop rather than a glass backboard in a well-lighted gym, yet these are small prices to pay for genuine self-generated games.

Growing up in the middle of the 20th century, this writer had wonderful opportunities to play sports. There were of course school teams, church leagues and recreation leagues, and I played them all, yet they were not over organized. A game a week with an occasional practice was the extent of the recreation and church leagues and the middle school teams didn't practice every day. Most of the play was still in the schoolyard or on driveway or backyard hoops. Many a winter night, the neighborhood kids shoveled snow off a dirt driveway to play basketball and to shoot hoops by the back porch light. What we lacked in playing in a well-lighted gym, we more than made up for in playing when we wanted, playing with the kids in the neighborhood and having fun!.

We also learned important lessons about life. When we had differences, we worked them out (usually the older kids prevailed). Less talented kids usually got picked after more talented ones, yet everybody played. We called our own fouls; there was a kind of honor system, and when it didn't work, we argued a little. But rarely did anyone go home mad and surely no one got his or her father to intercede. Did I say "his" or "her?" Yes, because there was no gender in the neighborhood when it came to playing sports. Girls played alongside boys in basketball and baseball and at ages 8-12 were just as good, sometimes better, than the boys. Dan K. Thomasson ably captured the fundamental nature of life's lessons through sports in his syndicated article in the January 18, 2002, edition of the Journal Inquirer entitled "An Ugly Reminder." In his article about the death of a "hockey dad" at the hands of another one, he wrote:

"As children, my generation didn't really have these problems. There were precious few organized sports leagues outside those officially sanctioned by schools where we were overseen by professionals, not amateur fathers and mothers whose main purpose is to push the interests of their own youngsters. The sandlots of the country were our training ground without the interference of adults, and the fights and the competitiveness that took place in these pickup games generally were left there when the game was over. We went home friends."

A couple of generations removed, the picture looks quite different. A drive through neighborhoods in my suburban town shows that there are still a number of outdoor basketball hoops in driveways, above garage doors and at the town parks, and there are a fair number of street hockey nets yet they are for the most part unused. So are the two small ponds in my neighborhood. Where are all the players? Well I suspect that the basketball players are in the gyms with their teams and the hockey players are getting up early or going to bed late in order to be driven miles to the Bolton Ice Palace or the Tri-Town Rinks in Cromwell to take advantage of available ice time. The only visible youth are those on scooters and skateboards, or those just hanging out.

So, the next time you hear, or are tempted to utter the words, "let 'em play," think about really letting them play. Set aside time for unstructured activity, encourage youngsters to create fun with whatever resources are available at home or in the neighborhood, and resist the urge to push them into yet another organized activity. Just let 'em play.

2001-2002 Legislation**Committee****Member Survey Results**

The results of the 2001-2002 Legislation Committee survey revealed that the following legislative issues are of primary concern to CAS member school principals.

Elementary Schools

- Address the shortage of qualified administrative and teacher applicants
- Restore the 30 month wait period before students in bilingual programs are required to take the CAPT/CMT
- Provide additional funding for special education services for children in public and non-public schools.

Middle Schools

- Address the shortage of qualified administrative and teacher applicants
- Restore the 30 month wait period before students in bilingual programs are required to take the CAPT/CMT
- Provide state funding for alternate education programs for regular education students

High Schools

- Address the shortage of qualified administrative and teacher applicants
- Provide state funding for alternate education programs for regular education students
- Continue state funding for technology hardware, software and connecting infrastructure

... more middle school news

Newsletter Notes

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

P Idea Grant

Congratulations to our teachers who were recipients of the Superintendent's Idea Grant Program. The program is sponsored annually by the Superintendent and recognizes those activities in our school system that are innovative or creative. Congratulations to Kevin Chavez for his proposal "Be a Wildlife Biologist"; to Kathy Maffucci and Margo Zboray for their proposal "SIS Teen Corp"; and to Melissa Burk for her proposal "Cluster 8-4 Web Page."

S.I.S. Newsletter, Shelton Intermediate Schools

P Working to Bully-Proof Our School

"Girls use words to bully. Bullying by girls is commonly characterized by verbal aggression and social alienation. Girls typically start bullying in the first or second grade and initially use put-downs (bad hair, clothing, overall appearance)...By fifth or sixth grade the situation grows more serious, so that a girl may find she is receiving intimidating or threatening notes that warn her that something bad will happen. Gossiping and spreading very damaging and embarrassing stories are commonplace." This excerpt is part of a series of awareness articles that appears in the Griswold Middle School Newsletter. They are designed to help parents support their middle schoolers in dealing with bullies.

Griswold Middle School Newsletter, Rocky Hill



The Traveling Vietnam Veteran Memorial Wall will be at Capt. Nathan Hale Middle School in Coventry from May 9 through May 12, 2002. This impressive 9 foot by 13 foot display in the shape of the State of Connecticut contains the names of all 612 Connecticut men who were lost in Vietnam. It is the only site within the state where all the names are listed in one location available for public viewing. The faculty, staff and students wish to extend an invitation to any school groups who would like to visit. To arrange a group visit or obtain further information, call Mr. Tom Dzicek at Capt. Nathan Middle School, (860) 742-7334 ext. 279.

Middle Level Resource Library

Those interested in educating students in the middle are invited to stop by the Timothy S. Doyle Middle Level Library housed in the middle level office at CAS headquarters. Named for the late Director of the Connecticut Principal's Center and long time middle level educator Tim Doyle, this modest collection contains books and journals regarding all aspects of middle level education. Principals, teachers and middle level aspirants are invited to browse and borrow from the collection.



There is still time to register for the March "Terrific Teams" Workshops co-sponsored by NELMS and CAS.

The series features:

- n Helping Each Student Succeed n**
- Cori Marino -
- n Developing Skills for Team Leaders & Teacher Leaders n**
- Bob Spear -

Contact Janice Grecco or Earle Bidwell at the CAS Office for registration materials.

Upcoming Events

Feb. 28	Principal's Center Evaluation Workshop
Mar. 1-5	NASSP Convention in Atlanta
Mar. 4 & 18	CAS-NELMS "Terrific Teams" Workshops
Mar. 12	Middle Level Student Leadership Conference
Mar. 19	CAS assistant Principal's Conference
Mar. 24-27	NELMS Annual Conference in Providence
Mar. 26	CAS Environmental Awareness Conference
May 21	CAS Middle Level Arts Conference
June 3	CAS Scholar/Leader Banquet



The CAS Middle Level Arts Conference
at the University of Hartford on May 21, 2002

"Arts in the Middle" will give statewide visibility to fine arts and promote them among students

"Arts in the Middle" will provide opportunities for art students from diverse backgrounds to work together

"Arts in the Middle" will offer middle school art students a high caliber artistic challenge

Look for registration materials to arrive in your school on March 1, 2002 or download registration forms from the CAS website at

www.casciac.org

elementary news

What Is It About Me You Can't Teach?

Transforming Instruction and Assessment in the Urban Classroom

Dr. Robert F. Carroll, Assistant Executive Director

Many urban students' experiences lead to impulsive learning behavior, apathy, low self-esteem and underachievement. The educators in these complex and challenging schools are faced daily with the need to motivate and meet the needs of this highly diverse group of learners.

In a dynamic, interactive day participants will join Dr. Eleanor Renee Rodriguez, author of *What Is It About Me You Can't Teach?* and nationally recognized consultant in school leadership, to explore a three-part school-based solution to this dilemma in the urban school. Through group interactions, video clips, lecture, and other activities, educators will gain a new perspective on the causes of urban student underachievement and learn concrete strategies to increase student and teacher aptitude, attitude, achievement, and personal development.

The consultant's book, on which this workshop is based and titled, gives emphasis to the fact that many urban students' experiences lead to indifference, at-risk behaviors and low self-esteem. Participants examine research-based instructional practices to help students escape the urban underachievement trap. They discuss and review best practices in teaching, learning, and assessment and

individually evaluate their current practices. The session culminates with the design of plans to increase student and teacher aptitude, achievement, and personal development.

One of the most important outcomes of the day is the opportunity to develop a strong support network of colleagues who share the perils and the joys of urban school leadership.

Dr. Rodriguez is a native of Omaha, Nebraska. She received her bachelor's degree in Elementary and Special Education from Creighton University, Omaha, Nebraska. She holds Masters & Specialist Degrees in Urban Education and Educational Leadership from the University of Nebraska. She received her Ph.D. in Educational Leadership -- Superintendency from the University of Texas at Austin.

Dr. Rodriguez most recently served as the assistant to the superintendent for Quality and Institutional Management for the Norfolk Public Schools, Virginia. She also served as a research associate for the Department of Special Education, University of Maryland; a principal in Oklahoma City Public Schools and a Special Education teacher for the Omaha Public School District, Omaha, Nebraska. She presently serves as an inde-



Dr. Eleanor Renee Rodriguez

pendent educational consultant residing in Norfolk, Virginia.

Dr. Rodriguez is the co-author of the thought provoking books, "What Is It About Me You Can't Teach?" and "Valuing Diversity in the School System."

Please use the form on page 11 to register for this very worthwhile workshop. Participants will receive .5 CEUs. The registration deadline is February 25th. For further information contact Dr. Robert Carroll (203.250.1111, ext. 3014 or bc Carroll@casci.ac.org) or the NAESP Leadership Academy (1.800.386.2377).

This "Big Top" Bigger & Better than Ever

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

Has your school made arrangements to attend the "Big Top" Arts Festival on March 5th and 6th? This crowd-pleasing event honors the top two students in either the visual or performing arts from each elementary school in the state. The menu includes all kinds of circus food . . . yes, cotton candy and popcorn included! There will be a real center ring, a circus bandwagon, clowns, Ringling Bros. Barnum & Bailey circus acts, stilt walkers, jugglers, face painters and balloon sculptors. There will also be a caricaturist, a true carnival barker and ringmaster host and comedy magician - all joining together to give the evening the atmosphere of a true "Big Top"! The Carnival Midway will include six carnival games and prizes for the winners.

What kind of evening will it be for your two honorees? Well, this

quote from a young awardee from last year will give you an idea. She looked up at her teacher and said, "Oh, Mrs. Murphy, I just wish tonight would never end."

If you have not already done so, send in your registration forms, as seating is limited. No more than 100 schools can register each evening. Register early and we'll see you at the circus!



REGISTRATION FORM

Mail to:
NAESP Leadership Academy
1615 Duke Street
Alexandria, VA 22314-3483

Or Fax to:
(703) 518-6281

Registration Deadline - February 25, 2002

Workshop Title: What is It About Me You Can't Teach?		Date: March 11, 2002
Name		
Position		
School Name		
Address		
City	State	ZIP
Phone	FAX	

Check if Member of ☐ CAS ☐ NAESP

Method of Payment

Registration must include one of the following (or copy if faxed):

☐ Check payable to NAESP (attached)

☐ Official Purchase Order (attached)

I authorize NAESP to charge to my

☐ **Visa** ☐ **MasterCard** ☐ **AMEX** ☐ **Discover**

Account #	Expiration Date
Cardholder Name (Please Print)	
Signature	

If you are unable to attend a workshop for which you have registered, call or write NAESP 14 calendar days prior to the workshop to request a refund. If you do not attend and do not notify us 14 days prior to the workshop, you will be responsible for the full registration amount.

ciac news

○ **CORRECTION:** The date of the New England Golf Tournament is Monday, June 17, 2002. The date was incorrectly reported as June 10th in the last issue of the BULLETIN.

○ The pre-season meeting of the Connecticut High School Girls' Lacrosse Association will be held on Wednesday, March 7th at 7:00 PM at Daniel Hand High School in Madison in the faculty dining room. All schools should be represented. This organization is the governing body for high school girls' lacrosse in the state. If you are starting a high school girls' team or are in need of other information regarding high school girls' lacrosse, contact Patty Gesell at Glastonbury High School - 860-682-1470 or gesellp@glastonburyus.org.

○ What is the most difficult sport to officiate? According to the readers of *Referee Magazine* . . . ice hockey! The magazine conducted an Internet survey which drew 526 responses. Of those 526, 214 cast their vote for ice hockey. Basketball was in second place with 118 votes. Wrestling was a distant third with 53 votes.

○ Who runs? Thirty-eight percent of the total number of runners and joggers in the U.S. are under the age of 18, according to figures compiled by USA Track & Field. The next largest group of runners and joggers (31 percent) is the 18-34 group, followed by those in the 35-54 year old age group (25 percent), and the over 55 crowd at 6 percent. Another number of interest: 36 percent of females between the ages of 12 and 17 run or jog, compared to 26 percent of males in the same age group.

○ Long-time NCAA President Cedric Dempsey has announced that he will retire at the end of his current contract, January 1, 2003. Dempsey, who became the Association's third president in 1994, is credited with transforming the NCAA from an organization that is associated solely with college sports to one that is known today as a partner with higher education. The NCAA Executive Committee has not yet established a search process for appointment of a successor.

○ Reacting to the testimony of experts that as many as one million high school students have taken supplements to help them lose weight or improve athletic performance, California lawmakers are examining ways to deny minors access to such drugs. Creatine, androstenedione and ephedrine products are the most commonly-used supplements and they are readily available to teens. (In the U.S., only Texas has banned the sale of ephedrine to minors.) Canadian health authorities recently initiated a nationwide voluntary recall of ephedrine products. [Los Angeles Times, 1/12,15/02]

○ Eric Sondheimer, a prep sports columnist with the Los Angeles Times, recently wrote insightful articles about the problem of recruiting and transfers in high school sports. His "Basketball Rife With Recruiting," which questions whether recruiting is necessary to win in high school basketball, is available here: <http://www.latimes.com/sports/la-000103310dec30.story> "These Transfers Compromise Integrity of Sport," about the competitive disparity and displacement created by students transferring for purely athletic reasons, is available at www.latimes.com/sports/la-000001443jan06.story.

Exercise Trends

- Women comprise 46% of the total free weight use.
- During the past ten years, free weight training has increased by 67% in both sexes.
- Americans spent 5.8 billion on home exercise equipment in 2000, compared to 1.9 billion in 1990.
- Treadmills are the leader in exercise equipment sales.
- Health club membership increased from 17.4 million in 1987 to 32.8 million in 2000.

[Source: *Sporting Goods Manufacturers Association*]

Title IX Celebrates 30th Anniversary

The Upside. . .

On June 23, 1972, Congress passed Title IX of the Education Amendment. The preamble states that: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance." At this 30-year milestone, it is important take a look back and see how far we've come . . .

Title IX has significantly increased the athletic participation for females at the high school and college levels. In 1970, only one out of 27 high school girls played sports. Today, one in three girls participates in interscholastic athletics!

According to the National Federation High School Athletics Participation Survey, in 1971 (the year before Title IX was passed), the total number of girls playing high school sports was 294,015. In 1972-73, a year after Title IX, the total rose to 817,073. [Source: *NFHS News*, January 2002]

The Downside . . .

While Title IX has afforded women greater opportunities, some argue that overall athletic opportunities have declined. More women are competing in Division I varsity athletics than ever before, but the rising costs of athletics are causing many schools to drop unprofitable teams from their programs, according to a recent survey in *The Chronicle of Higher Education*. The gender equality requirements of Title IX protect women's teams from cuts, but they also may force cuts to non-revenue-generating men's sports to balance the opportunities for each sex. Schools across the nation have already begun dropping some teams and many more are threatened. [The Chronicle of Higher Education, 5/18/01]

COACHES RESPONSIBLE FOR THE BEHAVIOR OF FANS

The National Junior Basketball League (Orange County, California) is cracking down on unruly fans by ejecting coaches whose fans act inappropriately. The new system instructs referees to give a coach a blue card every time his fans misbehave. A coach who receives two blue cards gets ejected from the game and suspended from the next. A third card anytime during the season comes with a season-long suspension. While some have applauded the league for getting tough with fans, others believe the rule adds an unfair burden to a coach's duties. [Los Angeles Times, 12/30/01, 1/04/02]

... more ciac news

NOTICE: To all principals and athletic directors **Tournament packets will no longer be mailed beginning in the fall**

The Central Office has been working hard to keep pace with the rapid technological advances taking place all around us – especially within our member schools. We have found that more and more school personnel are forsaking the fax machine and the post office and turning to the Internet to retrieve and send information. Consequently, we have been working towards the long-range goal of using the Internet and e-mail to replace traditional paper communication in many, if not all, areas of our operation.

Our first step was the creation of our on-line eligibility system, which was launched in 1999 and was very well received by our member schools. This fall, we expanded the on-line system to allow member schools to submit all of their tournament forms on-line. Members were offered the option of filing tournament forms through the website or through the traditional paper method. However, beginning in the fall of 2002, using the on-line system will no longer be optional. Member schools will be expected to submit all tournament-related information – including schedules, results, rosters, entry forms, change of division requests, intent-to-enter forms, penalty report forms, selection of officials forms, etc. – electronically through the website. Hard copies of these forms will no longer be accepted.

In an effort to help you transition into this "paperless" system, we encourage you to use the on-line system for the spring tournaments. If you have any questions or problems navigating the system, please contact Karen Packtor in the Central Office (203.250-1111, ext. 3010, or kpacktor@casciac.org)

Please also be aware that, beginning with the fall sports season, sports tournament packets will no longer be mailed to member schools. All tournament packets will be available for download through the CIAC website. Not only will this will eliminate costly and time-consuming mailings on our end, this will prevent our member schools from being inundated with unnecessary paperwork. Rather than receiving a "one-size-fits-all" mailing containing tournament packets for all CIAC-sponsored sports, schools can simply retrieve the tournament information for only those sports that they sponsor.

NCAA EXPLORING NEW ELIGIBILITY STANDARDS

Faced with mounting public cynicism over a billion-dollar industry, the National Collegiate Athletic Association (NCAA) will explore initiatives designed to maximize graduation rates while minimizing any adverse impact on minority athletes. University presidents will also study the spending patterns of all member institutions' athletic departments, some of which spend up to \$80 million in pursuit of athletic excellence.

Last month, NCAA officials began looking at alternative eligibility standards, seeking to find an appropriate balance of grade point average and standardized test scores. The NCAA currently relies on a sliding scale to determine initial eligibility. The lower the grade point average, the higher the SAT/ACT score must be. Therefore, a student who achieves the minimum 2.0 G.P.A. must score 1010 on the SAT or 86 on the ACT. Under this formula, a student who achieves a 3.0 average but only scores 800 on the SAT or 60 on the ACT would not qualify. Some options discussed by NCAA officials included allowing a 3.0 student to have minimum SAT scores from 400 to 600.

These changes are prompted in part by claims that the current formula has a disproportionately negative impact on minority student-athletes. NCAA's current minimum standard would exclude nearly 40% of the nation's college-bound African-American student-athletes. Officials are also looking at proposed incentives and penalties to encourage coaches to recruit only those student-athletes who have a reasonable chance of obtaining a college degree. The NCAA is expected to vote on these changes in April. [Source: New York Times, Jan. 15, 2002]

Sports Injuries Bring 1 in 4 Young People to Emergency Room

ATLANTA -- More than 2.6 million children and young adults playing sports end up in emergency rooms each year at a cost of about \$500 million, according to the government's first comprehensive study of sports injuries.

One-quarter of all emergency room injuries to people ages 5 to 24 are caused by sports, the study by the Centers for Disease Control and Prevention found.

The most common sports injuries for young people were from basketball -- 447,000 emergency room visits -- and cycling -- 421,000 visits, and baseball/softball 245,000.

Other sports that resulted in frequent emergency room visits were ice skating, roller skating, skateboarding, gymnastics and water and snow sports. Injuries on the playground accounted for about 137,000 visits a year.

Children 5 to 14 are most likely to be injured while playing sports, and the injury rate goes down as people get older. People older than 24 accounted for about 1.1 million sports-related emergency room visits, about 32 percent of the total.

The study tracked emergency room visits in 1997 and 1998. *continued on page 16*

BE PREPARED FOR SEVERE ALLERGIC REACTIONS

Over 3% of school aged children are at risk for life-threatening allergic reactions (anaphylaxis) to common foods, insect stings, latex and medications. These children are participating in interscholastic sports and cheerleading at the same rate as their peers. It is crucial that their coaches learn how to prevent and manage allergic emergencies to prevent an unnecessary death.

First, children with a known risk for a life-threatening allergy should be identified with a form that has their photo, lists the things to which they are known to be allergic, their possible symptoms, and describes emergency steps to be taken. Each such child should have a readily accessible epinephrine auto-injector (Epipen®), and the on-site coach in charge should know how to administer the Epipen® immediately. It has to be given within minutes after the reaction starts, and the child might not feel well enough to administer it to himself. The coach should also have a portable communication device to call for an ambulance for immediate transport to an emergency room because some reactions will have a second phase even after the situation appears to be under control.

Because reactions can be so swift and serious, it is terribly important to try to

avoid accidental exposures. The most common foods that cause such serious reactions are peanuts, tree nuts, fish, and shellfish, though any food (even mustard) can cause the reaction in an individual. The foods to which children are allergic should not be allowed at tables where they eat or on school buses where they are transported because just a tiny particle can cause a reaction.

Measures should also be taken to avoid insect stings or latex if a child is seriously allergic to these.

Ideally, every school will have a school nurse who will train all staff that come in contact with children who have life-threatening allergies. Research has shown that about 20% of these children have a reaction at school, and for some, it will be their first known reaction.

Because life-threatening allergies are on the rise, the Asthma & Allergy Foundation of America/New England Chapter (AAFA/NE) has been working with the Massachusetts Departments of Education and Public Health to develop best practice guidelines. For further information contact the foundation toll-free at 1-877-2-ASTHMA or at aafane@aol.com, or see our website at www.asthmaandallergies.org.

CONNECTICUT ASSOCIATION OF ATHLETIC DIRECTORS

18th Annual Athletic Directors Conference

Thursday and Friday, March 21-22, 2002 / The Holiday Inn, Cromwell

Thursday, March 21, 2002:

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 22, 2002:

8:00 - 9:30 a.m. CAAD Annual Breakfast
 * Update of 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

2002 C.A.A.D. AWARD RECIPIENTS

Distinguished Service Award Recipients

"From Inside the Field of Athletic Administration"
Paula Fitzgerald, Westbrook High School

"From Outside the Field
 of Athletic Administration"

Robert "Jiggs" Cecchini - CIAC/CHSCA

"NCSSA - Athletic Director Award"
Vincent Iovino, New Canaan High School

"NIAAA State Award of Merit"
Kenneth Marcucio, Derby High School



C-----PRE-REGISTRATION INFORMATION

Early Bird Registration

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 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
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 Cheshire, CT 06410

No one-day fees * No refunds after March 8, 2002

Conference gift not guaranteed after March 8.

Hotel Registration

Name _____
 Mailing Address _____
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 Arrival Date: _____
 Departure Date: _____

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

Check one: ' 2 Double Beds ' King Bed

\$75.00 per night Plus 12% tax

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 4 Sebeth Drive
 Cromwell, CT 06416
 Attn: Donna Franklin

Room Rate NOT guaranteed after March 8.

caad news

President's Message . . .

by Robert Lehr, AD, Southington High School

"A recent article in the *Meriden Record-Journal*" described the efforts of a state legislator to introduce legislation that would regulate high school football competition in Connecticut. Although there are many questions as to why a state senator would single out football, this article will not question that motivation. That there are competitive disparities within leagues is true; however, that an influential state legislator would consider taking this topic as something for our elected representatives to debate seems to be a questionable use of power. Certainly there are other pressing issues that deserve our elected officials attention; a given representative's hometown team not faring well in football hardly seems as important as budget deficits, providing adequate funding for local school systems, and a plethora of other critical issues.

"The most significant and potentially serious point in the aforementioned effort is the intrusion into the workings of the state's athletics programs by our state government. To permit this proposed legislation to go unchallenged would be shortsighted. If this initiative is successful, how soon will there be another piece of legislation proposed by a different representative that will further erode Connecticut's athletics infrastructure? Many of us believe that we have an incredibly well run organization overseeing our state's interscholastic athletics programs, the CIAC. There may be parts of its regulations that any given person would like to see changed; however, change should be and often is effected through a well-designed framework. Perhaps that structure does not act as speedily as some might wish, but it does respond to the needs and interests of its constituents, our state's interscholastic programs. This response is done in a deliberate manner, certainly it does not react in a knee-jerk fashion. State legislators would do a genuine service to their communities by not intruding into an organization that presently works exceedingly well.

"The issue of competitiveness in interscholastic athletics as it relates to school size is one that each of the state's conferences needs to ponder. There are, of course, many additional factors that go into each league's decision on alignment and scheduling. The state legislators could fully understand all that goes into the structure is not within the bounds of reason. If a legislator wants to truly support and benefit his/her local school's athletics teams, perhaps he/she should volunteer to help in ways that would better serve that institution than to propose ill-advised legislation."

RECAP OF NATIONAL CONVENTIONBy Ray DeAngelis Athletic Director
Emmett O'Brien RVT School, Ansonia

The National Federation of High School Associations (NFHS) 32nd National Conference of High School Athletic Directors was held December 12-16 in Orlando, Florida. This first class convention provided outstanding in-service programs for interscholastic athletic administrators. Athletic directors had the opportunity to hear professional speakers and other athletic administrators share their knowledge in many different areas.

The conference offered NIAAA LTC courses, the CAA/CMAA certification exam, and the NFHS coaches education program. Many attendees chose to attend symposiums on sports medicine and amateurism. Workshop sessions included such topics as Title IX, hiring effective coaches, dealing with hazing, technology, middle

*continued on page 16***Sportsmanship Takes A Back Seat**

In a society where winning is rewarded and athletes are worshiped, experts agree that the atmosphere at youth sporting events is intense. A 1996 study by the University of North Carolina at Chapel Hill indicated that many high school athletes in that state believe on-field intimidation and violence are normal parts of sports. Edgar Shields, a professor of exercise and sport science, says his study of more than 2,000 male and female athletes in a broad range of sports showed 80.7% accepted intimidation and 44.9% accepted on-field violence as part of the game, even though 56.4% thought physical, verbal or gesture intimidation was bad sportsmanship. Shields says sportsmanship needs to be taught to young athletes, many of whom may be emulating behavior by professional athletes as well as their parents and coaches. "Kids ... will definitely take their cue from their heroes on TV," Shields says. "Four years ago, when Roberto Alomar spit on umpire John Hirschbeck, we had never had an incident like that before at the youth level. But after that, we had three calls reporting spitting incidences" directed at youth sports officials. [ABCNEWS.com]

Study: More teen athletes using drugs*Reprinted from The Meriden Record-Journal, Jan. 11, 2002*

Washington -- High School athletes are increasingly turning to drugs and other chemical aids to build leaner, stronger bodies, researchers say.

Studies find greater use of substances from legal but risky supplements to illegal steroid drugs.

"We have to pay attention to this in schools," said Timothy P. Condon, associate director of the National Institute on Drug Abuse. "If we see this continuing, we've got a big problem."

Among high school seniors, 3.7 percent have used steroids at some point in their lives, according to a 2001 survey done for the Department of Health and Human Services and funded by NIDA. In 2000, 2.5 percent reported steroid use.

The Monitoring the Future survey of drug use by 44,000 students at 424 schools across the nation also said that past year steroid use by seniors rose to 2.4 percent from 1.7 percent in 2000. Disapproval of steroid use decreased among seniors from 88.8 percent in 2000 to 68.4 percent in 2001.

Past year steroid use in the two years among eighth and 10th graders was fairly stable, at about 1.5 percent of eighth graders and more than 2 percent of 10th graders, the report said.

Colleges are getting athletes who developed substance use habits in high schools, and high schools should be more active in preventing the habits from being formed, said Dr. Gary Green of the University of California, Los Angeles.

Green examined data from questionnaires filled out in 2001 by 21,225 NCAA student athletes. He reported his findings at a Bethesda, Md., conference organized by the National Institutes of Health's Office of Dietary Supplements and the Council for Responsible Nutrition, a supplement industry trade group.

About 42 percent of NCAA athletes who reported in 2001 that they use steroids had said they brought the habit with them from high school, the study said.

The survey is done every four years. When the question was asked in 1997, 25 percent said they were using steroids in high school. Reported steroid use in college was fairly stable at less than 1.5 percent.

A similar pattern was found in use of the supplement ephedrine. Among continued users, 58 percent said in 2001 they had used it in high school, compared with 34 percent in 1997. Ephedrine is an NCAA banned substance, although it is legal in the

continued on page 16

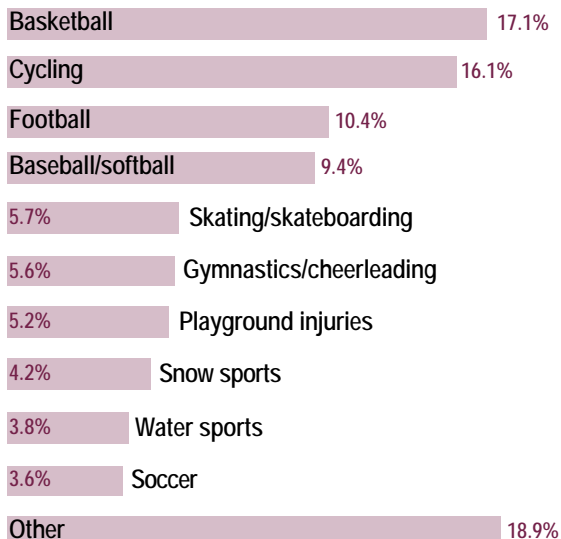
Injuries, continued from page 13

Males were twice as likely to visit the emergency room for sports injuries. But girls are suffering many more sports injuries than they did a decade ago, said Dr. Kevin Stone, an orthopedic surgeon who specializes in sports injuries.

"A primary trend we see is the increase in girls' participation in sports like soccer and basketball," Stone said. "So there's been a dramatic rise in the number of injuries, especially the knee injuries, in girls." (*Excerpted from an Associated Press article by Kristen Wyatt, March 6, 2001*)

Sports-related emergency room visits, by sport

Ages 5 to 24



[Source: Center for Disease Control and Prevention]

Convention, cont'd from page 15

school athletics, corporate sponsorship and "How can I get an athletic trainer?" Robert Kanaby, Executive Director of the National Federation was a keynote speaker. The theme of his speech was "Some perceptions of our present circumstances." The opening general session was Mike Kneele telling "the Billy Hawkins Story." The closing session speaker was Jim Hawkins.

Special highlights of the conference included a NIAAA sports turf day at Disney's World Wide of Sports Complex, the NIAAA section meeting, the NIAAA business meeting, banquet and award programs. All AD's were also urged to visit more than 250 exhibit booths at the Marriott World Center.

To view a list of workshops, go to www.casciac.org and click on the NFHS icon. Workshop tapes for this conference as well as past conferences are available by contacting Paul Maskery, Executive Director of CAAD, at the CIAC office.

Next year's conference will be held in San Antonio, Texas, December 13-18.

Drugs, cont'd from page 15

United States for sale in over-the-counter preparations. Ephedrine is taken for such purposes as weight loss, but it can lead to cardiac arrest or stroke.

"A lot of times, we inherit problems at the collegiate level," Green said. "By the time they get to the NCAA level, primary prevention is out the window."

HHS is encouraging high schools to adopt anti-drug campaigns for athletes. One such program is ATLAS (Athletes Training and Learning to Avoid Steroids), developed through a NIDA grant. The program teaches teenage boys the dangers of drugs and the risks in some supplements, and shows them how to teach their fellow athletes to get results without supplements.

A similar program, ATHENA (Athletes Targeting Healthy Exercise and Nutrition Alternatives) focuses on girls, especially on eating disorders.

Teens who turn to chemicals in hopes of becoming better athletes also commonly abuse other drugs, said the programs' developer, Dr. Linn Goldberg of Oregon Health and Science University. "Steroid use goes along with other illicit drug use," he said.

ATLAS and ATHENA are designed to prevent that by having students set examples on training and eating right, Goldberg said.

Teens who went through the program "got stronger, had less body fat, better nutritional practices, and a more-than-50-percent reduction in the use of steroids," Goldberg said.

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