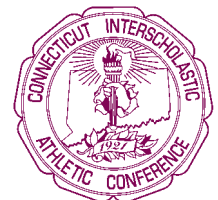


BULLETIN

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

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FEBRUARY 2003

IN MEMORIAM . . .

*"Ah, a man's reach should exceed his grasp,
or what's a heaven for?"*

— Robert Browning

With the full impact of the Shuttle Columbia tragedy now understood by the country, an uneasiness will continue to ripple not only through the American space program, but I dare say through our entire scientific community. It is during tragic times like this that funding for scientific research, in particular space experimentation, runs the risk of drying up or being withheld by people who think the advancement of science should come at no risk of the loss of human life. These are critical times not only for countries like ours, but for civilization in general. The path to our modern, automated, high-tech lifestyle is stained with the blood of numerous scientists who push the envelope not only in the laboratories of the world, but in the sky and heavens above. Very often the "man/woman on the street" sees very little connection between the space program and his/her daily life. Yes, they are proud of what these scientists do in the name of their country, but they little understand the connection between that and modern life. Most are often surprised to be informed of the fact that much of the high tech equipment they use daily, without thought, has its roots in the space program. They are equally shocked to find out that many of the advances in medical techniques and modern warfare are offshoots of research and development programs run by NASA. So as we reflect on the loss of seven astronauts, let us remember what the space program is all about. It's all about science and the need for man to not only try to increase his knowledge about how things work and to meet the needs of an increasingly modern society, but to do what man has always done, explore. Of all the shuttle missions to date, this shuttle mission was the most ambitious in terms of experimentation. The astronauts were up there doing science, nothing more, nothing less. All of the astronauts had several things in common. They took their education seriously when they were growing up; they strove to excel; and they had a strong desire to make the world a better place. If they had landed safely at Cape Canaveral, they would have walked off Columbia to the cheers of only co-workers and family members. They might have walked around the machine that had taken them to the heavens and back, given it a little pat, and then would have likely headed home to be with loved ones before heading back to work within a few days at the most. There would not have been any obnoxious end zone dances, no throngs of fans lining the streets to see them, no chest thumping because they could jam a round ball through a hoop, or hit a hard ball over a fence. They did what they did for us, and it cost them their lives. Like many have already said in the wake of the tragedy, the least we can do for them is to find out what went wrong, fix it, and continue their dream of science exploration. If not, then the meaning of Robert Browning's quote will have been lost on all of us.

— John Bagioni, Science Instructor
Wolcott High School

JOIN CT'S LATEST ACADEMIC COMPETITION!

By Mike Buckley, Assistant Executive
Director

CAS is pleased to report that the initiative to bring interscholastic computer programming competition to Connecticut high schools is alive and well and moving forward. Scrimmage matches begin this month and there is still time to put a team together before the regular season commences in March.

Log on to the TopCoder web site (<http://highschool.topcoder.com>) to review the details of how schools compete, regular season and playoff schedules, and resources available to coaches and students. If you like what you see, register!

For teachers interested in finding out more, CAS and TopCoder are sponsoring additional information sessions at CAS as follows:

- February 5, 2003 at 3:00 p.m.
- February 12, 2003 at 3:00 p.m.
- February 26, 2003 at 3:00 p.m.

Again, registration for any one of these sessions can be accomplished on line.

CAS BRINGS BACK SECRETARY'S WORKSHOP

CAS is pleased to announce that, thanks to the efforts of Dennis Carrithers, the newly appointed director of special programs, the widely popular school secretary's workshop has been revived!

On March 12th, CAS will sponsor a hands-on seminar for school secretaries and administrative assistants. This all-day event offers a rare professional development opportunity for office support staff members.

The morning workshop will feature Maddy Gerrish, Ph.D., R.N., a well-known lecturer who uses humor and common sense to illustrate the necessary components for successful interactions in the school office.

In the afternoon, the ever-engaging Tom Mooney will discuss a variety of legal issues that are commonly encountered in the school office, including those pertaining to student records, attendance,

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A Principal's Thoughts on Technology, Change . . .

By John M. Dodig, Headmaster
Fairfield High School

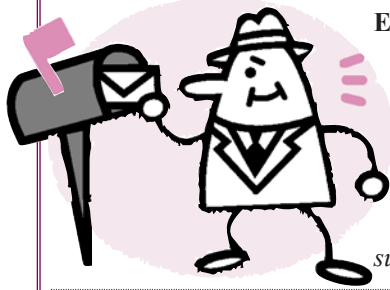
About six months ago, I decided to upgrade my fifteen-year-old 28" television and create a "home theater" for my viewing pleasure. I knew I wanted a big screen and one that had the new rectangular shape (16:9 aspect ratio). My VCR, of course, was old technology which meant I needed a DVD player which had to have "progressive scan" to make the best use of my wide screen TV. To enhance my viewing experience, I had to have "surround sound" and it had to handle Dolby Digital 5.1. You need to understand that I am technologically limited and, if not cheap, then frugal making what I was about to do more difficult than it should be.

Rather than starting my adventure by getting in my car and visiting stores, I set out upon my purchasing journey on the "Information Superhighway". I have no idea where in the country or the world I was accessing servers, but data began to flow into and then to flood my home office. I settled upon what I learned was part of the latest technology, one step removed from a plasma monitor. I wound up choosing a 45", LCD projection television only manufactured by Panasonic (I had my heart set on Sony for some reason). The prices for this one model varied by as much as \$800. The Sony surround sound with six speakers had a price range differential of \$450, and the DVD a modest \$200 difference. With my research done, and a folder full of printouts, I set out for Circuit City, The Wiz, PC Richards, Best Buy, and a few local mom and pop shops. The last three weeks of the journey were busy, difficult, time consuming, and created tension in my life. The result was that I actually bought the TV from Circuit City for the price I wanted, and everything else from somewhere out in cyber space delivered to my door by some driver I never got to see. The stuff would just be

continued on page 6

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: As an assistant principal, I have confiscated almost everything, from pagers to firecrackers. Last year, we decided to get tough, and we put a list of prohibited items right into the student handbook, complete with the following warning: "If students are found in possession of any of the aforesaid items, the item will be confiscated and will be returned only to the parent and only at the end of the school year." Yesterday, an eighth grader boldly took out a cellphone during history class and ordered a pizza. His teacher was understandably livid over being "dissed" in this manner, and immediately brought him to the office. I locked the cellphone up tight for the rest of the year, and now his mother is all over my case. She claims that I am costing her a fortune because she has some sort of calling plan on that phone, and that I have no right to take her property. If I promise not to use it, can I keep the phone for the rest of the year?
- Rules are Rules

A. Dear Rules: Your interest in making a strong point with this misguided young man is understandable. Your foresight in putting a warning in the student handbook is laudable. The problem, however, is that you live in America. While you have the right to confiscate items in your "in loco parentis" role, in this country title to the property does not pass by governmental fiat. If the rightful owner (here the parent or even the student acting through the parent) asks for the return of property, there is no clear legal basis on which to keep the property.

Q. Dear Mailbag: P. S. Oh yeah, I forgot. There is something else. When I confiscated the cellphone, I scrolled through the recently-called numbers, looking for numbers of known drug dealers. I figured that any student who does something as stupid as ordering a pizza in class must be on something. I came up empty on the drug dealings, but I did find that he had called my house six times in the middle of the night. My wife and I remember the hang-ups vividly. When I told his mother about my discovery, she started yattering about the Fourth Amendment. But I figure that I can nose around a little, right?

A. Dear Rules: I may be able to offer a little more support for you this time. The issue is whether you had reasonable cause for the "search" you conducted of his cellphone. According to the United States Supreme Court, school administrators may conduct searches of students and their possessions when they have reasonable cause at the inception of the search to believe that the search will yield evidence that there has been a violation of school rules or of the law. Here, you were concerned that he may have placed other calls during school hours, and you were checking, right? If you had reasonable cause for the search that you did conduct, you are free to use evidence you uncover, even if it is unrelated to the original cause for the search.

Q. Dear Mailbag: An experienced male teacher in the math department befriended a young female teacher last year, and he became somewhat of a mentor to her. She was fine with that, she said, until things got creepy. Even though this guy is old enough to be her father, he started telling her about his sex life at home. She has told him to knock it off, but he kept talking about sex whenever they were alone. She filed a complaint, and after my investigation, I wrote him up for sexual harassment. Unfortunately, the newspaper got wind of it, and the reporter has asked me for copies of any reprimands in the teacher's file. Can I deny the reporter's request because "records of teacher performance and evaluation" are exempt?

- Trying to Cover

A. Dear Trying: Your concern for the male teacher is understandable, but the "performance records" gambit will not work. When you reasonably believe that the disclosure of personnel file materials would constitute an invasion of personal privacy, you may notify the employee and must withhold the records at the employee's timely request, subject to review through a Freedom of Information complaint. The teacher evaluation records law was amended last year, however, to provide that "records of the personal misconduct of a teacher shall be deemed to be public records." The reprimand of the old fool relates to such personal misconduct, and is thus subject to disclosure.

■ Congratulations to the eleven Connecticut teachers who earned their profession's top honor by achieving National Board Certification®. With the addition of 11 certificates in 2002, Connecticut now has a total of 66 National Board Certified Teachers. **Kudos to:**

- **Sharon Bly**/Bethel School District
- **Michele Cassel**/Milford School District
- **Jennifer Cecarelli**/Middletown School Dist.
- **Steven Dellinger-Pate**/Fairfield School Dist.
- **Kathy Gage**/Milford School District
- **Carolanne Jones**/Milford School District
- **Camille Kochanowski**/Deep River School District
- **Katherine LaRosa**/Windsor School District
- **Frances Lassow**/East Windsor School Dist.
- **Jeff Melendez**/New Canaan School District
- **Kristin Taylor**/Waterford School District

■ In keeping with a national trend, Connecticut women are delaying motherhood to pursue careers and get better educations. A new report by the Centers for Disease Control and Prevention reveals that Connecticut is among the top two states where women are postponing parenthood. The report found that, in 2000, American women were, on average, 24.9 years old when they had their first child, up from 21.4 in 1970. In Connecticut, the average age of a new mom was 27.2 years, the second highest in the nation (behind Massachusetts). The new findings correlate with data that shows that more Connecticut women are entering the workforce – 57.6% in 2000 compared with 45.6 in 1960.

■ According to a new CT Department of Labor report, which covers 1998-2008, the fastest-growing occupational need areas in Connecticut include teaching, nursing and computer science/information systems. In particular, the report predicts that annually there will be 1,739 teacher openings, 947 nursing openings, and 1,707 openings for those with four-year degrees (or higher) in computer science/information systems and 554 openings for those with two-year degrees (or higher) in computer science/information systems.

■ Dorothy C. Goodwin Elementary School in Storrs was featured in a recent *Education Week* article about ways to use the lunch period as a valuable opportunity for learning. In an attempt to preserve as much classroom time as possible, many school cafeterias have a fast-food, factory-like atmosphere. But not so at Goodwin. Lunch and library staff there teamed up to decorate the kitchen with themes from library books. During Chinese New Year, the kitchen was awash in Chinese decorations, the librarian read books about Chinese culture and the food manager designed a Chinese menu.

connecticut news & notes

We are indeed blessed to live in one of the greatest places in the world. Our relatively small state is a giant -- in education, technology, and natural beauty.

We are blessed that the people we serve are hard working and innovative, and resilient and determined.

When it comes to our quality of life, and the quality of our people, we are one of the biggest states in the union. We can all take pride in Connecticut -- and we should all take a full measure of pride in each other.

*Governor John G. Rowland,
State of the State Address, 1/8/03*

CT's ECONOMIC FORECAST

Despite optimistic projections for 2002, CT's economy is flatlining and economists expect more of the same for the first six months of 2003. But, according to the CT Business & Industry Association, a turnaround is expected. There are reasons for optimism: (1) CT's economy is diversified and stands to benefit somewhat from increases in defense spending; and (2) unemployment is relatively low at 4.4%. Edward Deak, an economics professor at Fairfield, predicts that the state will add a meager 13,000 jobs during 2003, primarily during the second half of the year. He says the economy will grow 2.5-3%, much slower than the 5% growth the state averaged from 1997-2000. According to an analysis by economy.com, there's a 22% chance that CT will slip back into a recession within the next six months. That compares to 25-35% for most other states and a national average of 29%.

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THE BULLETIN

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■ As of June 30, 2002, Connecticut was \$12.4 million in debt. This represents the highest per-capita debt in the nation -- \$3037 for every man woman and child. That's four times the national median. But Connecticut also has the highest per-capita income, so when comparing state debt to personal income, the taxpayer's burden drops to third worst among fifty states. The annual bill for Connecticut's debt is appx. \$1.5 billion. Between 1990 and 2001, the debt per capita increased 150%, while the per capita income rose 58%. During the same time, the payments necessary to service the debt have grown from 5.4% to 10.8% of our annual operating budget.

■ A study conducted by a graduate student at Southern Connecticut State University bolsters the "Mozart effect" theory. Thomas Evans studied 138 students at Roger Ludlow Middle School in Fairfield between the fall of 2000 and January of 2001. The students were divided into separate classes of equal cognitive ability. One group listened to classical music for an average of 49 minutes each school day. The other didn't. After five months, the students were given a standardized exam, the Iowa Test of Basic Skills. The results showed insignificant differences in most areas with two noticeable exceptions: those who listened to classical music scored an average of 14% higher on the math concept test and 12% higher on the maps and diagrams test. Both those subject areas involve the spatial-temporal part of the brain, which some previous studies indicated is affected by classical music. The music seemed to have no effect on rote types of learning, like memorizing time tables, but made a difference in abstract areas where students needed to visualize different shapes, spaces, or patterns. "In these days, when everyone is going crazy about tests, it seems that here's something that doesn't take a special program, that anyone can do, that makes a difference," says Evans. The study was accepted by the New England Psychological Association and is expected to be published soon. [Source: Connecticut Post, 1/6/03]

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 2003* 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. Connecticut received high marks in all areas except financial equality (see report card below). Connecticut's scores remained largely unchanged from previous years. For the third consecutive year, Connecticut earned a D for its efforts to balance school spending between wealthier and poorer districts. According to the report, Connecticut ranked third in the nation for its efforts to improve the quality of teachers, but did a poor job of getting good teachers into the neediest schools. Despite one of the highest average teacher salaries in the country, and an enviable supply of education school graduates, the state's concentration of underqualified educators pales compared with that of many other states. Statewide, 805 Connecticut teachers were working under emergency permits in the 2001-02 school year, with the greatest concentration in urban and rural areas. Among the state's 166 school districts, the seven most impoverished ones accounted for a quarter of all nonlicensed teachers. View CT's profile at www.edweek.org/sreports/QC03/.

CT'S REPORT CARD			
	2001	2002	2003
Standards and Accountability	B-	B-	B
Improving Teacher Quality	B	B+	B
School Climate	B-	--	B-
Resources (funding)			
Adequacy	B-	A-	A-
Equity	D	D	D

** School climate was not rated in 2002. State grades for resource equity are based on 1999-2000 data, the most recent available.*

School Transportation in Connecticut

- Total state school transportation expenses for 2000-2001: \$168,978,833 (this represents a 6% increase over 1999-2000)
- Total number of public and private schools students transported at public expense: 469,495;
- Percent of all students in public and private schools who are transported at public expense: 74% (which represents 79% of all public school students and 35% of all private school students);
- Percent of total transportation costs paid by the state: 36%;
- Average portion of local school district budget that is expended on transportation: 3.32%.
- Average per pupil cost of transportation: \$441 (379 for regular and \$4,288 for special education);
- Total number of school buses registered in Oct. 2002: 6,375. (Source: CT Dept. of Education/CT Dept. of Motor Vehicles)

■ Hispanics have edged past blacks as the nation's largest minority group, new figures released last month by the Census Bureau showed. The Hispanic population in the U.S. is now roughly 37 million, while blacks number about 36.2 million. The slim numerical gap between blacks and Hispanics is expected to widen significantly in the next decade. Deteriorating economic conditions across Latin America will continue to spur immigration, predict many demographers. The birth rate among Latinos is also higher than among blacks.

■ About 6% of US children are taking medications to treat depression, attention deficit/hyperactivity disorder (ADHD) and a host of other behavioral and emotional problems, according to new study findings. Analysis of data from nearly 900,000 subjects younger than 20 years of age revealed a 200% to 300% increase in the use of psychotropic drugs between 1987 and 1996, with the greatest increase occurring after 1991. In general, children on Medicaid were more likely to be prescribed these drugs than were children whose families were enrolled in an HMO. Dr. Michael S. Jellinek, from Massachusetts General Hospital in Boston, says that the data may reflect higher rates of mental illness among Medicaid users, who are generally less well-off than those who use employer-based insurance. Alternatively, a greater awareness of psychiatric disorders and better drugs may have led to more prescriptions, he noted. (Source: Reuters Health, 1/16/03)

Think Small

George Richmond has worked since 1973 to bring the real world into everyday classrooms. Richmond's MicroSociety program has now spread to 40 states and he has left his teaching job to head up his nonprofit MicroSociety Inc. Here's how the program works: Students and teachers establish mini-communities in their school that include a bank, a for-profit cafe, a police force called Crime Stoppers, a court and other real-world places. The students then spend a specified time - one day a week, for example - engaged in activities of their micro society. They can earn money, called micros, and use that money to buy kid-made goods at a shop, or tuck it away in the bank. They even learn about the IRS. Detroit's William Davison Elementary School, which serves disadvantaged students, provides a good example. Since beginning the program in 1995, standardized math test scores have increased 43 percent and reading scores are up 53 percent. Attendance is up and discipline problems down, say school officials. For additional information on MicroSociety, Inc., visit <http://www.teacher-magazine.org/tmstory.cfm?slug=05curric.h14>

The Top 5 Injuries in School Districts

- 1. Trip and Fall Injuries (40%)** – Slips, trips and fall injuries are the leading cause of injury in school districts. Areas of concern are parking lots full of pot holes and other such hazards.
- 2. Playground (25%)** – Safe playgrounds are of utmost importance to a school district. Children at play have no fear of injury. Keeping children safe during recess is a major undertaking, but districts must act with great vigilance and precaution.
- 3. Gym Class (12%)** – Gym class generates a variety of hazards. To prevent injuries, districts should ensure activities are monitored and all the rules are being enforced.
- 4. Industrial Arts (8%)** – The potential for serious injury exists daily in an industrial arts class. The trend in recent years has been to do away with the traditional shop class in favor of a tech-ed model, thus lessening the risk of injury. However, industrial arts still exist in some districts so the potential for injury remains.
- 5. Science Labs (6%)** – Science labs are another potentially dangerous area in a school. Students should be informed about the dangers of chemicals and should have available necessary emergency safety equipment such as eyewash stations, fire blankets and extinguishers.

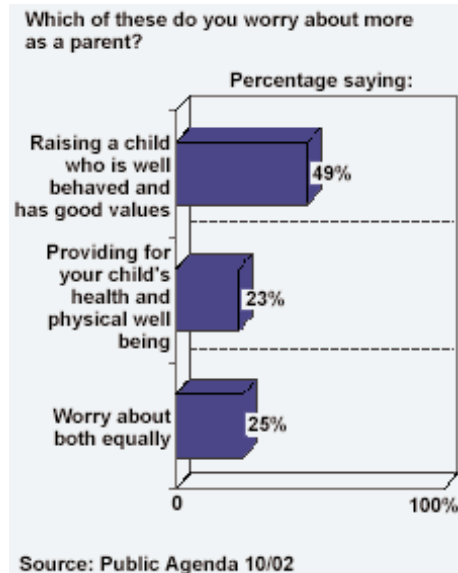
[Source: MEMSPA, Key Issues, December 2002]

■ Children who take medication to treat attention deficit hyperactivity disorder (ADHD) face no greater risk of future substance abuse, finds the latest study to test a theory that stimulants used to treat the disorder "sensitize" children to various types of drugs, paving the way for subsequent use. Researchers say this study, published in the January issue of Pediatrics, is now the eleventh to find no evidence of the so-called "sensitization theory," suggesting that children treated with ADHD medications such as methylphenidate (Ritalin), d-amphetamine (Adderall), and pemoline (Sylert) are more likely to smoke, drink, or take illicit drugs as teenagers or adults. Only one study documented an increased risk of later cocaine use among children who have been treated with these stimulants, which bring improvement in about 80% of children with ADHD. (Source: Pediatrics. 2003)

A recent Public Agenda report focuses on the difficulties of raising well-behaved, ethical children in America today. In *A Lot Easier Said Than Done: Parents Talk About Raising Children in Today's America*, parents revealed that they feel they can never let down their guard in the face of popular culture, drugs and crime. In fact, nearly half the parents surveyed said they worried more about protecting their child from negative social influences than about paying the bills or having enough time together. Relatively few parents believe they have been successful in teaching their kids many of the values they consider "absolutely essential," such as independence and self-control. Today's parents are finding they need to use different communication channels to reach their children. The familiar "landmarks" and "rites of passage" that rang true in earlier generations are now impacted by technology and Internet connections that link the world in ways few ever envisioned. To view the full report, visit www.publicagenda.com/specials/parents/parents.htm.

■ The head of the York City School District (PA) wants every potential dropout to have something to remember what could be a short-lived school career: an undiploma. The district superintendent wants to give the document, which looks like a real diploma, to students who say they want to drop out of the local senior high school. The undiploma, which informs students about what they stand to lose by not finishing their education, says that the recipient has decided to drop out "with the full understanding that he/she may lose up to \$420,000 in earnings in his/her lifetime" by working in low-wage jobs or being unemployed. *****

■ Each year, the National Association of Secondary School Principals publishes the National Advisory List of Student Contests and Activities to inform and assist principals, teachers, parents, and students in mak-



Off to See the Wizard . . .

What defines someone as educated? Is it getting a certain score on a standardized test? Is it passing through a prescribed curriculum? Is it being employable after graduation? If you listen to politicians and educational bureaucrats, you will probably think so. But who in his or her right mind wants to listen to politicians and bureaucrats? According to Howard Good, we need a better source of guidance in such important matters. He nominates "The Wizard of Oz." In Good's theory, each of the four companions who skip arm in arm down the yellow brick road represents a different essential aspect or goal of education. When you add what the Scarecrow wants (a brain) to what the Tin Man wants (a heart) to what the Lion wants (courage) to what Dorothy wants (a home), you end up with a fully educated person. Read more at www.edweek.org/ew/ewstory.cfm?slug=15good.h22 [Source: CAPSS Newsletter, January 2003]

ing decisions regarding participation in a wide variety of student program opportunities. The committee reviews all programs based on the following standards: educational, financial, organizational, promotional, adjudication and awards. Programs that in the opinion of the committee meet the guidelines are placed on the National Advisory List. NASSP warns that the fact that a program is listed does not give the sponsor the right to operate in schools; nor does it imply endorsement of the organization or other programs sponsored by that organization. Programs that do not appear on the National Advisory List are not necessarily without merit. Each school will and should determine the contests and activities in which it chooses to take part. The advisory list is offered as a guide. To view this year's list, visit www.nhs.us/scaa/SCAA_List.cfm.

Education Week examines the contention by two researchers that they have found the "missing ingredient" without which schools stand little chance of improving: a strong bond of trust among members of the school community. In a new book, University of Chicago professors Anthony Bryk and Barbara Schneider express their support for improving the quality of instruction, measuring student performance, and reshaping education governance. But they argue that, without trusting relationships among teachers, principals, parents, and students, such efforts are likely doomed to fail. The type of trust in public schools they dubbed "relational trust," a complex dynamic in which parties depend

Study shows impact of tax breaks on public schools

A new study commissioned by the National Education Association (NEA) reveals that local officials all over the country are doling out tax subsidies to corporations left and right, and it's hurting public schools to the tune of billions of dollars each year. Moreover, these tax handouts are granted with little or no input from elected school board officials. The 50-state study, *Protecting Public Education from Tax Giveaways to Corporations*, showed that two key types of local property tax subsidies are allowing big business to delay or skip paying taxes for several years, taking needed funds out of the pockets of public schools in at least two-thirds of the states. Furthermore:

- K** Only two states shield public school funding from property tax breaks (abatements) and other property tax-based subsidies known as tax increment financing (TIF).
- K** Only two states give school boards full input in making decisions about these two tax subsidies.
- K** Many states do not even have adequate corporate disclosure requirements, making it hard for citizens to know how their tax dollars are being used.

(www.nea.org/nr/nr030122.html)

on one another and on a shared vision for success. They found that the bedrock of trust rested on four supports: respect, competence, integrity, and personal regard for others. To read more, visit <http://www.edweek.org/ew/ewstory.cfm?slug=07trust.h22>. [Source: AWSA Update, November 2002]

The Center for Public Integrity in Washington, D.C. has released a report suggesting that the federal E-Rate program is "honeycombed with fraud and financial shenanigans." While the 2.25 billion program has helped connect thousands of schools and libraries to the Internet, it has also enriched unscrupulous contractors, according to the report. The center issued its report after the announcement of the first criminal case related to the E-Rate program. In December, a Staten Island-based Internet service was charged with conspiring to steal millions of dollars by selling almost limitless quantities of E-Rate eligible goods and services to schools across New York city with little control over the price it charged and then imposing the entire cost on the government. Previous efforts to audit E-Rate have uncovered problems as well. A review of 22 schools

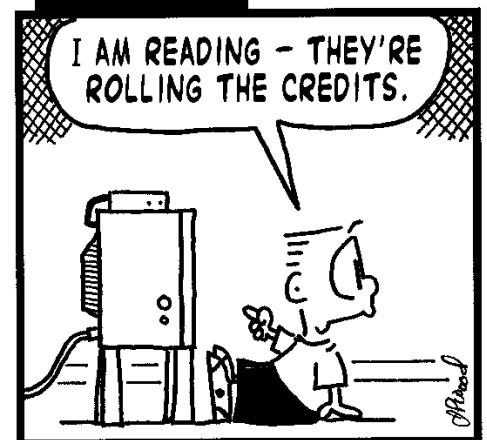
by Arthur Andersen accounting firm in 2001 found several million dollars in "inappropriate" payments and unsupported costs. The F.C.C., which administers the program, is committed to taking the steps necessary to fix the problems. Says one F.C.C. official, "If there is fraud and abuse, root it out. But let's not ignore the benefits that this program has brought to our children, our communities, and our nation. [Source: "Schools' Internet Subsidies are Called Fraud-Riddled," New York Times, 1/10/03]

Bad news for students who put off studying: procrastinators get more cold and flu symptoms and have more digestive problems than their punctual classmates. They also tend toward an unhealthy lifestyle, according to a recent study of 374 undergraduates by the Procrastination Research Group at Carleton University. Student procrastinators are more likely to eat poorly and smoke, and they sleep less and drink more than students who do their homework promptly. At the root of the problem is an inability to regulate behavior and control impulses. [Source: "Dillydallying: Bad for Your Health," New York Times, 1/12/03]

"Las Vegas Nights" Prohibited

On January 7, 2003, the Governor signed Bill No. 7501, An Act Repealing Las Vegas Night Games. Included in this bill is a provision that repeals the law allowing public and nonpublic schools, parents, teachers and administrators to sponsor events at which games of chance (Las Vegas Nights) may be played. The repeal became effective January 7, 2003. This means that schools, parents, teachers and administrators may no longer sponsor events at which games of chance are played.

SCHOOLIES © 2003 by John P. Wood



CANHS UPDATE

By Rachel Fishman, Senior
Mercy High School, Middletown

■ NHS/NJHS Adviser Conference A Success

On October 7, 2002 the annual National Honor Society/National Junior Honor Society (NHS/NJHS) adviser conference was held at the Rocky Hill Marriott. The conference was broken down into smaller groups to discuss NHS and NJHS policy, most notably, the policy of acceptance requirements for NHS and NJHS. The methods of the application to NHS/NJHS varied greatly from school to school. Some applications were based solely on numerous teacher recommendations while others were based on an essay question.

Also discussed at great length was the induction process. Each school has a unique ceremony. Some are held during school while others are held after school. A few ceremonies are not held on school property. Some schools have two inductions, one for seniors in the fall and one for juniors in the spring. Most National Honor Societies are made up of juniors and seniors, yet a few admit sophomores.

After the small group discussions, all the advisers gathered together and each group reported back. It was helpful, especially to new advisers, to hear how different schools went through different processes in their National Honor Societies. There were many suggestions to the NHS process including what if Connecticut made one standard form for all of Connecticut Association of National Honor Societies to use? And what if the Connecticut Association made a manual of helpful ideas for new advisers who have no previous knowledge of how a National Honor Society should be run? Overall, the conference was a meeting of minds and a great success.

■ Rynearson National Adviser Announced

Recently at the NHS/NJHS conference held in Atlanta, GA the Rynearson National Adviser was announced. Mr. Bob Krom, teacher at John F. Kennedy Middle School in Plantsville, CT has won the honor and recognition of this prestigious award. Bob Krom has been an adviser for thirteen years and is known for helping his students develop self-assurance through their community service projects. Krom is also on the board of directors of CANHS. The Rynearson Award honors major contributions of an individual as well as more than 20,000 National Honor Society advisers in the country. Congratulations Bob Krom!



Left to right: Marianne LaRosa, Kate Dowd, Rachel Fishman and Ryan Melecky

■ Highlights of Atlanta 2002

This year more than 70 students from Connecticut traveled to Atlanta, GA, for the NHS/NJHS conference. The conference was held at the Westin Peachtree Plaza, the tallest hotel in the Western Hemisphere. The conference was very helpful to NHS/NJHS students. It brought students together from everywhere, Wisconsin to Morocco. The conference included small group building exercises, a panel discussion on various medical topics, and a brainstorming of community service and fundraising ideas.

New to the national conference this year was a Scholars Bowl. Connecticut Association entered a team consisting of four team members and one alternate. The Connecticut Team was Maryanne LaRosa and Ryan Melecky from Portland High School and Kate Dowd and Rachel Fishman from Mercy High School. Jennifer Needham from Southington High School was the team's alternate. The teams competed in a game show like atmosphere. Questions were developed from five categories: general knowledge, math, science, English, and social studies. The Scholars Bowl started out with 16 teams, and by the time finals were played there were just two teams: Tampa Bay and Connecticut. Connecticut played a very close final, but Tampa Bay won by one point. Connecticut Team was awarded second place. Congratulations to Team Connecticut!

Most of the Connecticut delegation stayed an extra day in Atlanta. Other than attending the conference, Connecticut participated in a taping of CNN's Talkback Live. Connecticut also visited the Coca-Cola bottling factory and the famous Atlanta's Underground. The conference and Atlanta were a wonderful experience for all who attended.

Principal's Thoughts, continued from page 1

there at my door when I got home from work.

I am telling you this tale only because it was an experience that clearly defined for me the world in which our children were born and are growing up. Information at our fingertips is not a marvel to them, but something to be taken for granted....part of what we expect out of our everyday lives. What it means for those of us in education is that we are seeing students who think differently and do research differently than folks my age did while in school. While it was a transition for me, it is commonplace for them. In our newly written curricula must be embedded appropriate use of technology as a common part of the learning/discovery process. Teachers need to have it at their disposal at all times right in the classroom, and what we ask students to do and at home must take into account their use of technology.

It has been a fascinating six-month journey for me. As I am nearing the end of a career in education. I have a much clearer understanding of how our young people view the world and interact with it and each other. I embrace the change. It excites me. It makes me wonder what schools will look like twenty years from now. It is a clear indication of how important it is for teachers to understand change and to never become stuck in a generational sinkhole. Whether the new way is better or worse is not the issue. Change won't stop. Our schools and our educational system simply need to accept this and change with the times understanding clearly and always what is essential for young people to know when they leave high school. That remains our mission. That part hasn't changed.

Making a Difference

The dinner guests were sitting around the table discussing life. One man, a CEO, decided to explain the problem with education. He argued, "Those who can, do. Those who can't, teach." To corroborate, he turned to another guest, "You're a teacher, Susan," he said. "Be honest. What do you make?" Susan, who had a reputation of honesty and frankness, replied, "You want to know what I make? I make kids work harder than they ever thought they could. I can make a C+ feel like the Congressional Medal of Honor and an A- feel like a slap in the face if the student did not do his or her very best. I can make kids sit through 40 minutes of study hall in absolute silence. You want to know what I make? I make kids wonder. I make them question. I make them criticize. I make them apologize and mean it. I make them write. I make them read, read, read. I make them spell 'definitely and beautiful' over and over again, until they will never misspell either one of those words again. I make them show all their work in math and hide it on all their final drafts in English. I elevate them to experience music and art and the joy in performance, so their lives are rich, full of kindness and culture, and they take pride in themselves and their accomplishments. I make them understand that if you have the brains, then follow your heart...and if someone ever tries to judge you by what you make, you pay them no attention. You want to know what I make? I make a difference." (Reprinted from the Minnesota State High School League Bulletin)

Principals' Center Plans Program on "Achievement Gap"

By Tom Galvin, Principals' Center Director

In line with the Commissioner of Education Ted Sergi's expressed concern over the continued achievement gaps among various school populations in Connecticut, the Principals' Center recently convened an ad hoc committee to begin the planning for a study program on the achievement gap.

Urban and suburban educators as well as representatives of the state department of education and universities will be invited to a full day session to discuss the best ways schools and school districts may be assisted in their efforts to reduce the achievement gap. The attendees will be provided with achievement gap data and examples of "best practices" where schools or school systems have seen success in addressing the gap. Discussions will be facilitated and researchers with expertise in the "gap" will participate in the discussion.

The findings of the study will be disseminated to school districts along with suggestions for implementation.

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ASST. PRINCIPALS FOCUS ON TECHNOLOGY

by Anne Jarvis, Chair, Assistant Principals' Committee

Glastonbury's Smith Middle School opened its doors January 27 to the CAS Assistant Principals' Committee for a meeting focused on the instructional use of technology. Principal Thomas Russo, joined by Assistant Principals Donna Schilke and Brian Czapla, welcomed approximately 25 high school, middle school, and elementary level assistant principals from around the state. Participants were treated to an interdisciplinary presentation showcasing the technical expertise and creative talents of science teachers Steve Falcigno and Sandy Nichols and social science teacher Diane Hoover. Using "smart board" technology, the presenters demonstrated how they integrate MS Office applications and web sites into classroom instruction. Samples of student projects and teacher presentations illustrated the value of technology as a motivator as well as a tool for learning. Tours of this state-of-the-art facility followed.

The Assistant Principals' Committee is open to all assistant principals in CAS member schools. The committee meets six times a year, always with a focus topic. It also organizes a state-wide conference to be held March 25, 2003, at the Rocky Hill Marriott.

For further information about the AP Committee, contact Mike Buckley at CAS or Chairperson Anne Jarvis, Assistant Principal at Glastonbury High School.



Left to right: Sandy Nichols, Diane Hoover, Steve Falcigno, Donna Schilke

ERS Eduportal Available to Principals

The Connecticut Association of Public School Superintendents (CAPSS) has an agreement with ERS to bring the ERS Eduportal to Connecticut school districts at no charge. The other school administrators in districts which have this agreement may have the same access. If any administrators are interested in this program, they should see their superintendents to obtain the access information.

Of particular interest may be the ERS periodical, *ERS Informed Educator*, which is included in the service. This can be accessed at no charge by participating districts. If a district wishes to upgrade to Premium ERS services, this is something they may do at cost with ERS.

SAVE THE DATE f SAVE THE DATE f SAVE THE DATE

EVALUATION UNDER THE REVISED NEASC STANDARDS - A VIEW FROM THE TRENCHES

A Mini-Conference for High School Leaders

Tuesday, March 18, 2003

3:00-5:00 p.m.

Maloney High School, Meriden

S Benefit from the experience of colleagues who have been directly involved in an evaluation

S Bring a team of administrators, teachers and others involved in the evaluation process!

Register on-line at www.casciac.org

SAVE THE DATE f SAVE THE DATE f SAVE THE DATE

A CHANGE IN FORMAT

By Mike Buckley, Assistant Executive Director

The CAS High School Professional Studies Committee is branching out. For a number of years this committee has selected a topic, conducted research, and published a monograph featuring "best practices" connected to the topic in various Connecticut high schools. While this format has worked, the committee also recognizes that information about some of the good things going on in our schools gets excluded each year because of the singular nature of the monograph. Accordingly, the committee has decided to pursue a journal format which will be published twice a year, retain a focus topic or theme, but also allow for other content of a general interest to high school educators.

To get things started, the committee would like to highlight some of the many initiatives underway in Connecticut's high schools to reduce negative behaviors and improve the climate for teaching and learning. Do you have a climate-enhancing program or activity that is working in your school? Tell us about it so that we may share your success and perhaps inspire replication by a school leader in another setting. Descriptions of successful school or classroom activities, innovative curriculum or staff development ideas, effective community building and/or outreach programs, and examples of successes with a variety of populations are all most welcome.

Articles and manuscripts should be between 1 and 5 pages in length (10 point font), single-spaced, and may include pictures, charts or graphs. Submissions should be e-mailed or mailed on disc in a Microsoft Word compatible format to Mike Buckley at CAS (30 Realty Drive, Cheshire, CT 06410/mbuckley@casciac.org).

The deadline for submissions for the first issue of the high school journal is March 7, 2003. The committee looks forward to your submissions.

Supervising Generation "X"

A bold, savvy, confident and often demanding group are now taking on the challenges of classroom leadership. Merchandisers define these new teachers as Generation X. This invasion of new teachers is described by the principals as wonderful. But, for the building administrator, new ways are required when dealing with the Generation X teaching staff.

Watergate and the Vietnam War shaped many in today's principalship positions. This new teaching generation has been shaped by technology, TV, day care, divorce and down-sizing. These young adults are said to be more skeptical and impatient with the status quo than previous generations. Often reared as latchkey children, they're fiercely independent, yet needy -- working well alone but requiring liberal doses of feedback.

Money is an important motivator to this generation. In fact many studies show it is the top priority. Interestingly, given their priorities of money, power, and status, many of the Generation X-ers are becoming entrepreneurs, starting companies at a faster rate than other generations.

"X-ers are either adept users of, or at least unafraid to try new technology. Combine this absence of fear with the ability to parallel think and process information quickly, and you've got teachers who can pick up almost any software program and learn it quickly.

Quality of life is a major consideration of individual's in Generation X as they face workplace and career demands. This generation is concerned about having a balanced life. Their outside interests are as important to them as their jobs. They are committed to spending time with their children. Their family values are more like those evident in the 1950's, and it is predicted that the divorce rates of this generation will show a downward plunge.

Generation X-ers require more coaching and feedback from their supervisors than previous generations. They want clear communication. They want to know what is expected of them and what benefits they will get in return. They want to know how policy is set and how decisions are made. Having been educated in the total quality management process, Generation X workers expect their opinions to count and to know that they can make a difference. Most certainly they expect to participate in the decision-making and in other processes that influence their lives.

Supervisors of Generation X-ers are advised to assume a mentor role, listening to the X-ers day-by-day and communicating to them the organization's vision, linking it to their lives. Because many Generation X-ers missed close communication with their parents, they want more guidance and advice from their superiors. They want their school district support as they balance their work and home/social lives. (*Reprinted from the MASSP Bulletin, August 2001*)

middle school news

What'll We Do Now?

By Earle G. Bidwell
Assistant Executive Director

What'll we do now? Just when we thought it couldn't get any worse, financial aid for education to cities and towns was cut and probably will be cut again. This follows on the heels of "No Child Left Behind" legislation, a largely unfunded mandate from the federal government, that requires testing of all middle level students every year. Other challenges are greater accountability for educators, narrower definitions of programs deemed effective in improving academic achievement of low-performing students, and teacher quality requirements that all but ignore the teaching-learning process.

What'll we do now? Those who are near to the end than the beginning of their careers in education have been here several times before. Remember:

- overcrowded schools and double sessions when the baby-boomers hit the schools?
- vocational training requirements in addition to liberal arts?
- Title IX legislation that mandated equal treatment for all?
- special education legislation that mandated unequal treatment for some?
- values clarification education that expected schools to assume parental roles?
- drug and alcohol education mandates?
- sex education?
- low status (change words) for educators?
- accountability - standardized testing?
- columbine and safe schools?
- certification regulations that made it easier for those trained in other fields to obtain endorsements than for those trained as teachers?
- magnet schools?
- spending freezes?

What'll we do now? These are far from the first major challenges facing educators in the past few decades. So, what are the lessons we have learned from the past that will help us move forward?

We have learned how to use research to define and demystify the teaching-learning process. Now, more than at any other time, we not only know what works in the classroom but why it works, and are able to teach both the concept and the process. (It is precisely this development that makes NCLB legislation's total disregard for pedagogy so disheartening).

Attention middle level educators!
Don't miss an opportunity to publish articles about your successes in "Impact," Connecticut's Journal for Middle Level Educators.

For deadlines and information, contact Earle Bidwell at ebidwell@casciac.org or (203)250-1111, ext. 3023

While high performing middle schools embrace the concept that all children can learn, they also embrace the notion that the acquisition of teaching skills geared to early adolescents are equally important.

We have discovered that success in schools is less dependent on outside influences than on the resourcefulness of individual educators and teams of teachers in individual schools. The literature is replete with anecdotal accounts of student successes all out of proportion to their opportunities. Take the heralded example of Jaime Escalante. Yes, that's Mr. Escalante of 'Stand and Deliver' fame, whose class of low-income Hispanic students so surprised educators by excelling on the Advanced Placement calculus test that they were asked by Educational Testing Service (ETS) to re-take the test to prove there was no cheating. Or take New York City music teacher Roberta Guaspari who, with few resources and little official support, helped over 1000 East Harlem youngsters to play the violin and discover the tremendous power of classical music.

Although financial and human resources are both treasured, we have found that we can succeed far better without the former than the latter. In fact, strange as it may seem, many of the most innovative educational practices and instructional strategies seem to emerge during difficult economic times. Teachers without money for new textbooks, create new participatory lessons. Administrators with inadequate funding for faculty and staff encourage teachers to mentor each other and team-teach some subjects. Schools short of administrative and support services empower teaching teams to share decision-making processes. In reality, when resources are in short supply, educators become more resourceful and their "make do" efforts are often superior to commercially prepared learning activities.

What'll we do now? We'll do what we have done before: become reflective and determine what is essential as opposed to desirous; look to the research and literature to determine what works and what doesn't; take advantage of the high-performance focus of NCLB legislation; and create what we can't buy. In the end, students will continue to receive quality education experiences from quality educators who are creative, resourceful and focused on child-centered quality education for all students.

elementary school news

CAESP Hosts 11th Annual Environmental Conference

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

This is the eleventh year that the Connecticut Association of Elementary School Principals is holding an environmental conference for 5th and 6th grade students. This year's conference is being held at Wesleyan University Science Center in Middletown. The conference begins at 9:00 a.m. and concludes at 3:00 p.m. Since enrollment is limited, registrants will be accepted on a first-come, first-serve basis giving priority to CAS member schools. The registration fee for CAS member schools is \$50. The non-member school rate is \$160

The purpose of this conference is to provide students with an awareness of environmental issues as they directly relate to their lives. Each student will be individually scheduled to participate in a series of four workshops presented by schoolteachers, university personnel and environmental educators. These workshops will promote a greater understanding of the challenges our youth must face now and in the future regarding our endangered environment.

Each student attending will receive a complimentary t-shirt and a certificate of attendance. Students are to bring lunch and a snack. The committee encourages each student to pack a lunch that will generate the least amount of trash. Bring your own beverage (no glass containers). Students should dress for hands-on-activities, i.e. outdoors, on classroom floor, etc. Materials will be distributed at the workshops. Each student is requested to bring a backpack or similar carrying bag.

This year's conference is being co-sponsored by Connecticut Light & Power and the Long Island Sound Foundation. There will be a special closing awards ceremony and entertainer Tom Calanan will be back by return engagement. The deadline for registering for this exciting conference is Monday, March 3, 2003. For automated travel directions to Wesleyan University please dial (860) 685-3390. For further information or for registering by phone please call Dr. Robert Carroll at (203) 250-1111. Each school may send up to four students. When registering students, it is important that we have their names and t-shirt size. All shirts will be adult sizes S,M,L, XL.

CAESP Calls for Nominations for Officers

As per the CAESP Bylaws, Article V, Section 1, all members of CAESP are to be notified of vacancies for officer positions on the CAESP Board of Directors. The CAESP Nominating Committee is currently accepting nominations for the positions of Chair and Vice Chair. The term of office for these positions is one (1) two-year term. Following the end of the term, the Chair automatically moves to the position of Past Chair and the Vice Chair moves into the position of Chair. Therefore, the Vice Chair position is a 6 year commitment (2 years as Vice Chair, 2 years as Chair and 2 years as Past Chair). To be eligible for these officer positions, candidates must have been a member of the CAS Board of Directors or the CAESP Board of Directors. All nominations require a one page resume and a letter of nomination to the CAESP Nominating Committee with a submission deadline of March 1, 2003. Interested candidates should send their letter of intent and resume to the CAESP Nominating Committee c/o Dr. Robert Carroll at CAS, 30 Realty Drive, Cheshire, CT 06410.

Work Less, Play More, & Still Get the Job Done in A Normal School Week

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

The Professional Studies Committee is holding a workshop on *How to Work Less, Play More, & Still Get the Job Done in a Normal School Week* on Tuesday, March 11th from 4:00 p.m. - 6:00 p.m. at the CAS Office Conference Room. Dinner will follow the workshop. This workshop is designed for the busy K-12 administrator who wants to double the amount of time spent in classrooms, while simultaneously reducing his/her workload by 15-20 hours per week. The presenter is Jill Pancoast from "The Breakthrough Coach," a management development firm dedicated to working hands-on with principals and administrators at the elementary, middle and secondary school levels.

A similar workshop was presented at the CAS fall conference and met with huge success. A number of administrators who attended that session asked if CAS could bring back Breakthrough Coach to do another session.

In the March 11th presentation by Ms. Pancoast, the audience will learn about:

1. education paradigms that keep school leaders overworked and underutilized;
2. getting principals and office staff out the school door by 4:00 p.m. daily, without losing administrative effectiveness;
3. increasing the principal's time in classrooms by 500% or more;
4. best practices for utilizing the school secretary;
5. how to produce breakthroughs in student achievement in as little as one year.

Registration for this workshop will be between 3:30 - 4:00 p.m. The workshop will go till 6:00 p.m. and dinner will follow to 6:45 p.m. The fee for this workshop is \$35 per attendee, which includes dinner and handouts. Nonmember school registration is \$45 per attendee. If the attendee prefers a vegetarian meal the CAS office should be notified beforehand. Enrollment is limited. No registrations will be accepted after March 3, 2003.

What prior attendees have said about this workshop . . .

"I feel free! I'm getting into classrooms a lot more, and just in general feel like I am being more effective with my time. Things are getting done when they need to, and I still have plenty of time to talk with teachers, counsel kids, and think about how to be a more effective instructional leader."

"I would encourage everyone to attend this workshop. It has made a significant change in the manner in which our district is presently operating. It forces everyone to become more efficient and consistent with the everyday activities that occur in a district."

For further information or to register please call Dr. Robert Carroll at the CAS office, (203) 250-1111 or write bcarroll@casciac.org.

. . . more elementary school news

Elementary School Arts Festival Scheduled for March 4th and 5th "Under the Big Top"

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

Ladies and gentlemen, children of all ages.... The Connecticut Association of Schools is proud to announce the fourth annual Elementary Schools Arts Festival being held under the big top. Two students honored from the highest grade at each school or whatever grade the school decides to use. This year's event is being held on March 4, 2003 for towns beginning with A - M. and March 5th for towns beginning with N - W. CAS is grateful that CIGNA and IGA Supermarkets are once again sponsoring this gala event. The objective of the program is to recognize students with outstanding citizenship, cooperative skills, and artistic ability in performing or visual arts at the elementary level. Each honoree will be awarded a framed certificate presented by the school principal or designee.

Under the Big Top be a walk around magician, a juggler, a stilt walker, many clowns painting the children's faces, bloom sculptors and back by popular demand is the caricaturist Wild Bill. Circus music will fill the air.

There will be a big show under the Big Top that will keep the kids spell bound. The menu again will be typical circus food - hot-dogs, hamburgers, pasta, pizza, salad, popcorn, ice cream, cotton candy and soda.

To participate in the program, we ask that you submit the names of the two students selected to receive the award. The form may be obtained by calling the CAS office at (203) 250-1111. The awards can go to students of either sex or students of the same sex. The two award recipients from each CAS member school will be paid for by CAS. All other participants will pay \$15.95 each. Parents or guardians, honorees from non-member schools and their adult participants will also pay \$15.95 each. Food will be served from 6-7p.m. Many fun games with prizes will take place at this time as well. At 7 p.m. each evening the award ceremony will begin and at 7:15 p.m. the children will be entertained by a real circus performance. The program on each evening will end promptly at 8 p.m.

If there is a scheduling conflict, please notify the CAS office and we will be happy to try and accommodate your school on the other evening. Please register for this event early. Space is limited. For further information please call Jennifer at the CAS office, 203.250.1111.

CAS Sponsors Read Across America Day at Westfield Shoppingtowns!

The National Education Association (NEA) annually sponsors NEA's Read Across America program. Now in its sixth year, NEA's Read Across America focuses the country's attention on how important it is to motivate children to read in addition to helping them master basic skills. The nationwide reading celebration takes place each year on or around March 2, the birthday of beloved children's author Dr. Seuss, who epitomizes a love of learning. Last year, NEA estimates that almost 40 million children and adults celebrated Dr. Seuss and the joy of reading.

This year, the Connecticut Westfield Shoppingtowns (Connecticut Post, Enfield, Meriden and Trumbull) have partnered with the Connecticut Association of Schools to host Read Across America day events at each of the four shoppingtowns on Monday, March 3, 2003 at 6:30pm. Elementary students and their families are invited for a night of family fun, which will include Dr. Seuss characters, story time, games, food and much more. For more information, please contact Westfield at (203) 235-3343.

The National Association of Elementary School Principals (NAESP), doing business as the National Principals Resource Center, recognizes the importance of annual conferences held by its state affiliates. It has established the Speaker's Bureau Program to assist state affiliates in attracting high quality, exciting keynote speakers for their annual state conferences. Texas Instruments Incorporated is serving as the sole corporate sponsor of the Speakers Bureau by donating \$300,000.00 to support the program.

The elementary division of CAS, CAESP, just received a check for \$3,000.00 to pay for its spring conference keynote speaker and workshop presenter, Dr. Ralph Fletcher, an international expert in the field of writing. The conference is being held at the Farmington Marriott and Texas Instruments is the sole sponsor of Dr. Fletcher.

In the picture below, Texas Instruments representatives present a check to NAESP Executive Director Vince Ferrandino.



Secretary's workshop, continued from page 1

freedom of information, special education documentation and other such topics. This will be an interactive session, so bring your questions!

The seminar will begin at 8:00 a.m. with a continental breakfast followed by a welcome from CAS Executive Director Mike Savage. The program will conclude by 3:00 p.m. after a question-and-answer session with Attorney Mooney.

For more information or to register for the conference online, visit the CAS website at www.casciac.org.

Achievement Gap, continued from page 7

Invitations for participation in the program planned for March will be sent to all schools and school districts in the near future.

Participants in the ad hoc committee were: Dr. V. Everett Lyons, Bristol Eastern H.S., Dr. Dale Bernardoni, Wintergreen Interdistrict Magnet School, Dr. Kathy Butler, St. Joseph's College, Dr. Lydia Conca, St. Joseph's College, Dudley Williams, State Department of Education, Gene Horrigan, Shepaug Valley H.S., John Goetz, Danbury H.S., Dr. Gladys Labas, Maloney H.S., Dr. Dennis Carrithers, CAS, Gary Bocaccio, Danbury H.S., Michael Savage, CAS and Tom Galvin, Principals' Center.

Internet Spawns Online Physical Education

(Excerpted from an Education Week article by Darcia Harris Bowman, 1/29/03)

Some 1,600 students in Florida are expected to enroll in a cyberspace gym class to knock off the state's high school graduation requirement of one semester of physical education.

"Personal Fitness" is not a video game. The half-credit course is one of the Florida Virtual School's most popular offerings, and it actually requires some real-world exercise. How much and how hard students work out, however, is largely up to them.

Some students are drawn to the on-line course because it appears to be heavy on academics and light on exercise. But Florida Virtual School officials said the online fitness class is not an easy out for students who hope to clear high school without breaking a sweat.

"There's nothing passive about online learning," said Bruce B. Friend, the chief academic officer of the virtual school. "Most of our students tell us they're doing more in our personal-fitness class than they would in their own schools."

Some experts doubt that claim.

Judith C. Young, the executive director of the National Association of Sport and Physical Education, concedes that the Internet may be useful for teaching students about nutrition, the benefits of exercise, obesity, and other health concepts that round out a good gym class. But the technology has its limits, she argued.

Ms. Young said Florida is the only state she knows of where students have the option of receiving all of their physical education through the Internet.

Students enrolled in the on-line class must work their way through a virtual village called "Wellville," which consists of 11 modules containing all the fitness and nutrition content the state wants students to know before graduation. They have to complete a fitness pre- and post-test; pass nine quizzes and a final exam; memorize the meaning of terms like "hypothermia," "heat cramp," and "shin splint"; determine their body-mass index; and learn about the dangers of obesity, the benefits of stretching, healthy methods of weight loss, and daily calorie requirements. Add

continued on page 16

Roos Rules Roost



Notre Dame of Fairfield's Marty Roos (l) celebrates his record-setting 410th win with CIAC Ice Hockey Tournament Director George Hall. A 30-year veteran coach, Roos became Connecticut's all-time winningest hockey coach last month when he pushed his career record to 410-227-11.

“Yesterday I watched my team the Tampa Bay Buccaneers win a trip to their first ever Super Bowl. After Barber's interception for a touchdown, it was almost assured that the Bucs would win. Inside of two minutes, someone on the sidelines started passing out hats and T-shirts to the players. Although I was proud of our victory, I feel that the decision to wear the championship apparel with time on the clock was a poor one. . . . I congratulate the Eagles for not giving up, even in the last seconds as they came with in a few yards of scoring a final touchdown. I am disappointed in our lack of graciousness.”

– Patrick Hudson, posted 01/20/03

Highlights: CIAC Board of Control Meeting

January 16, 2003

- Two member schools were assessed two fines of \$250 each for participating in track meets before the date of first contest and for not complying with the 14-day practice requirement.
- A member school was assessed two fines of \$250 each for participating in a boys' basketball game before the date of first contest and for not complying with the 14-day practice requirement.
- A member school was assessed four fines of \$100 each for use of an ineligible athlete in four boys' basketball games. Two of the four contests were wins and, thus, were forfeited.
- The CIAC board voted to establish a CIAC Girls' Lacrosse Committee which will be asked to develop a budget and a tournament format for a CIAC girls'

lacrosse championship with the expectation that girls' lacrosse will be officially sanctioned in the 2004 season. The board asked that the committee generate definitive data to prove that the level of participation amongst member schools meets the requirement set forth by the CIAC (20% of member schools) to qualify for sanctioning. This information should be prepared in time for presentation at the April board meeting.

- The board voted to place a member school's football program on probation for a three-year period as a result of unsportsmanlike behavior engaged in by its coaches during a post-tournament game awards ceremony. Furthermore, the board voted to send a letter censuring the head coach and an assistant coach for their actions.

. . . more ciac news

■ **ERRATUM:** The January issue of the BULLETIN (*page 11*) incorrectly recorded Farmington High School as the winner of the Class L Girls' Soccer Championship. The Class L champion was New Canaan High School, who defeated Farmington 2-1 in the final game. We apologize to New Canaan for the error and congratulate them on their victory!

■ Kudos to the town of Bethel for its innovative approach to promoting good sportsmanship among fans. A new town policy prohibits any child from participating in a town-sponsored youth sports league unless his/her parents have attended an hour-long sportsmanship clinic. The clinics are designed to inform parents about respect for opponents and graciousness in victory as well as defeat. The parent training clinic, developed by the National Alliance for Youth Sports, was launched in November.

■ In June of 2002, New York Governor George Pataki signed a law requiring all public elementary and secondary schools to purchase portable automated external defibrillators (AEDs) to be used on school property during extra-curricular activities, including athletic competitions and practices. The law also mandates schools to train staff members in proper use of the devices. The new law, the first of its kind in the U.S., is the result of a tragedy that occurred in 2000. A freshman at Northport (NY) High School was playing goalie in his first lacrosse game and, while blocking a shot, was struck in the chest with the ball at the precise millisecond between heart contractions. The blow threw his heart into an abnormal rhythm and he went into cardiac arrest. He later died of a condition known as commotio cordis, which often strikes young people and requires early defibrillation for any chance of resuscitation. [Source: Athletic Business, January 2003]

■ In November 2002, a 3-judge panel of the 4th U.S. Circuit Court of Appeals, guided by a recent Supreme Court precedent, threw out a jury's \$2 million award in a sex discrimination lawsuit filed by former Duke place-kicker Heather Sue Mercer, who was cut from the team before the 1996 season. Mercer had planned to use the \$2 million to establish a college scholarship for female high school place-kickers.

■ Effective in the spring 2003 season, baseball players in Massachusetts' high schools will be required to use wood bats in post-season tournament play. The Massachusetts Interscholastic Athletic Association has prohibited the use of metal bats during tournament games and is considering extending the ban to regular season games as well. Opponents of metal bats argue that the severity of injury is greater when athletes are struck by balls hit with metal bats.

■ Last year, Little League Baseball adopted a regulation requiring background checks on all hired workers and volunteers. Now it has provided a state-by-state list of sources to consult. You can find it at: <http://www.littleleague.org/childprotect/printlist.htm>.

Athletes Speak

The National Center for Student Aspirations (NCSA) surveyed over 1,800 varsity athletes to determine the impact sports have on the personal, social, and academic development of student-athletes. Survey results suggested that, although athletes perceive sports positively and their relationship with their coach is very powerful, there are some misguided perceptions and missed opportunities by both the athletes and their coaches. For example, only just over one half of the athletes surveyed agreed that practicing good sportsmanship was important. Researchers suggest that one explanation as to why sportsmanship is not perceived as important by more respondents is that many athletes reported that it was more important to win than to have fun. Athletes are exhibiting a "win-at-all-costs" mentality that has long been associated with coaches and parents. Researchers acknowledge that their findings are preliminary but believe that they discovered some trends that are worthy of further study and are worth addressing immediately. They suggest that the world of youth sports is becoming more contentious and competitive and that the role of the coach will become increasingly vital in ensuring that sports are kept in the proper perspective. The initial findings of the study confirmed what everyone has always known – that athletes look to their coaches for support, advice and encouragement. Coaches need to realize the incredible influence they have over their players and fully understand the role they have in the lives of these young athletes. [Source: "Athletes Speak: A Revealing Pilot Study," IAA, Winter 2002]

The 108th Capitol Offense

By Jim Shea
COURANT STAFF WRITER

Congress is back in session. Sorry, didn't mean to make you uneasy. Over the years, Congress has not been held in especially high regard.

Here are 10 of the meanest, funniest and most insightful things ever said about Congress:

"It could probably be shown by facts and figures that there is no distinctly native American criminal class except Congress."

■ ■ ■
Mark Twain

"A congressman's first obligation is to get elected; his second to get re-elected."

■ ■ ■
Russell Long

Question (To Senate chaplain): *"Do you pray for the Senate?"*

Answer: *"No, I look at the senators and pray for the people."*

■ ■ ■

"...with Congress, every time they make a joke it's a law. Andy every time they make a law it's a joke."

■ ■ ■
Will Rogers

"The new Congressman always spends the first week wondering how he got there and the rest of the time wondering how the other members got there."

■ ■ ■
Anonymous

"I don't mind what Congress does, as long as they don't do it in the streets and frighten the horses."

■ ■ ■
Victor Hugo

"Congress consists of one-third, more or less, scoundrels; two-thirds, more or less, idiots; and three-thirds, more or less, poltroons."

■ ■ ■
H.L. Mencken

"We may not imagine how our lives could be more frustrating and complex -- but Congress can."

■ ■ ■
Cullen Hightower

"Suppose you were an idiot, and suppose you were a member of Congress; but I repeat myself."

■ ■ ■
Mark Twain

"You can lead a man to Congress, but you can't make him think."

■ ■ ■
Milton Berle

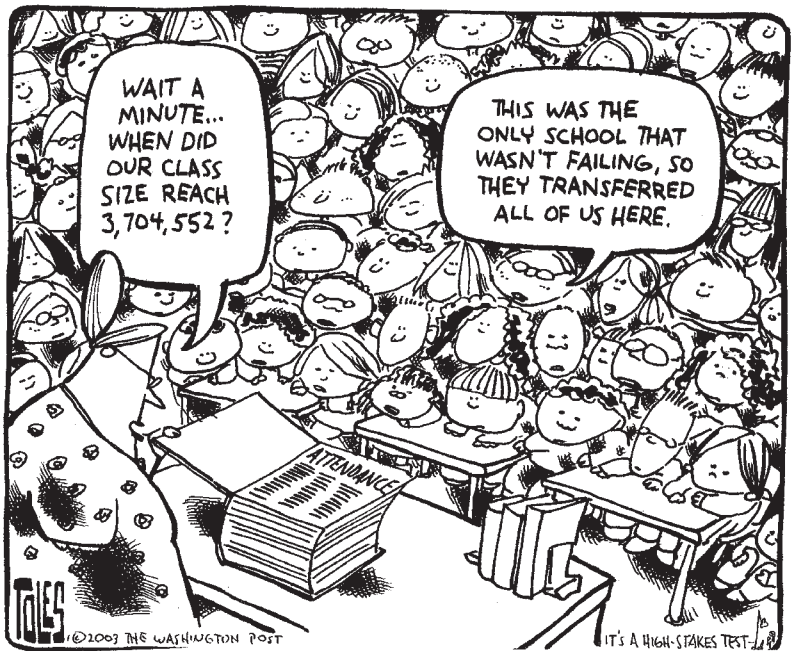
Title IX Update

As reported in the November BULLETIN, the Bush administration appointed a panel to review and make recommendations on the federal Title IX regulations. In a turbulent two-day hearing, the "Commission on Athletic Opportunity" on January 30 recommended modifications in Title IX, even as some members complained the voting was hasty and uninformed. Among the commission's recommendations:

1. Unrecruited walk-ons and "nontraditional students" (such as older or part-time students) should not count toward Title IX proportionality totals. This change would mostly affect smaller schools, particularly community colleges.
2. Each of the other two lawful tests -- an ongoing history of broadening women's opportunities, or a showing of full, effective accommodation of women's interests -- should receive a weight more equal to proportionality.
3. Interest surveys should be acceptable to show compliance with Title IX. Proponents say surveys will show women's baseline desire to play certain sports, while opponents assert that surveys are misleading, since opportunity helps create the desire.
4. Schools should be able to count positions available on sports teams rather than total players.

The report now goes to Secretary of Education Rod Paige, who has power to determine valid measures of compliance. [Source: Character Counts! Sports e-newsletter]

Tom Toles



Washington Post, 1/5/03

The Most Powerful Muscle

by Tim Johnson, Athletic Director, Coweta (OK) High School
Reprinted from the OSSAA Newsletter

As coaches, we are constantly looking for ways to get the edge on our opponents. Many of us try to take roads that will allow us to become bigger, faster, and stronger. We buy the latest equipment and implement the most current lifting routines in an effort to develop most of the 656 muscles in each of our athlete's bodies. Most of us know the largest muscle in the body is the gluteus maximus, while the most active muscles, being those of the eye. We might even know the smallest muscle is a tiny 5/100 piece of fiber called the stapedius, located in the ear. We work hard to develop the weakest muscle based on size, the biceps femoris. But I truly believe most coaches are apt to identify the muscles previously mentioned, than to name the single most powerful muscle in the human body.

This muscle is so powerful that it has the ability to make people laugh. It has the potential to make people cry. It can build up lives, but it can also tear down lives with a single contraction. This muscle is like a loaded gun. It can be as dev-

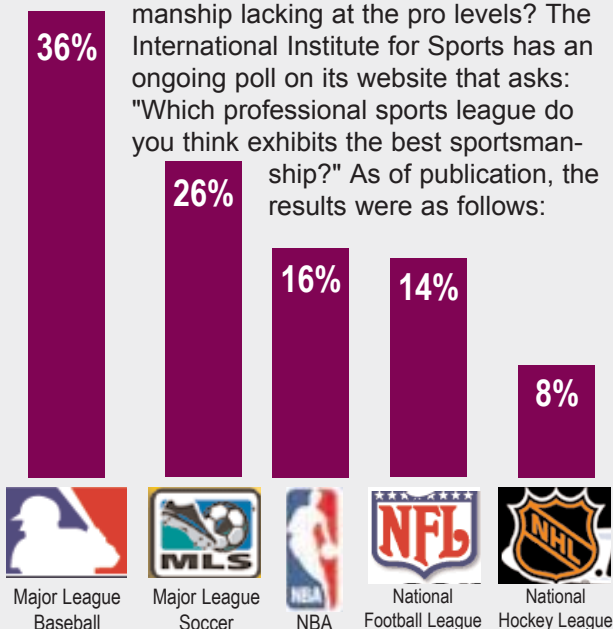
astating as a fire. This muscle has the ability to heal both mentally and physically. It can be as strong as a tree. Like a rudder, that can change the direction of a ship, this muscle can change the direction of an athlete's life.

I can honestly tell you I have coached teams that have been defeated by this muscle. I have also coached teams that have experienced great victories from this muscle when it has been disciplined. You will find that the true leaders in athletics have a certain "muscle maturity" that allow them to be incredibly effective. These individuals have earned the respect of officials, parents, athletes, and their peers for their ability to relax this muscle during times of high stress. Sometimes the most powerful muscle is strongest when it is not contracted at all. These elite coaches are happier and you will notice people like to be around them. Fear, doubt, disbelief, grumbling, and complaining are hard to find in these leaders. The self-discipline they have enables them to harness

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THE SCORE

Many youth athletes look toward professional athletes as role models. But do the actions of professional ball players toward officials, opponents and fans warrant a following? Or is sportsmanship lacking at the pro levels? The International Institute for Sports has an ongoing poll on its website that asks: "Which professional sports league do you think exhibits the best sportsmanship?" As of publication, the results were as follows:



CONNECTICUT ASSOCIATION OF ATHLETIC DIRECTORS

19th Annual Athletic Directors Conference

Thursday and Friday, March 27-28, 2003 / The Holiday Inn, Cromwell

Thursday, March 27, 2003:

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 - 5:00 p.m. General Session
 5:15 - 6:15 p.m. Social Hour
 6:15 - 9:00 p.m. Awards Banquet
 9:00 - 11:00 p.m. President's Reception

Friday, March 28, 2003:

8:00 - 9:30 a.m. CAAD Annual Breakfast
 * NCAA Clearinghouse Revisions
 9:45 - 11:45 a.m. CAAD Coaching Education Modules
 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

2003 C.A.A.D.**AWARD RECIPIENTS**

Distinguished Service Award Recipients

"From Inside the Field of Athletic Administration"
Barbara Startup, Glastonbury High School

*"From Outside the Field
 of Athletic Administration"*

Edna Fraser, Joseph Foran High School

"NCSSA - Athletic Director Award"

Michael Gamari, Gilbert School

"NIAAA State Award of Merit"

John Shukie, N.W. Catholic High School

"Past President"

Robert Lehr, Southington High School

**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 -- \$ _____

Vest 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 14, 2003

Conference gift not guaranteed after March 14.

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

\$75.00 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 14.

“RAY” of Hope

Dear Readers: I am looking to establish a regular column in the CAAD section of the BULLETIN called "Ray" of Hope. In it, I would like to address issues of concern to today's athletic directors and I would like to include thoughts and opinions from fellow administrators. Last month, I presented a few "hot topics" for your consideration. This month, I offer you some new ones. If any of these "strike a chord," please send your thoughts, comments or opinions to me at:

[<raymond.deangelis@po.state.ct.us>](mailto:raymond.deangelis@po.state.ct.us)

Sincerely,

Raymond DeAngelis, Emmett O'Brien RVTS

HOT Topics:

1. Artificial Turf (*Field of concerns*)
2. Cheerleading (*Let's not dance around*)
3. Middle School Sports (*Whose caught in the middle?*)
4. Volleyball Scoring (*Are we ready to "rally"?*)

A New Way to Deal with Unruly Spectators

by Roger Blake, CMAA

(Reprinted from IAA, Winter 2002)

The Fans Yellow Card has proven to be successful, but not without a combined effort on the part of the athletic administrators and the coaching staff. It is vital that the message of "educational athletics" be constantly reinforced by all involved in the administration of your schools. Parents must be educated as to their role in "educational athletics," and the administration must be willing to enforce standards for appropriate behavior by all spectators at athletic contests. One of the acronyms we use in California with our "Character Counts!" program is: TEAM -- teach, enforce, advocate and model. The Fans Yellow Card has proven to work as a tool that we can use to help win the battle and remind the fans that they, too, play an important role in our sports programs and the education of our students.

Fans Yellow Card

This Yellow Card has been given to you as a warning that your behavior may not be appropriate for this educational setting. Realize that your admittance is a privilege to observe a contest and support high school activities, not a license to verbally assault players, coaches or officials. The students participating wrote the following message for you.

"It's not your game. It's ours, the players and athletes that are competing. We hope the spectators will watch, enjoy, encourage and be proud of us, win or lose. We need your support and enthusiasm, not your yelling and criticism.

"Be a Fan – Not a Fanatic"

Connecticut Athletic Directors at San Antonio for the 33rd Annual National Conference

By John Shukie, CAA

N.W. Catholic High School, W. Hartford

For a few days, at least, over 20 Connecticut athletic directors and members of the CAS-CIAC staff managed to escape the March New England winter and enjoy the climate, hospitality, and professional growth offered by San Antonio, Texas and the 33rd National Conference of High School Directors of Athletics.

The conference, which was held from December 13-18, seemed to offer something of value to virtually each individual that attended. CAAD president Paul Mengold of Amity Reg. High School in Woodbridge singled out a workshop on Pre-season Meetings presented by Marc Hunter (Utah) and Gilbert Garza (Texas) as most helpful and informative. Bob Lehr of Southington pointed to a workshop on Student Drug Testing offered by Dr. Joseph Franz (Ohio) as one of significant interest and Chip Dorwin of Guilford reported that the presentation on Event Security by Bruce Patrick and Paul Janson (both of Virginia) was extremely well done.

The workshop that drew the largest response was entitled Neutralizing Aggressive

Parents. This presentation drew the largest audience of any workshop in the history of the national conference. Among those in attendance were John Shukie of N.W. Catholic, Judy Samaha of Sheehan in Wallingford, and Tom McCutchan of St. Paul Catholic, Bristol. The presenters John Olson, Faye Thornton (Kentucky) and Kirby Whitacre (Indiana) covered considerable ground on this important topic, beginning their program with a ten minute lesson in self-defense.

A number of Connecticut athletic directors also took advantage of the conference to attend LTC courses. John Novakowski of Bristol spoke highly of LTC 515 -- Athletic Field Management and joined Chip Dorwin at LTC 507 -- Assessment of Interscholastic Athletic Programs and Personnel. Joe Canzanella of New Haven attended both LTC 501 -- Athletic Administration and LTC 511 -- Budget Concepts and Supplemental Fund Raising, which was offered for the first time.

Connecticut also did well in the drawing of state door prizes with Joe Canzanella

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Proponents of Rally Scoring Gain Momentum

By Chris Boone

Rally scoring is being used in high school as an experimental rule in 17 states, plus the District of Columbia. The high school level is the only level that still uses side-out scoring and there is a push for the more upbeat rally scoring.

The rules experiment allows for states to use the rules change for a maximum of three years to determine if the rule is appropriate for the high school level. In addition to rally scoring, the let serve, the 30-point game and the best-of-five match could be included in the experiment. Some states are playing 21-point games.

(Reprinted from NFHS News / January 2003)

Muscle, continued from page 13

the awesome power of this muscle. These special individuals have kept athletes from giving up and quitting. They have watched their teams attain victories where perhaps the most talented team did not win. By using this muscle in a controlled manner, these leaders have incredible power and authority. They are able to install a calm to those under their direction in the midst of a fiery storm. By using this muscle properly, the leader becomes a stabilizing force.

It is no secret to the great coaches and leaders in sport that the most powerful muscle in the human body is our own tongue from which flow words of life and death. Coaches and administrators have the opportunity to change the lives of so many people if we will tame our tongue. It is my goal to train this most powerful muscle.

On-line Phys Ed, continued from page 11

to that work the actual exercise required, and teenagers should find themselves spending six to 10 hours a week on the class, said physical education instructor Jo D. Wagner.

Obviously there is some question as to the reliability of the exercise logs the students submit as proof that they're working out every week. The school's physical education teachers never see their students. Instead, they rely on parents or other approved adults to keep the teenagers honest.

The class had a 93 percent completion rate last year.

San Antonio, continued from page 15

and Pam Goodpaster of Joel Barlow taking home gifts. Joe was particularly pleased with his prize of a University of Oklahoma authentic football helmet.

San Antonio, itself, proved to be a city of great charm and attraction. Whether it was a trip to the Alamo, a dinner at one of the many diverse restaurants, or sightseeing along the River Walk, everyone from Connecticut seemed to find a way to enjoy themselves while taking a break from the conference. One highlight was certainly the dinner at Sorrentos attended by a large contingent of the Connecticut delegation. Led by Fred Balsamo of East Haven and Joe Tonelli of Notre Dame, West Haven, our group enjoyed a taste of home at this transplanted New Haven style pizza house. San Antonio was well worth the trip.

LEGAL ALERTS

for athletic directors

Connecticut has enacted new laws to protect children from child abuse and neglect. These went into effect on October 1, 2002.

■ **Public Act 02-106:** *An Act Concerning Sexual Assault by a Coach or Instructor; Mandated Reporting of Child Abuse or Neglect and Issuance and Revocation of Educator Certificates.*

The most significant change is that the Department of Children and Families will be investigating a new category of cases entitled "persons entrusted with the care of a child or youth." This category is defined as a person given access to a child or youth by a person responsible for the child's care for purposes of education, child care, counseling, spiritual guidance, coaching, training, instruction, tutoring or mentoring.

■ **Mandated Reporters:** Public Act 02-138 adds to the list of mandated child abuse reporters: juvenile or adult probation officers; juvenile or adult parole officers; school coaches (*Note: Public Act 02-106 adds coach of intramural or interscholastic athletics*); licensed or certified emergency medical services providers; licenses professional counselors; certified substance alcohol and drug abuse counselors; child care providers in licensed group day care homes; DCF employees; and Department of Public Health employees who are responsible for licensing child day care centers, group and family day care homes, and youth camps.

It requires mandated reporters, engaged in the ordinary course of business rather than acting in their professional capacity, to report to DCF when they have reasonable cause to suspect that a child under age 18 has been abused, neglected, or is at risk of abuse or neglect.

Public Acts 02-106 and 02-138, which are referenced above, can be obtained at the Dept. of Education's website www.state.ct.us/sde under "Legal and Gov Affairs," "Education Bills: 2002."

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