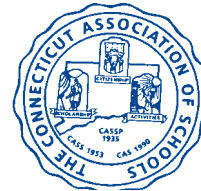




# BULLETIN

The Connecticut Association of Schools  
The Connecticut Interscholastic Athletic Conference

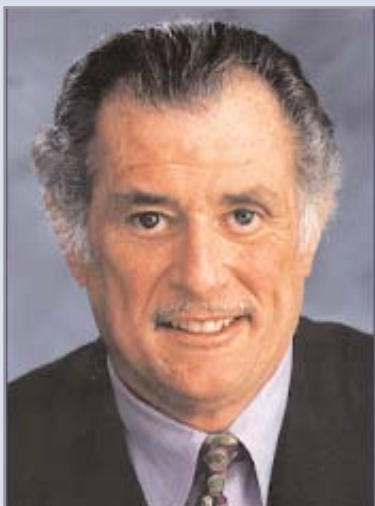


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VOL. 78 / NO. 5

FEBRUARY 2004

## FRANK DEFORD TO SPEAK AT SCHOLAR-ATHLETE BANQUET



**F**rank Deford, noted author, journalist and commentator, is once again writing for *Sports Illustrated*, where his byline originally appeared from 1962 through 1989. On radio, he may be heard every Wednesday on *Morning Edition* on National Public Radio. Text versions of his NPR commentaries appear online at CNN/Sports Illustrated. On television, he is a regular correspondent on the HBO show *RealSports With Bryant Gumbel*.

A prodigious writer, Deford has authored thirteen books. Two of those books -- the novel *Everybody's All-American*, and *Alex: The Life Of A Child*, his memoir about his daughter who died of cystic fibrosis -- have been made into movies.

He also wrote the original screenplay for another film, the comedy *Trading Hearts*. And, *Casey On The Loose*, another of his novels, is presently being adapted as a Broadway musical.

In addition to being named U.S. Sportswriter of the Year six times, Deford has been elected to the Hall of Fame of the National Association of Sportscasters and Sportswriters. The American Journalism Review has likewise cited him as the nation's finest sportswriter, and twice he was voted Magazine Writer of The Year by the Washington Journalism Review.

The Sporting News has described Deford as "the most influential sports voice among members of the print media," and the magazine *GQ* has called him, simply, "the world's greatest sportswriter." In broadcast, Deford has won both an Emmy and a George Foster Peabody Award.

For 15 years, Deford served as national chairman of the Cystic Fibrosis Foundation, and he is now chairman emeritus. He resides in Westport, Connecticut, with his wife, Carol. They have two children -- a son, Christian, and a daughter, Scarlet. A native of Baltimore, Deford is a graduate of Princeton University where he has taught American Studies.

## A word to our members . . .

*We wish to announce that, after careful consideration and prolonged debate, we have decided to discontinue printing our annual membership directory effective this school year.*

*The member school information that is provided in the membership directory is and will still be readily available to our members, just in a different form. Rather than looking up a phone number or an e-mail address in the printed directory, members can simply search the on-line membership database that is part of the CAS-CIAC website (simply visit [www.casciac.org](http://www.casciac.org) and click on the "search directory" button at the top of the screen).*

*Eliminating the printed membership directory is in keeping with the objectives of our newly adopted three-year plan (See "CAS Board Adopts Three-Year Plan," December 2003) which calls for increased use of technology to communicate and disseminate information. Furthermore, doing so will bring us one step closer to our long-range goal of relying on our website to replace traditional paper communication in most, if not all, areas of our operation.*

*Transitioning to the on-line membership database is both prudent and advantageous for several reasons. First, the printing of our membership directory is a considerable annual expense, one that seems unnecessary when viewed in the light of a cost-free alternative. Secondly, by using the online membership directory, members are guaranteed that the information is as accurate and up-to-date as possible. Previously, membership information was only accurate as of October 15th of a given school year. Oftentimes, by the time the directory was printed and distributed, it already contained inaccurate or obsolete information. And, finally, this change will encourage members to make better and more frequent use of the CAS-CIAC website, which is updated daily with important news and announcements.*

*We hope that our members will understand and agree with our decision. It was founded on the belief that, in the long run, the on-line membership directory will be a faster, easier, less expensive and more accurate means of providing our members with the information they need. We do recognize that this change will likely be met with some reluctance and opposition. However, we comfort ourselves with the words of Nicollo Machiavelli who said, "There is nothing more difficult to carry out, nor more doubtful of success, nor more dangerous to handle than to initiate a new order of things."*

## In this issue . . .

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# LEGAL MAILBAG

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



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

**Q. Dear Mailbag:** Last week, a teacher called me to her class because a student in the back of the class was twitching rhythmically with his eyes closed. Before we called 911, we took a closer look, and it turns out that he had ear-phones under his hooded sweatshirt, and he was listening to a CD player strapped to his belt. As provided in our student handbook, I confiscated the CD player and put it in my desk drawer. Unfortunately, I forgot about it, and when the mother called today, it was gone. Now, she is demanding that I buy her son a new player to replace the one I took. Since it's her son's own fault, can I just tell her tough noogies?

*Cry Me A River*

**A. Dear Cry:** Your analysis (and communication skills) leave much to be desired. You had the right to take possession of the CD player, but you did not take ownership. You held the CD player in trust for the student and his parents, and you had a responsibility to act with reasonable care in safeguarding it until you gave it back. Here, you were careless and you may be legally responsible for the value of the student's property that was taken from your desk. Looks like a trip to Best Buy for you.

**Q. Dear Mailbag:** A student in our high school is confined to her home while she recovers from chemotherapy, and her family is requesting that we videotape her classes and give her a live feed to her home. We currently have the technology in our school to do this, but the union leadership is instructing the teachers to refuse to do this. What authority do we have as a school to demand that the teachers provide this student with this "distance learning"?

*Lights, Camera, Action*

**A. Dear Lights:** Your question presents a novel issue, but one that may arise more frequently as technology

improves. While we do not have any guidance from the labor board or the courts on this question to date, we can venture the following response. The school administration must consider whether it is practical to videotape the classes without disrupting the education for the other students. Such a decision involves policy and legal issues, over which you do not have to negotiate with the union. If you decide that you wish to make this accommodation, however, you may need to bargain with the union over any impact of such videotaping classes on the affected teachers unless there is already such a practice. If the videotaping does not require that teachers do anything extraordinary, it is hard to see how a decision to grant the request burdens these teachers.

**Q. Dear Mailbag:** At my elementary school, we have a strict policy against weapons. Therefore I was disturbed when a fourth grader came to school the other day and showed off a bright new bullet casing to his friends. When I inquired, he told me that his step-dad had given it to him as a souvenir from a hunting trip. It seems as though I should discipline this student, because the bullet casing came from a gun, but I am having trouble articulating the student's offense.

*Zero Tolerance*

**A. Dear Zero:** Listen to yourself. If you don't know exactly what the student did wrong, how should he? Schools have the right to make reasonable rules, and I bet that a rule against bullet casings would be fine. The trouble is that you don't have such a rule (yet). Students must have notice of a rule before they can be held responsible for violating it. You can tell this student not to bring the bullet casing back to school, but the better bet would be to clarify your rule against weapons by amending it to include any related paraphernalia.

## ct news & notes

■ Last month, Commissioner of Education Dr. Betty Sternberg issued a circular letter to school districts summarizing their responsibilities under the federal No Child Left Behind (NCLB) law. The letter provides a timeline which will assist schools and districts in complying with the various requirements of NCLB. To download the timeline, visit [www.state.ct.us/sde/circ/circ03-04/C-17.pdf](http://www.state.ct.us/sde/circ/circ03-04/C-17.pdf)

■ The State Department of Education has released the results of the *2003 Fall Hiring Survey*, a survey which is conducted annually to assess areas of teacher shortage. For the past two years, there had been a decline in the number of vacancies remaining in October. For the 2003-2004 year, however, there has been a slight increase in the number of October vacancies, 328 positions (.6 percent of Connecticut's total teaching force) in 2003 versus 320 in 2002. The majority of school districts indicated that they were utilizing short-term substitutes as a solution to their October vacancies. In addition, approximately 16 percent of the October vacancies were handled by either redistributing students among other classes and therefore increasing class size, or by adding additional classes to teachers' schedules. Almost 10 percent of the vacancies were resolved by no longer offering a course. To view the 2003 Fall Hiring Report in its entirety, visit [www.csde.state.ct.us/public/der/databulletins/db\\_fall\\_hiring\\_2003.pdf](http://www.csde.state.ct.us/public/der/databulletins/db_fall_hiring_2003.pdf)

Solution	% of Oct. Vacancies
Course no longer offered	9.7%
Students redistributed among other classes	8.5%
Short-term substitute	51.2%
Teacher(s) with appropriate certification pick up additional class	7.4%
Remaining vacant (administrative positions only)	5.8%
Filled by interim appointment (administrative positions only)	6.6%
Other	10.9%

## ... more ct news & notes

### CT gets mixed grades on national report card

Each year, *Education Week* publishes a "report card" on public education in the 50 states. *Quality Counts 2004* rated each state's quality of education based on five criteria: student achievement, standards and accountability, improving 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, except that its mark in the area of "Improving Teacher Quality" jumped considerably, from a B to an A-. In fact, only South Carolina scored higher in this area. View CT's profile at [www.edweek.org/sreports/QC04/](http://www.edweek.org/sreports/QC04/).

CT'S REPORT CARD			
	2002	2003	2004
Standards and Accountability	B-	B	B-
Improving Teacher Quality	B+	B	A-
School Climate	--	B-	B-
Resources (funding)			
Adequacy	A-	A-	A-
Equity	D	D	D

\* School climate was not rated in 2002.

■ Public Act 03-220, *An Act Concerning Indoor Air Quality in Schools*, was signed into law on July 9, 2003. This new law provides schools with direction for building maintenance, adoption of indoor air quality programs, and eligibility for school construction grant reimbursement for indoor air quality (IAQ) emergencies. In order to qualify for school construction funding, a school must have conditions that qualify for "certified school IAQ emergency" status and require mediation that costs in excess of \$100,000. PA 03-220 may be viewed in its entirety at [www.cga.state.ct.us/2003/act/Pa/2003PA-00220-R00HB-06426-PA.htm](http://www.cga.state.ct.us/2003/act/Pa/2003PA-00220-R00HB-06426-PA.htm)

■ The Farm to Cafeteria program, co-sponsored by the Connecticut departments of agriculture and education, encourages school districts to buy in-state fruits and vegetables. Begun five years ago, the program has about 20 farmers who provide fresh produce to more than a dozen school districts, among them: Avon, Berlin, Farmington, Hartford, Meriden, South Windsor and West Hartford. Connecticut's schools and farmers have much to gain from this alliance. Locally grown produce is fresher, tastier, and cheaper, thus providing healthy food to students while saving districts money. Furthermore, supporting local farms cultivates a healthier future for the state's farmers and helps to preserve farmland and open space. Since 1988, Connecticut has lost 400,000 acres (16%) of its farmland and forestland.)

On January 29th, CAS sent out its first "e-newsletter" to all member school principals. The electronic broadcast is designed to keep members better informed of the weekly activities of CAS-CIAC. Each week, the e-mail will contain timely news and announcements as well as a list of all meetings, events and deadlines that will occur the following week. Look for it in your inbox every Friday morning! (We welcome your feedback on this new "outreach" effort. Please direct any suggestions to [kpactor@casciac.org](mailto:kpactor@casciac.org).)



## national news & notes

■ Researchers at Boston College have released a study which documents a 9th grade enrollment "bulge" that has nearly tripled since the late 1960s. The bulge is the name education researchers give to the percentage increase in students in the 9th grade over the number who were enrolled in 8th grade. Over the same period, statistics show that growing numbers of students seem to be disappearing between the 9th and 10th grades. The researchers attribute these trends to the rising use of standardized exams, stiffer course requirements for graduation, and, more recently, the growth of "high stakes" accountability programs. In the face of these developments, they say, schools are retaining students in 9th grade—and, in some cases, derailing them from the path to a regular high school diploma. ([www.edweek.org](http://www.edweek.org), Jan. 28, 2004)

■ How can districts attract and retain good teachers? According to a commission headed by former IBM Chairman Louis V. Gerstner, Jr., the answer is: better salaries. More specifically, the New York City-based Teaching Commission, comprised of high-profile business, civic and education leaders, recommends substantial base salaries, bonuses based on merit, and so-called "combat pay" for those who teach high-demand subjects or in hard-to-staff schools. "The public school system currently offers virtually no incentives to reward excellence, and a system that does not reward excellence is unlikely to inspire it," said Gerstner. The report, *Teaching at Risk: A Call to Action*, is available at [http://theteachingcommission.org/publications/FINAL\\_Report.pdf](http://theteachingcommission.org/publications/FINAL_Report.pdf).

■ In a survey of adolescents in 13 European countries, the U.S. and Israel, the U.S. had the highest percentage of overweight teens. Teens in the Baltic nation of Lithuania were the slimmest in the survey, according to a report in the

January issue of the *Archives of Pediatrics and Adolescent Medicine*. The new report summarizes surveys that included a total of more than 29,000 13- and 15-year-old boys and girls. Surveys were conducted from 1997 to 1998 in Austria, the Czech Republic, Denmark, the Flemish region of Belgium, Finland, France, Germany, Greece, Lithuania, Ireland, Israel, Portugal, Slovakia, Sweden and the U.S. The U.S. led the way in the percentage of overweight adolescents. Among 13-year-olds in the U.S., 12.6% of boys and 10.8% of girls were overweight. The same was true in 13.9% of 15-year-old boys and 15.1% of 15-year-old girls in the U.S. After the U.S., Greece and Portugal had the highest percentage of overweight teens. (Source: Reuters Health Information)

■ The U.S. Food and Drug Administration approved "Xenical," a prescription weight loss medicine, for use by obese teenagers. The approval gives doctors another option in treating adolescent obesity. The drug was tested in conjunction with a low-fat diet in teens who weighed an average of 210 pounds. Of the group tested, 27% decreased their body mass index (BMI) by at least 5%. In a clinical trial of Meridia, an appetite suppressant, teenagers had an 8.5% reduction in BMI, compared to a 4.0% reduction in members of a control group. Meridia has not been approved for use in patients under 16. Given the risks and limited benefits of medical treatment for severely overweight youngsters, many medical professionals say the most effective way to battle obesity is to avoid it in the first place. For many, though, it is too late. Experts estimate that 30% of 6- to 19-year-olds are overweight. In the past decade, the number of obese youngsters has grown by 10% or more, a trend believed to be caused by high-calorie diets and sedentary lifestyles.

## . . . more national news & notes

■ The 2003-2004 edition of the *Advisory List of International Educational Travel and Exchange Programs* has been published and is available on-line through the Council on Standards for International Educational Travel (CSIET) website. The list is a valuable resource for parents, students and school officials, providing them with an understanding of the various youth exchange opportunities. Order a copy of the publication or access the list on-line at [www.csiet.org](http://www.csiet.org).

■ Parents of students attending Los Alamitos Unified School District in California are being asked to pay \$40 each day that their child is absent for a non-illness-related reason. The district sent home a letter outlining the fact that the district "lost \$1.1 million in state funding during the 2001-2002 school year as a direct result of absences." District officials say the letter was issued to let parents know the value of student attendance.

■ A new bipartisan poll commissioned by the National Education Association (NEA) reveals that the more voters learn about the real world impact of the two-year-old federal education law, the "No Child Left Behind" Act, the more they believe changes must be made. A comprehensive survey of voter attitudes on the federal government's role in education was conducted last month in partnership with a Republican polling firm and a Democratic polling firm. It found that clear majorities of voters see the need to significantly increase federal investment in the nation's public schools. Key findings include: (1) More than 70% of respondents prefer schools be evaluated by multiple measures of success -- not just standardized test scores -- including graduation and college attendance rates, the quality of their teachers, and the performance of students in class; (2) Two thirds of voters (67%) believe "No Child Left Behind" is unfair because it labels schools as "failing" even if only one group of students doesn't do well on a test. Three quarters (75%) oppose taking away funding from schools that do not increase standardized test scores; and (3) Almost two thirds of respondents (63%) say the federal government should be spending more on the nation's schools.

■ With high staff turnover and rising retirement rates, many districts have put recruiting -- and keeping -- skilled educators near the top of their priority list, and Boston is taking an aggressive approach by running its own programs to prepare, certify, and induct new teachers and principals. Boston Teacher Residency (BTR) is designed much like a medical residency, placing trainees with a Master Teacher for a full year of invaluable classroom experience as preparation for their own classrooms. Also a year-long program, Boston Principal Fellows (BPF) has participants work side by side with an experienced principal who can model both school management and instructional leadership. Both Teacher Residents and Principal Fellows also take coursework customized to dis-

trict priorities and taught by district staff, faculty from area colleges and universities, and community leaders. Both programs are no cost if graduates work in the city's public schools for three years; Principal Fellows also receive a full salary for their year. Start-up funds for BTR were awarded by Strategic Grant Partners, a consortium of family foundations, and BPF is supported by a federal grant and by The Broad Foundation. Both programs are midway through their first year. Details are on the web at <http://www.bpe.org/btr/index.html>

■ According to a new California study, public schools with diverse populations are far more likely than those with homogeneous populations to be labeled as failing under NCLB. The study examined why 3,000 of the 7,669 public schools in California were designated as "needing improvement" and found that many of those 3,000 schools were designated not because tests had shown their overall achievement levels to be faltering, but because a single student group -- disabled learners or Asian students, for example -- had fallen short of a target. As a result, the chances that a school would be designated as failing increased in proportion to the number of demographic groups served by the school, the study found. Eugene Hickok, acting deputy education secretary, said he was not surprised by the results of the study but disagreed with the interpretation. "There's a certain logic that the more subgroups you have -- the more boxes you have to check off -- the more difficult it will be to make adequate yearly progress," Dr. Hickok said. "But, to conclude that NCLB punishes diversity is a non sequitur. As a public school, you have an obligation to all your kids. If special-ed kids are not doing well, then you have an obligation to take care of that."

■ An initial People For the American Way Foundation (PFAWF) analysis of federal education grants has uncovered a pattern of major -- and at times unsolicited -- grants made to a small cadre of pro-voucher private advocacy groups. The funds diverted to these groups total more than \$75 million over the last three years, and were doled out by the U.S. Department of Education despite chronic underfunding of the Bush administration's own landmark 'No Child Left Behind' education legislation. "As the Bush administration has closed the tap on education funding, even abandoning much of its commitment to 'No Child Left Behind' and other critical education programs like IDEA and Headstart, money is flowing to private, pro-voucher advocacy groups," said People For the American Way Foundation President Ralph G. Neas. PFAWF's analysis traces the millions from the Department of Education to various initiatives sponsored by pro-voucher, pro-privatization groups such as the Black Alliance for Education Options, the Hispanic Council for Reform and Education Options, the Education Leaders Council, and the Center for Education Reform. "The mission of the Department of Education is to advance and promote public

education," said Neas. "Why is the Department handing out \$75 million to groups whose work undermines public education?"

■ Parents of children with attention deficit --hyperactivity disorder (ADHD) are likely to have the disorder themselves and may benefit from treatment, according to the results of a comparison study published in the December 2003 issue of the *Journal of the American Academy of Child and Adolescent Psychiatry*. "The evidence is dramatic and the message clear: we need to treat the whole family, not just the child," lead author Andrea M. Chronis, PhD, from the University of Maryland in College Park, says in a news release. "Too often the answer is just to give the children drugs. But our study suggests that when there are problems in the family, you need to address those too." From 1995 to 1996, 98 three- to seven-year-old children with ADHD, including 68 children with ADHD and conduct disorder (ADHD+ODD/CD) were recruited during the first wave of a longitudinal study and compared with 116 children without ADHD. Based on interviews with the biological mothers, the investigators concluded that ADHD in the children was associated with a 24-fold increase in rates of maternal and paternal childhood ADHD compared with rates in parents of control children. ADHD+ODD/CD was associated with maternal mood disorders, anxiety disorders, and dependence on stimulants or cocaine, as well as childhood behavior disorders and alcohol problems in the biological fathers. Young children with ADHD, especially those with ODD/CD, require comprehensive services to address both their ADHD and the mental health needs of their parents. (Source: *Medscape Medical News*)

■ *First Amendment Schools: Educating for Freedom and Responsibility*, co-sponsored by the Association for Supervision and Curriculum Development (ASCD) and the First Amendment Center, is a national initiative designed to transform how schools model and teach the rights and responsibilities of citizenship that frame civic life in our democracy. The project has four primary goals: (1) Create guiding principles for all schools interested in creating and sustaining First Amendment principles in their school; (2) Establish project schools, in every region of the nation, where First Amendment principles are understood and applied throughout the school community; (3) Encourage and develop curriculum reforms that reinvigorate and deepen teaching about the First Amendment across the curriculum; and (4) Educate school leaders, teachers, school board members and attorneys, and other key stakeholders about the meaning and significance of First Amendment principles and ideals. To achieve these goals, the First Amendment Schools project serves as a national resource for all schools -- K-12, public and private -- interested in affirming First Amendment principles and putting them into action in their school communities. <http://www.firstamendmentschools.org/>.

## Achievement Gap Conference Well Attended

by Tom Galvin, Director, CT Principals' Center

The Principals' Center, in conjunction with the Connecticut Association of Urban Superintendents and the Urban School Coalition, recently presented a program addressing the achievement gap. There were 140 participants including teams from Ansonia, Bridgeport, Danbury, Hartford, New Britain, New London, Stamford, Stratford, West Hartford, Windsor, Bristol, and vocational/technical schools.

Dr. Pedro Noguera, a New York University professor and speaker/author/researcher on the achievement gap, presented a program on how schools can improve student learning while recognizing the community issues which affect student progress. In addition to his presentation, Dr. Noguera conducted a question and answer session after lunch. Among many suggestions and words of advice, Dr. Noguera urged participants to concentrate on the "quality" of instruction - there are no shortcuts. He urged the building of "resilience" in students - not have schools "sort them out." He cited that there is no evidence that putting students who are behind all together to give them help works. The bottom line is to prepare students to become responsible citizens.

A feature of the program was the discussion groups led by facilitators. Participants discussed Dr. Noguera's ideas and the study "Closing the Achievement Gap" commissioned last year by the Principals' Center and conducted by The New England Center for Education Policy and Leadership at UConn (Drs. John MacDonald and Mark Shibles).



Dr. Pedro Noguera offers recommendations on closing the achievement gap.

As part of the discussion, participants shared "best practices," identified areas in the schools where they would like to give attention, and listed resources they needed to make improvements in these areas.

Facilitating the discussions were: Dr. Dale Bernardoni, principal of the Wintergreen Magnet School in Hamden; Denise Malnati and Fran DiFiore, practitioners in residence with the state department; Linda Hartzler, CES and Bridgeport consultant; Anne Walsh of the Plainville Public Schools; Debbie Siegel of Eastconn; Mary Hourdequin, principal of King Philip M.S. in West Hartford; E. Paulett Moore, director of the Eli Whitney RVTS; Jane Baljevic of the Milford Public Schools; Terrell Hill, assistant principal of Windsor H.S.; Wilhemenia Christon, principal of Ansonia H.S.; and Dr. Camille Bingham, principal of Westhill H.S.

## Respect Me! Reducing Teasing, Taunting, and Bullying in Our Schools

by Mike Buckley & Earle Bidwell,  
Assistant Executive Directors

Every day in the United States, 160,000 public school students stay home out of fear, not just of physical harm but of teasing, taunting, and bullying in all of its forms. And for those who don't stay home, millions more - about three in ten in grades six through ten - are affected as a bully, a victim, or both, according to a 2001 study by the National Institute of Child Health and Human Development. The social costs of this unfortunate violence are enormous both for its recipients and perpetrators. For students on the receiving end, results range from diminished school performance to dropping-out - or worse. As the U.S. Secret Service report on school shooters revealed, every one had been teased excessively and bullied. For those doing the bullying, research has shown that children identified as bullies in elementary school often are incarcerated before reaching the age of thirty.

Connecticut, one of the highest achieving academic states in the nation, is not immune to the harm that results from negative interactions between and among students and adults within its schools. Despite calls to take strong action to make our schools safer - and legislation mandating a proactive school response to incidents of bullying - we continue to hear about incidents where students at young ages are teasing, taunting, and bullying one another, or about older students involved in inappropriate behaviors including initiation rites and hazing. But the cases that make the headlines form but the tip of the iceberg. They are drawn from points on a continuum of violence that starts with ill-conceived humor and language and ends with physical injury and even death.

In response to this need, CAS, in partnership with the State Department of Education and Operation Respect CT, continues to offer Respect Me! Workshops for school teams of students, teachers, and administrators interested in reducing negative behaviors and improving their climate for teaching and learning. Over ninety of the state's 178 public and parochial high schools have participated to date. A Respect Me! program for middle level teams was added last year and to date has served over fifty schools.

Schools interested in registering may do so "on line" ([www.casciac.org](http://www.casciac.org)) or by downloading the registration form and faxing it to Mike Buckley (high school) or Earle Bidwell (middle level) at CAS (1-203-250-1345). Registrations are processed on a "first come, first serve" basis and each of these sessions is limited to eighty participants. School teams must include at least one administrator, one teacher and two students. Additional teachers, administrators, and/or students are welcome. Teams must, however, include at least as many students as adults.

There are still spaces in the final two sessions for this school year:

- *Respect Me!* Workshop for high school teams - May 11, 2004
- *Respect Me!* Workshop for middle level teams - May 4, 2004

## legal news & notes

■ A Missouri judge has ruled that a small district outside Kansas City was not allowed to give bonuses to attract and keep teachers. In a Jan. 15 ruling, Cass County Circuit Court Judge Joseph Dandurand found in favor of the local affiliate of the National Education Association and three teachers who had contended in a lawsuit that the bonuses were illegal and unfair. The suit had its origins in the summer of 2001, when the Sherwood-Cass school district decided to offer \$1,000 to \$2,000 bonuses, called "commitment fees," to seven teachers to get them to sign two-year contracts. The bonuses went to six new teachers and one already employed in the district. Filed on behalf of all the district's teachers who did not receive the bonuses, the suit argued that the payments violated the Missouri Teacher Tenure Act, the state law that requires a school board to approve a salary schedule for all teachers. "The district said the bonuses were needed to attract and retain quality teachers, but there was no evidence these were teachers more deserving than any others," said Sally Barker, a lawyer for the Sherwood National Education Association.

## BEING THERE

### A friend's tragedy teaches some lessons you can't learn in school

By James M. Kennedy

Not long ago, I was speaking on a panel of attorneys, and during the question-and-answer period someone asked, "What's the most important thing you've done in your life? What's the thing you're most proud of?"

Although it's not something I had thought of before, my answer came to me in an instant. It's not the answer I gave, because the setting wasn't right. As a lawyer who's spent his career in the entertainment industry, I knew the audience wanted to hear some amusing anecdote about my involvement with the Live Aid Concert or working at Lucasfilm. But here is the true answer, the one that leaped from the recesses of memory.

The most important thing I have ever done occurred on October 8, 1990. I remember the date because it was my mom's 65th birthday, and for that reason I was back home, in Haverhill, Massachusetts, for a celebration my family had planned. I began the day playing tennis with one of my high-school buddies, a good friend whom I had not seen for a while. Between points in the usual thrashing I was taking, we caught up on what had been happening in each other's lives. He and his wife had just had a baby boy, who was keeping them up late at night. My friend's lack of sleep, however, wasn't showing in his serve or cross-court backhand.

While we were playing, a car came screaming up the road toward the courts, its horn blaring. It was my friend's father. As the car screeched to a halt, he shouted to my buddy that his baby had stopped breathing and was being rushed to the hospital. In a flash my friend was in the car and gone, disappearing in a cloud of dust and gravel.

For a moment I just stood there paralyzed, trying to comprehend what had happened. Then I tried to figure out what I should do next. Follow my friend to the hospital? There was nothing I could accomplish there, I convinced myself. My friend's son was in the care of doctors and nurses, and nothing I could do or say would affect the outcome. Be there for moral support? Well, maybe. But my friend and his wife both had large families, and I knew they would be surrounded by parents, siblings, and relatives who would provide more than enough comfort and support, whatever happened. All I could do at the hospital, I decided, was get in the way. Plus, I had a full day planned with members of my family, who were waiting for me to get home. So I decided to head back to my folk's house and check in with my friend later.

As I started my rental car, I realized that my friend had left his truck and his keys behind at the courts. I now faced another dilemma. I couldn't leave the keys in the truck. But, if I locked up the truck and took the keys, what would I do with them? I could leave them at his house, but with no paper on me to leave a note, how would he know I had done that? Reluctantly, I decided that the best course of action was for me to swing by the hospital and give him the keys.

When I got to the hospital, I was directed to a small room where my friend and his wife were waiting for word from the doctors. As I had thought, the room was filled with family members silently watching my friend console his wife at the far end of the room. I slipped in quietly and stood by the door, trying to decide what to do next.

I had been in the room for less than a minute when a doctor appeared. He approached my friend and his wife, and in a quiet voice told them that their son had died, the victim of Sudden Infant Death Syndrome.

For what seemed an eternity, my friend and his wife held each other and cried, oblivious to the rest of us standing around in pained, stunned silence. Then, after they composed themselves, the doctor suggested that they might want to spend a few moments with their son. My friend and his wife stood up and walked stoically past their family as they headed out of the room. When they reached the door, my friend's wife saw me standing in the corner. She came over and hugged me and started to cry. And then my friend hugged me, too. And said, "Thanks for being here."

For the rest of that morning I sat in the emergency room of that hospital and watched my friend and his wife hold the body of their infant son, and say goodbye.

It's the most important thing I have ever done.

I teach a course in entertainment law at Hastings College of the Law, in San Francisco. Last year, at my final lecture, I told my students this story and left them with the following observations. Although I was talking about lawyers, I believe my remarks apply to any ambitious professional, a type that Ivy League schools produce in spades. This experience taught me at least three lessons.

First: the most important thing I've ever done happened when I was completely helpless. None of the things I had learned in college, in three years of law school, or in six years of legal practice were of any use in that situation. Something terrible was happening

to people I cared about, and I was powerless to change the outcome. All I could do was stand by and watch it happen. And yet it was critical that I do just that. The most important thing I have ever done in my life is just be there when someone needed me. And the thing that I am the most proud of in my life is the time when I was just somebody's friend.

Second: the most important thing I have ever done almost didn't happen because of things I had learned in classrooms and professional life. I was faced with a situation, and I analyzed it like-well, a lawyer. And I came to a conclusion that was eminently reasonable, totally logical, and completely wrong. Today, I have no doubt that I should have leapt into my car without hesitation and followed my friend to the hospital.

Law school taught me how to take a set of facts, break them down, and organize them, then to evaluate that information dispassionately. These skills are valuable, even critical, for a lawyer. When people come to lawyers for help, they are often stressed out and distracted and depend on the lawyer to think in a coolly logical way. But while learning to think, I almost forgot how to feel.

Third: I was reminded that life can change on you in an instant. Intellectually, we all know this. But we think the bad things, at least, will happen to someone else. So we make our plans, and see the future stretching out in front of us as real as if it has already happened. But while looking to tomorrow, we may forget to notice all of the todays slipping by as we strive for the few more billable hours or killer deals. And we may forget that a job layoff, a debilitating illness, a chance encounter with a drunk driver, or a myriad other events can alter that future in the blink of an eye.

Sometimes it takes a tragedy to regain some perspective on your own life. From that one experience I learned to seek balance between work and living, to understand that the most satisfying career isn't worth one missed vacation, one broken relationship, or one holiday not spent with the family. And I learned that the most important thing in life isn't the money you make, the status you attain, or the honors you achieve along the way. The most important thing in life is the Little League team you coach, or the poem you write, or the time when you're just somebody's friend.

James Kennedy is vice-president and general counsel of *Mindscape, Inc.*, a consumer-software publisher and distributor in Novato, California. Reprinted from the Princeton Alumni Weekly.

## CAS seeks your help . . .

As mentioned in last month's issue of the BULLETIN ("CAS Board Adopts Three-Year Plan," December 2003), the board of directors has developed a three-year plan which provides direction and purpose to the association's work through the 2005-2006 school year. One of the three main components of the plan relates to public relations and calls for aggressive and directed efforts to make CAS a more recognizable and well-known entity in the state. Strengthening the association's state presence will surely enhance our credibility and influence as THE voice for pre-K-12 principals in the state. However, we cannot accomplish this alone. What can you do as an individual member to strengthen our efforts? You can help us spread the word about the important work that we do and about the exciting opportunities that we offer. Perhaps you might consider . . .

- "introducing" CAS to a new principal in your area;
- mentioning a CAS-sponsored activity at a PTA/PTO or board of education meeting;
- adding a link to [www.casciac.org](http://www.casciac.org) on your school website;
- publicizing our web address through your school communications; or,
- reprinting news items from the CAS BULLETIN in your local publications.

These are just a few of the ways that you, as members, can help us with our outreach efforts. But perhaps the most important thing that we can ask of you is the following . . . Communicate regularly with members of our central office staff and offer suggestions on how we can improve the programs and services that we provide on behalf of you and the schools and students you serve.

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### THE BULLETIN

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

## 27th Annual Assistant Principals' Conference - March 15th

by Mike Buckley, Assistant Executive Director

*Reducing the Achievement Gap in More User-Friendly Schools* is the theme of the 27th Annual CAS Assistant Principals' Conference scheduled for March 15, 2004, at the Sheraton Hotel in East Hartford. The conference keynote will be delivered by Dr. Eric J. Smith, North Carolina's 2002 Superintendent of the Year and finalist for AASA's National Superintendent of the Year. He asked in a recent profile in Education Week, what happens when beliefs, such as all children can learn, collide with the actual practices in a school system?

According to Dr. Smith, unless the collision is challenged and practices changed, the belief will not be fulfilled. And he should know, being one of the few superintendents in the country to have achieved in a large, urban system (Charlotte-Mecklenburg, N.C.) significant improvement in achievement among all sub-groups while narrowing the achievement gap between white and black students. Dr. Smith is currently replicating this progress in Anne Arundel County (MD) where he has served as superintendent since 2002.

The luncheon speaker, Dr. William Howe, brings a familiar and popular voice to this conference. The education consultant for multicultural education and gender equity at the Connecticut State Department of Education Dr. Howe has given over 150 workshops, lectures and keynotes on diversity, multicultural education and organizational development. He is a regular presenter at state and national conferences and has appeared on both radio and television on diversity issues. Dr Howe is the Immediate Past-President of the National Association for Multicultural Education, based in Washington, DC. He is also a member of the editorial boards of the Journal of Critical Inquiry into Curriculum and Instruction and the Journal of Multicultural Perspectives.

Conference participants will also select from a workshop menu that includes the following choices:

- *Two Alternative Programs that Work* - Presented by staff from Windsor High School's and Avon High School's alternative academies
- *First You Have to Get Them to School!* - Presented by the Connecticut Consortium on School Attendance
- *Legal Update with Tom Mooney* - Presented by Attorney Thomas Mooney, a partner in the Hartford law firm of Shipman & Goodwin, LLP and professor in residence at the Neag School of Education.
- *Creating Smaller Learning Communities* - Presented by staff from South Windsor High School
- *What We Wish Administrators Knew About Bullying, Teasing, and Name-Calling* - Presented by a panel of students from Branford, CT
- *The AP's Role in NEASC Accreditation* - Presented by Dr. Dennis Carrithers, CAS-NEASC liaison
- *Can Technology Reduce Drinking before and/or at Dances?* - Presented by representatives from three school districts where breathalyzers are being utilized to screen students for alcohol use
- *Adding to your Funding Base for Prevention Programs* - Presented by Ms. Ferrante-Fernandes, assistant principal at Masuk High School; Ms McLaughlin, prevention coordinator with DMHAS; and Ms Laster, director of RYASAP.
- *Managing Escalating Behaviors* - Presented by Lee Lowery, president of PMT Associates, a private staff development resource serving educational and human service organizations



Keynote Speaker  
 Dr. Eric Smith

Registration materials are in schools and are also available on line at [www.casciac.org](http://www.casciac.org).

## middle school news

### CAS Winter Conference Targets the Achievement Gap

By Earle Bidwell, Assistant Executive Director & Rochelle Schwartz, Principal, Northeast Middle School, Bristol

We need to pay attention to how students communicate with each other and instant messenger (IM) is one of their preferred communication tools. This is but one of the messages delivered to the one hundred eighty middle and high school educators at the CAS Midwinter Conference entitled *Continuing to Close the Achievement Gap*. Keynote speaker, Alan November went on to say that students love IM because chatting on line is a social activity, is anonymous, and therefore often less stressful than face-to-face encounters. While kids sometimes use this anonymity in harmful ways (middle school girls insulting peers on line after school) educators can use this same anonymity in a positive way. Students can instant message questions to an instructor or add to discussions when they might not raise their hands in class or in a classroom setting. On line chatting is an opportunity for educators to enhance communication.

November went on to say that the Internet could also be used to connect teachers in several schools to share student writing, score writing together or for each other. For example, a group could set up an electronic writer's workshop. In such a workshop, each piece of writing could be considered for its own merit, with no regard to author's status; students would tend to heed the suggestions and accept criticism more readily.

On line teaching is the way of the future; a few schools in Connecticut are doing it now. Why is it good? Students ask more questions, participate in more dialogue with the teachers, and teachers gets to learn more about kids than they would face to face. Teachers, in turn, find they share more with students!

The Internet is also a great tool for distance learning. Consider a teacher in the United States connected to a teacher in Japan who can assess haiku poetry and offer powerful feedback; or, using a web-camera, students in the Bronx read poetry to a panel of poets in Manhattan, who assess the poetry and offer instant feedback.

November concluded by talking about a novel idea of using an office concept for students who go to class for half the day and then go to their "office" to work while teachers touch base, offering support as needed. He stated that the ideal goal is self-directed students, something to strive for when designing schools and curriculum.

After choosing from among fifteen breakout sessions and three forums presented by distinguished CAS principals and teachers, the assembly heard some sobering facts from Susan Follet Lusi from The Alliance for Excellent Education. Here are some of the more significant ones.

- "Approximately 6 million students in middle and high schools are reading significantly below grade level. They are, therefore, significantly at risk of leaving school without a diploma or graduating from high school unprepared for college or a career..." "More alarming is that these drop-out rates could actually increase as more states adopt high-stakes assessments that include tests students must pass in order to graduate.



Combined middle and high school conference draws 180 educators

- Continuing the extrapolation tells us even more about these 6 million students. It supports previous research, finding that at-risk students are disproportionately poor and minority, with a persistent achievement gap between minority and non-minority students.
- Although approximately half of at-risk secondary students are poor (defined as eligible to receive free/reduced-price lunches) the remaining 3 million are not poor.
- Although 1.5 million African American and 1 million Hispanic students read below basic levels, roughly half of all at-risk students are white.
- Although slightly more than a third of students reading below basic levels attend schools in an urban area, almost two thirds of at-risk secondary students attend school in a suburb or a rural area." "In 2001, President George W. Bush signed sweeping education legislation that promises to "leave no child behind." Currently, however, millions of students all across the country are being left behind, unprepared to graduate from high school with the skills needed to succeed in college or a rewarding career. In addition, National Assessment of Educational Progress (NAEP) scores reveal that more high school seniors are reading below basic proficiency levels now than they were ten years ago.

We know who these children are. The question remaining is whether we, as a country, have the will to fulfill the promise to leave no child – or adolescent – behind."

Lusi went on to say "The mission of the Alliance for Excellent Education is to make it possible for America's six million, at-risk middle and high school students to achieve high standards and graduate prepared for college and success in life." She concluded by challenging the assembly to join those who are "making support for students at risk of failure in middle school and high school a national priority. The alliance works with groups across all sectors of society and all levels of government to spark action. In so doing, the alliance is building long-term support and encouraging the institutionalization of effective strategies at the local, state and national level to ensure that at-risk middle school and high-school students get the help they need."

To learn more about the work of Alan November and The Alliance for Excellent Education, log onto their websites:

[www.anovember.com](http://www.anovember.com) or [www.all4ed.org](http://www.all4ed.org)



## elementary news

### Elementary Arts Festival March 2nd & 3rd

Dr. Robert F. Carroll, Assistant Executive Director

Ladies and gentlemen, children of all ages.... the Connecticut Association of Schools is proud to announce its Fifth Annual Elementary Schools Arts Festival sponsored by Coca-Cola. This gala event will take place on March 2nd for towns beginning with A - M and on March 3rd for towns beginning with N - W. The snow date for either night's cancellation will be March 4th. The big event will again be held at the Aqua Turf in Southington.

The festival theme will again be "Under the Big Top". The event will feature clowns, games, face painting, caricaturists, and balloon sculpting. Hot-dogs, hamburgers, pasta, pizza, salad, popcorn, ice cream, cotton candy and soda will truly be the kid's menu for the evening. Circus music will fill the air

Our Big Top circus entertainment show will be put on by

Center Ring Productions featuring a 45-minute show by the international stars of magic - David & Kathy Haines. They will take their audience into a fantasy world of magic, music, comedy, live doves, audience participation, dazzling costumes, and grand illusions! This husband and wife team perform their award-winning world renowned show to sold out audiences at arenas, theatres, resorts, fairs, circuses and on television.

The Festival is the work of the Arts Committee of CAS. Their objective is to recognize students with artistic ability in the performing or visual arts at the elementary level. Every Connecticut elementary school principal has received information on this program. If you have any questions regarding this program please call Jennifer at (203) 250-1111.

### Principals' Conversations About CMT Back Again by Popular Demand

Dr. Robert F. Carroll, Asst. Executive Director

The *Principals' Conversations About the CMT* workshop is back by popular demand! Last year over 100 principals from across the state attended this acclaimed workshop at CAS. Because of the workshop's popularity, the Professional Studies Committee will host it in multiple sites this year. Members can choose the location and date most convenient to them. The workshops are scheduled as follows:

- February 25th – Education Connection, Danbury
- March 11th – ACES, Hamden
- March 23rd – Education Connection, Litchfield
- March 25th - Connecticut Association of Schools (CAS), Cheshire
- March 31st – South Windsor Public Library

This round-table dinner discussion will include presenter Charlene Tate Nichols, our new state department of education consultant in mathematics. She is involved in the development of the mathematics sections of the CMT and CAPT. Joining Charlene is Kristina Elias-Staron, director of curriculum and instruction for the New Britain Public Schools. She has served as a language arts consultant with the Bureau of Curriculum and Instruction at the CT State Department of Education. Both presenters work with school districts in Connecticut helping them align curriculum with the CMT objectives.

The math portion will begin promptly at 5:00 pm and the language arts portion will begin at 5:45 pm. This will be followed by a full dinner. During and after dinner, both presenters will be happy to answer district questions. This is often the most exciting part of the workshop.

Registration for this round-table discussion workshop is \$30 per attendee (which includes dinner and refreshments throughout the evening). Nonmember school registration is \$40 per attendee. CEUs will be provided all those who attend. Because these workshops are very popular, enrollment must be limited. Registrations will be accepted on a first-come/first-serve basis. Brochures have been sent to all Connecticut elementary and middle school principals. Registration forms can be faxed or mailed back to CAS. If your school has not received registration forms, please call CAS and you will be faxed or mailed a copy. You can also register online at [www.casciac.org](http://www.casciac.org). Please be sure you indicate the location and date of the workshop you plan on attending. Questions may be addressed to Dr. Robert Carroll, or his secretary, Jennifer, at (203) 250-1111. Register now -- these workshops will be quickly oversubscribed!

### GUEST EDITORIAL:

#### Spoiling the Child: Are Parents to Blame?

By Betsy Hart

(Scripps Howard News Service, Reprinted from the *Bristol Press*, January 4, 2004)

Is the parenting culture poised to come to its collective senses in the new year?

Well, probably not. But at least common sense is getting some attention in some quarters.

In the article "Are You a Parent or a Pushover?" in the January 2004 issue of *Parents* magazine, author Kellye Carter Crocker reported on a *Parents* survey that showed most mothers expressing "deep concern over today's discipline methods." For starters, 88 percent said parents "let children get away with too much."

Magazine surveys may be notoriously inaccurate, but still this reveals some level of angst over how kids are being raised.

As Crocker writes, parents may be "sensing what mounting evidence is starting to reveal: some of the discipline strategies that have been in vogue in recent years just aren't working. Elaborate systems that give kids multiple chances, prolonged discussions about the 'feelings' behind bad behavior, negotiations about consequences and so on are often ineffective."

Well, excuse me, but, um, "duh."

*Time* magazine, in its December 15 edition, ran a compelling piece titled, "Does Kindergarten Need Cops?" It was subtitled, tellingly, "The

*continued on page 10*

**According to an on-line survey by the National Association of Elementary School Principals, 45% of schools do not out-source any school operations; 23% out-source one function, 19% out-source 2-4 functions, and 13% out-source more than 4 functions.**

## ... more elementary news

### Spoiled, *continued from page 9*

Youngest School Kids are Acting Out in Really Outrageous Ways. Why?"

As the authors, led by Claudia Wallis, put it, "Temper tantrums are nothing new in kindergarten and first grade, but the behavior of one little 6-year-old in Forth Worth, Texas, had even the most experienced staff members running for cover. Asked to put a toy away, the youngster began to scream. Told to calm down, she knocked over her desk and crawled under the teacher's desk, kicking it and dumping out the contents of the drawers. Then ... she began hurling books at her terrified classmates, who had to be ushered from the room to safety."

A child with "oppositional defiant disorder"? Well, no. As *Time* reveals, this kind of outrageous behavior is escalating dramatically among so-called normal, healthy, middle-class kids, like this one.

*Time* reports that the child-advocacy group "Partnership for Children" just completed a survey of child-care centers, elementary schools and pediatricians throughout the Fort Worth area. It shows that 93 percent of 39 schools responding said kindergartners today "have more emotional and behavioral problems than were seen just five years ago." A majority of day-care centers, which host the tiniest tots, revealed that "incidents of rage and anger" have increased over the past three years.

Ronald Stephens, director of the National School Safety Center in Westlake Village, Calif, said this is true across the country. He told *Time* that "violence is getting younger and younger."

*Time* cites problems like "economic stress," though youngsters have lived through far more stressful times without 3-year-olds stabbing classmates with forks, as the authors describe one tyke doing. *Time* suggests there may be too much time in child care, a politically incorrect but at least sane observation, and the authors look to academic pressure, though it's helpful to note that that's waxed and waned for a century.

The authors largely blame violence in the media. Well, OK. But then why do many kids who see the same images not act this way, and how is it then that adult criminal activity has been on the significant downward spiral for years?

What the *Time* authors didn't do is give anything more than a glancing nod to parents and how they raise their kids.

Talk about a root cause.

As Ronald Simons, a sociologist at the University of Georgia in Athens, told *Parents*: "without structure, children become

self-absorbed, selfish and unhappy -- and they make everyone around them miserable, too." He cites studies that show kids raised by authoritative parents, meaning loving moms and dads who set firm limits and stick to them, "excel academically, develop better social skills, feel good about themselves, and are happier overall" than peers raised by lax or excessively harsh parents.

Interestingly, Simons echoes other research that finds that the longer the child behaves poorly the more permissive parents become, setting in place a terrible cycle that ends -- who knows where? With a healthy 6-year-old attacking her teacher?

I call it a modern-day commitment to the "cult of the always-contented child." We parents are committed to our own pleasure, and to the constant pleasure of our kids, too. We worry they won't like us if we give them anything less. Tragically, we don't worry about the consequences of sending them down such a self-destructive path.

In more technical terms, Simons told *Parents* that "there's an (unfortunate) fear that it's traumatic for a child to be disciplined and to hear "no" too often."

Ah, a slim ray of common sense advice on parenting. 2004 may already be looking up.

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*Betsy Hart, a frequent commentator on CNN and the Fox News Channel, can be reached by e-mail at: [mailtohart@aol.com](mailto:mailtohart@aol.com).*

## Upcoming CAESP Programs & Activities

### Mark Your Calendars!

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



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

## GRANT ANNOUNCEMENT DAIRY MAKES A DIFFERENCE

New England Dairy & Food Council announces a grant program as part of its commitment to a healthier school environment. Mini-grants of up to \$1000 are available for school districts in Connecticut, Massachusetts, New Hampshire, Rhode Island and Vermont. Grants will be awarded to support school-based programs/projects that promote better nutrition through the consumption of milk, cheese and/or yogurt as part of the school's overall efforts to improve the school nutrition environment. Schools, school health advisory councils, school nurses, school food service departments, athletic departments, educators, administrators, school boards, PTA/PTO's and school-based student groups (such as student councils) may apply.



Applications will be accepted through April 9, 2004

Applications are available at [www.newenglanddairyCouncil.org](http://www.newenglanddairyCouncil.org) or from New England Dairy & Food Council at 1-888-995-7600.

**GUEST EDITORIAL:****Classroom is right place for freshmen**

By Robert F. Kanaby

NCAA President Myles Brand has challenged the NCAA membership to re-emphasize the academic mission as part of the intercollegiate athletics experience. Toward that end, a look at the past may be helpful.

Before 1972, athletes entering college were required to sit out a year before they became eligible for varsity competition. The rule emphasized academic primacy over athletics and sent a clear message to student-athletes to concentrate on their studies. It allowed student-athletes an adjustment period before the demands of their respective sports ratcheted up the stress levels of their lives. I believe the NCAA should once again implement this rule and make the freshman year of college a transitional opportunity for student-athletes to build strong academic foundations.

We as academicians, parents and guardians want these young people to be student-athletes, not athlete-students. President Brand is correct that the "student" element must come first; emphasis must be placed on academic performance for all young people entering college, including athletes. While we don't want to stifle dreams, we can't abet the willful denial of reality by far too many athletically gifted freshmen. In men's basketball, only 1.3 percent of all NCAA participants make it to the pro ranks. The rest, when they enter the working world, must rely on their educational background in their efforts to succeed in life.

Many complications could result from the adoption of my suggestion, including legal challenges. Some might argue that the best prospects would forgo college and jump directly into the professional ranks. If this were to occur, would it not be a victory for education-based athletics? The stated mission of education-based athletics is to provide student-athletes the opportunity to play while earning degrees. Some coaches might say they need to place the best athletes on the floor and scholarship numbers would need to be raised to compensate. The counter argument is that if everyone's freshmen are sitting out, the playing field remains as level as it had been. Also, if more walk-ons find places on varsity rosters, how much harm is done? Is it bad to give more students the opportunity to play collegiate athletics, particularly those who are willing to do it without the benefit of scholarships? A small slice of Division III's philosophy might be a good thing for Division I.

Another benefit of my modest proposal would be the reinstatement of academic eligibility criteria based on collegiate work, and not high-school grades and standardized test scores. Goodbye, Clearinghouse.

The fact is, there is a crisis right now in intercollegiate athletics. Even though the graduation rate

*continued on page 14*

**CIAC ADOPTS CHANGES TO OUT-OF-SEASON REGULATION**

By Mike Savage, Executive Director

At its December 11 meeting the CIAC Board of Control approved significant changes to the out-of-season regulation. These changes, which will be implemented immediately upon notification of member schools, resulted from recommendations made by an ad hoc study committee of principals, athletic directors and coaches who met over an 18-month period. The committee's directives were to:

1. provide greater latitude for coaches, if possible, without compromising the underlying purpose of the regulation;
2. respond to the changes which have been occurring in the overall governance of high school athletics and the external influences that have had a significant impact on Connecticut high schools in the recent past; and,
3. simplify the language of the regulation to make it more easily understood and to eliminate, where possible, the most confusing aspects of the existing regulation.

The board feels that the committee's directives were achieved.

There are two major changes to the regulation: (1) the addition of the definition of "member school athletes;" and, (2) a change in the number of athletes that each coach is allowed to coach in a non-school team setting. The revisions affect Article XII ("Out-of-Season Play"), Section 2.0 ("During School Year Out-of-Season Including Summer") of the CIAC Bylaws. Printed below are the portions of the regulation that have been revised.

**2.0 DURING SCHOOL YEAR OUT-OF-SEASON INCLUDING THE SUMMER**

2.1.b. Member schools may not permit their coaches to coach or instruct their member school athletes\* in the sport which they coach.

- \* Member school athletes are CIAC athletes whose names appear on the previous year's eligibility list and who have eligibility remaining in the sport.

Exceptions to 2.1.b.

3. A member school coach may coach one non-school team per year provided no more than the number of member school athletes listed in the chart below are on the out-of-season team roster. Out-of-season rosters must remain fixed. Individual athletes may not be rotated on and off out-of-season non-school team rosters.

Girls Team Sports			Boys Team Sports		
Sport	# Reg. Season	# Out-of-Season	Sport	# Reg. Season	# Out-of-Season
Field Hockey	11	6	Football	11	6
Soccer	11	6	Soccer	11	6
Volleyball	6	3	Basketball	5	3
Basketball	5	3	Ice Hockey	6	3
Softball	9	5	Baseball	9	5
Lacrosse	12	6	Lacrosse	10	5
			Volleyball	6	3

Please do not hesitate to call the CIAC if you have any questions regarding this change.

## ciac news briefs

■ The seventh (2004) edition of the NFHS Court and Field Diagram Guide has been published and may be ordered at this time. The guide is a comprehensive publication containing current diagrams, descriptions and dimensions of playing fields and courts used in 50 sports. It also contains ball specifications, metric-to-English distance conversions, a directory of national sports governing bodies and how to set up different types of tournament drawings. All of the diagrams, specifications and information contained in the guide are accurate and current as of January 2004. The NFHS Court and Field Diagram Guide is an ideal resource for athletic directors, coaches, building and grounds supervisors, architects, and others involved with athletic administration. Since first published 12 years ago, it consistently has been one of the NFHS' most-requested publications, and is an invaluable resource. The cost of the 2004 NFHS Court and Field Diagram Guide is \$15, and may be ordered by calling 1-800-776-3462.

■ The Maine Principals' Association (MPA) prevailed when a religious discrimination complaint against the association was dismissed by the Maine Human Rights Commission. A student, whose religion prohibits him from playing basketball from sundown Friday to sundown Saturday, had asked the MPA to alter its state basketball tournament schedule to coincide with his religious beliefs. Citing the effects on the other 47 teams in the tournament, the difficulties in last-minute schedule changes, and the ensuing potential loss of revenue to the association, the MPA was able to convince the commission to rule in its favor.

■ Following the deaths of three high school and college pole vaulters in 2002, pole-vaulting advocates have made aggressive efforts to make the sport safer. One of those efforts is a non-commercial website, [www.polevaulteducation.org](http://www.polevaulteducation.org), created for superintendents, principals, athletic directors, coaches and athletes to promote improved safety and performance in the sport. The site provides the basic components and techniques of vaulting with safety as the chief concern.

■ An attempt to teach good character to his student-athletes has cost a Mississippi high school athletic director his job. Joe Grant, who also coaches football at Louisville (Miss.) High School, removed photographs of two of the school's former football stars from the Wildcats fieldhouse because they're serving time on felony charges of drug sales, forgery, and grand larceny. When the superintendent ordered Grant – the only coach in state history to win five high school championships – to put the pictures back, Grant refused. Then he was fired.

■ A 69-year-old track-and-field official who was struck in the face by a javelin has won \$811,000 in damages.

Reuben Thompson was officiating at the 1999 National Association of Intercollegiate Athletics championships in Palm Beach Gardens, Florida, when he was struck in the face by a javelin thrown by a Baker University athlete. The young man threw the javelin despite confusion over whether or not Thompson had signaled that he was ready. Thompson was in the field picking up a javelin and was starting to stand up when he was struck near the bridge of his nose, next to his left eye. A Palm Beach County jury held the NAIA 85% liable for the damages, the athlete 10% liable, and Baker University 5% liable.

### Who's Counting?

**\$95,420,000**

Total value of 17 bond issues with a parks-and-recreation or high-school sports component approved by U.S. voters on Nov. 4, 2003.

**\$6,443,000**

Total value of 11 bond issues with a parks-and-recreation or high-school sports component defeated by U.S. voters on Nov. 4, 2003.

Source: *Athletic Business*, June 2002

### At Williams, Studies First; Sports Second

In a college basketball year memorable for scandals, consider tiny Williams College, in southwest Massachusetts. Its 27-game win streak (as of January 3) is the longest in NCAA basketball and it won the Division III title last season. It has also won the Division III Sears Director's Cup for overall athletic success in seven of the last eight years. And it has achieved these feats without ethical compromise.

At Williams, studies are plainly central and athletes compete on the periphery. *U.S. News & World Report* ranks Williams the top liberal arts institution in the country and its class of 2007 had an average SAT score of 1408. And recruiting, that perennial temptation to rulebreaking, is minimal. Coaches pay recruiting travel expenses out of their own pockets and there are no paid official recruiting visits.

So what accounts for Williams' athletic success? A key reason is that it takes the "teacher-coach" idea seriously. The college treats coaches like professors. Professors watch practices and assess coaches' instruction throughout each season. Evaluations take place at the end of every semester, much as students rate professors, and coaches can ultimately gain tenure.

"The academics are first," says guard Michael Crotty. "There's no confusion about that here. I just take great honor in that we're No. 1 in both academics and athletics." [New York Times, 12/25]

## INVESTORS IN CT YOUTH



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

## 2004 NFHS Sports Rules Changes

■ **FOOTBALL:** The National Federation of State High School Associations (NFHS) Football Rules Committee approved ten changes at its meeting last month. Among them is the provision that the head coach may now request a time-out. Previously, only a player could request a time-out. In addition to the change allowing the head coach to request a time-out, two other changes were made in Rule 3 regarding periods, time factors and substitutions. Rule 3-1-4, which addresses games that are interrupted because of events beyond the control of game administration, was clarified to provide state high school associations more authority over interrupted games. Says Jerry Diehl, NFHS assistant director, "In these types of situations in the future, state association policies regarding interrupted games will apply. This change should reduce expenses on a second travel day for participants, and spectators will not be exposed to continuing hazardous weather conditions. State associations will be able to continue using previously adopted tied-game provisions." For additional rules changes, visit [www.nfhs.org/Sports/football\\_rules\\_change.htm](http://www.nfhs.org/Sports/football_rules_change.htm).

■ **VOLLEYBALL:** At its meeting in January, the National Federation of State High School Associations (NFHS) Volleyball Rules Committee reaffirmed the switch to the rally scoring format for high school volleyball in 2004-05, which was approved last year on an optional basis for 2003-04. Most states enacted the format change last year, and the remainder will be required to adopt the new format this year. The exception to the rally scoring provisions which was approved by the committee this year is that by state high school association adoption, teams may play a best two-of-three game match using the rally scoring format, with all three games, if necessary, played to 25 points (no cap). Aside from the continued emphasis on the shift to rally scoring, perhaps the biggest change made by the committee was with Rule 2-4-2, which will allow players to play a ball over a non-playable area if they have a body part in contact with a playable area at the time the ball is contacted. During the follow-through, players could enter a non-playable area after playing the ball. Previously, the official was required to stop play when a player broke the plane of a non-playable area, such as team benches, officials' table, bleachers, or the area between the benches and tables. For additional rules changes, visit [www.nfhs.org/sports/volleyball\\_rules\\_change.htm](http://www.nfhs.org/sports/volleyball_rules_change.htm)

■ **SPIRIT:** The NFHS Spirit Rules Committee approved the following exceptions to the requirement for physical contact to be maintained between the top person and the base(s). In transitional stunts involving a braced flyer, physical contact must be maintained between the flyer and the base(s), except when:

- the torso of the flyer remains upright (vertical);
- the flyer has at least two bases and a spotter/catcher;
- there is a spotter for each bracer; and
- the loss of contact with the bases does not significantly exceed the height of either stunt in the transition.

For additional rules changes, visit [www.nfhs.org/sports/spirit\\_rules\\_change.htm](http://www.nfhs.org/sports/spirit_rules_change.htm).

## LEGAL BRIEFS

### ■ COACHING LIABILITY

Kahn was 14 years old and a novice member of the junior varsity swim team when she executed a practice dive into a shallow racing pool located on property owned by the East Side Union High School District (district). As a result of the dive into shallow water, Kahn broken her neck. Kahn claimed her injury was caused in part by the failure of her coach, a district employee, to provide her with any instruction in how to safely dive into such a shallow type of pool. She also alleged inadequate supervision and stated her coach breached the duty of care he owed her by insisting she make the dive at her swim meet despite her objections, her fear of diving, and the coach's previous promise to exempt her from diving.

The district argued it had exercised reasonable care under the circumstances and Kahn had assumed the risk of injuring herself when she chose to participate in the sport. The trial court and the appellate court granted the district's request for judgment without a trial. They concluded the district was not liable because the coach had not intentionally caused Kahn's injuries or had been so reckless that his conduct and expectations were outside the range of the ordinary in terms of this sport.

Kahn appealed both rulings and the decision of the court was reversed.

Considering the totality of the circumstances in this case, the strict application of assumption of risk and the grant of judgment in lieu of a trial are not appropriate. Although a sports instructor is supposed to challenge and push a student athlete to advance the athlete's skills, and this type of instruction should not be tripped on by the imposition of harsh legal standards, a line of reasonableness can be crossed, and was crossed in this case.

The coach failed to provide Kahn with previous instruction in the art of diving into a shallow pool, specifically ignored her fear and unwillingness to perform the dive, and lulled her into a false sense of security by promising her she would not have to dive in competitions. He breached his promise and his duty of care for Kahn when he got caught up in the heat of competition and threatened to remove her from the meet if she refused to perform the dive. Under duress, Kahn performed the dive; any reasonable instructor would have known the dive itself constituted a significantly high risk of harm, regardless of whether Kahn had been more prepared and less anxious. Since there was no testimony to support the theory that the coach had offered any previous instruction in the manner of performing a safe dive, the request for judgment without a trial was improperly granted.

The case should be returned to the trial court to examine more fully whether the coach breached his duty of care. After such an analysis, Kahn could then proceed with her claim that the district was liable for the coach's negligence by failing to properly train, supervise, and control its coaching staff.

#### Lesson to be learned

Some activities are inherently dangerous; in an effort not to alter the nature of popular sports or inhibit participation in such activities, courts have tried to give some leeway in the area of injuries sustained by student athletes. Nonetheless, school officials owe a duty of due care to the students in their charge not to cause an unreasonable risk of harm, not to increase the level of inherent risk imposed, and not to deliberately overlook ways in which they can minimize such risks. Intentionally causing an injury -- or being reckless about a danger that goes beyond the normal range of risk inherent in the sport itself -- are grounds for the imposition of liability.

### ■ Gender Equity and Tournament Sites

In December, a federal judge in St. Paul ruled in favor of the Minnesota State High School League (MSHSL) regarding the venue for the 2004 state Girls' Hockey Tournament. Plaintiffs sued the League in an attempt to force the tournament to be held at Xcel Energy Center instead of Ridder Arena in 2004.

The issue was originally presented to the Office for Civil Rights and, after traveling from Chicago to view both venues, attorneys for OCR concluded that Ridder Arena was an appropriate venue for the state girls' hockey tournament.

"This decision affirms the belief of the League Board of Directors that its process for reviewing tournament venues and selecting state tournament sites is not flawed,"

*continued on page 14*

## FITNESS GUIDELINE DOUBLED FOR KIDS

Five years after a groundbreaking study warning of a growing childhood obesity trend, the group that said kids should get 30 minutes of daily physical activity has now doubled its recommendation. The National Association for Sports and Physical Education issued new children's fitness guidelines, including boosting children's daily physical activity to one hour. The recommendation doubles the group's original 30-minute guideline, which health advocates say has proven ineffective in the battle against the bulge among youngsters 5 to 12. According to the most recent report by the Office of the U.S. Surgeon General, 13 percent of children 6 to 11 and 14 percent of adolescents 12 to 19 in the United States are overweight.

## Tournament Site, *continued from page 13*

said League Executive Director Dave Stead following the hearing. "We are pleased that Judge Magnuson recognized the thorough nature of the OCR investigation and agreed with the league's site selection process."

The 2003 State Girls' Hockey Tournament was held at Ridder Arena on the University of Minnesota campus, a brand new facility constructed to be the home of the Minnesota Golden Gophers women's hockey team, and with the intent to serve as home for the state girls' hockey tournament, argued Mark R. Whitmore, attorney representing the league.

"Ridder Arena is an outstanding facility and it is the right place right now to play the girls' hockey tournament," said Stead. "Not only does our board believe that, but so do numerous parents, fans, administrators, and players who welcome the opportunity to play in an electric state tournament atmosphere that simply would not exist at Xcel until attendance grows, as we hope it does."

Whitmore asserted that Title IX, federal gender equity legislation which the plaintiffs alleged was violated by the league in selecting Ridder Arena instead of Xcel Energy Center, "is about equality, not identity."

In addition to his findings dismissing the alleged discrimination, Judge Magnuson also agreed with Whitmore that forcing the league to move the 2004 state girls' hockey tournament to Xcel Energy Center would have placed that venue in a position of having to accept a judicial decision without being a party to the case.

"The board makes difficult decisions all the time, but every decision is made after careful review of all of the facts and with the overriding philosophy that its decisions must be made in the best interests of all of the students in Minnesota," said Stead.

## GOVERNING BODIES TEAM UP TO PREVENT HERPES IN WRESTLING

INDIANAPOLIS – The American College of Sports Medicine (ACSM) and the National Federation of State High School Associations (NFHS) are collaborating to conduct a timely and thorough review of high school wrestling health and safety guidelines, addressing one of the most common infections caused by athletic activity: herpes gladiatorum (HG), a virus that causes skin lesions on the body, is highly contagious through personal contact during wrestling practice and competition. Prevention techniques are the focus of this collaboration, since early and accurate detection and comprehensive treatment, rather than mat and equipment cleanliness, are increasingly recognized as more effective in containing and minimizing the risk of exposure.

Young athletes at risk of developing HG are typically wrestlers who engage in the lock-up position, which places the face, neck, and arms of the opposing wrestlers in close contact. Lesions indicative of the skin disorder generally occur on the face, neck, and arms as a result, accompanied by symptoms such as inflamed skin rash, sore throat, general malaise, fever, and the appearance of clustered vesicles, which are small fluid-containing elevations of the skin.

ACSM and NFHS will work to ensure that medical professionals more closely monitor systemic signs or symptoms to diagnose and treat herpes simplex virus-1 (HSV-1), the virus precursor for HG, and require

the swift withdrawal of wrestlers from participation until a diagnosis can confirm or rule out infection. In smaller schools and districts with limited athletic personnel, ACSM and NFHS will provide educational resources for coaches, who are often the first and most efficient individual to screen wrestlers for suspicious skin conditions. Further, the organizations will work with athletes, coaches, and athletic trainers to emphasize that mat disinfection and personal cleanliness, while important, may reduce but will not prevent the types of outbreaks seen in the upper extremities of the body.

A clinical evaluation appearing in the November issue of *Medicine & Science in Sports & Exercise*, calls for a review of standards to address numerous outbreaks that have occurred among high school wrestlers in the past 13 years. Specifically, the author studied and tracked an outbreak involving 19 high schools during a 1999 Minnesota state high school wrestling tournament. This outbreak demonstrated extensive transmission can occur in a short period of time, as wrestlers on seven out of nine teams, and ultimately 61 wrestlers and three coaches, contracted HG. Based on this clinical evaluation, preventative factors, including increased vigilance to potential misdiagnosis by individual's physicians who may not understand how the viral infection develops and spreads, are recommended as key to avoiding and controlling future outbreaks.

## Freshmen, *continued from page 11*

reached 62 percent for student-athletes entering college in 1996, it is a success not shared by all sports or divisions. Men's Division I basketball has the lowest graduation rate of any NCAA sport at 44 percent. In last year's Sweet 16, 10 schools had a graduation rate below 50 percent -- some of them significantly below that level. Should freshman be ineligible only in basketball? Perhaps, or maybe freshmen should be ineligible in all sports where, on a long-term national basis, graduation rates fall below those of the student population as a whole. We will never find a perfect solution, but that is no excuse to settle for the status quo.

So why, as a high-school administrator, am I concerned about what is happening with intercollegiate athletics? The fact is the two levels of education-based athletics are tightly connected. High schools provide the colleges with athletes and the colleges reciprocate by offering a motivational goal for high-school athletes. Thus, if a high-school student-athlete observes that many of his or her slightly older peers are not focusing on academics and are only using college for sports as a vehicle to showcase their athletic skills, everyone loses. On the other hand, everyone wins if high-school student-athletes see their role models focusing on the educational aspects of college.

To put my thoughts in context, let me acknowledge that high-school administrators view athletics participation in a macro sense. We appreciate our stars, but our larger obligation is to our masses. According to the most recent NFHS athletics participation survey, annually we are providing almost 7 million opportunities for athletics participation by student-athletes. The four years of high school are a profoundly imitative time. Just as our best athletes model themselves after college players, the masses of high-school athletes emulate the conduct of their athletics' "betters." Thus, a greater academic focus by college freshmen student-athletes could have a profoundly positive ripple effect.

Let us seriously discuss freshmen ineligibility. Let us break the public perception that academic performance, for some Division I athletes, is linked to the old aphorism, "He was highly educated -- his classroom was on the top floor."

That is my belief, and that is why I consider this issue so important at the high-school level.

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Robert F. Kanaby is the executive director of the National Federation of State High School Associations.

# CONNECTICUT ASSOCIATION OF ATHLETIC DIRECTORS

## 20<sup>th</sup> Annual Athletic Directors Conference

Thursday and Friday, March 25-26, 2004 ♦ The Holiday Inn, North Haven

### Thursday, March 25, 2004:

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. General Session - Wayne Soares  
 4:00 - 5:00 p.m. Workshop 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 26, 2004:

8:00 - 9:30 a.m. CAAD Annual Breakfast  
*Speaker - Nancy Pugliese, SDE*  
 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**

### 2004 C.A.A.D. AWARD RECIPIENTS

*Distinguished Service Award Recipient  
 From Inside the Field of Athletic Administration*  
**Joseph Tonelli, Notre Dame H.S., West Haven**

*Distinguished Service Award Recipients  
 From Outside the Field of Athletic Administration*  
**Barry Goldberg, M.D., Yale University Health Services**

*NCSSA - Athletic Director Award*  
**Joseph Velardi, Pomperaug High School**

*NIAAA State Award of Merit*  
**Marge Dolan, North Haven 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 \_\_\_\_\_

Spouse's Name \_\_\_\_\_

Total Enclosed -- \$ \_\_\_\_\_

Jacket/Sweater Size -- S M L XL XXL

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

No 1-day fees ♦ No refunds after March 15th  
 Conference gift not guaranteed after March 1st

### 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 North Haven**  
 201 Washington Avenue  
 North Haven, CT 06473  
 Attn: Jen Allgaier

Room Rate NOT guaranteed after March 15th

## alerts

■ **March 24, 2004:** CAA Exam North Haven Holiday Inn, 4:00 p.m.  
**Note:** LTC 501 + the exam application must be completed. Check CAAD mailings. NO walk-ins!

■ The 2004 tournament softball is the **Spalding Dudley WT-12-FPY** leather with a labeled 375 compression and 47 core.

## “RAY” of Hope

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

- Ray DeAngelis, Emmett O'Brien RVTS

**This month's HOT Topics:**

- ❖ The Connecticut State Medical Society's recommendation regarding the use of helmets in girls' field hockey and lacrosse
- ❖ The Connecticut State Medical Society's finding that there is no evidence to link soccer heading to brain injury  
*(For more information, visit [www.csms.org](http://www.csms.org))*

**Last month's HOT Topic:**

- ❖ Hazing of Athletes

**Retired AD's Corner**

By Ed Tyburski

■ **LIFE MEMBERSHIPS** - In 1995 CAAD voted to award life memberships to all retired Connecticut athletic directors. In the spring of 1996, forty-six retired AD's were recipients of the gold life membership cards. Since then retired AD's receive their gold cards at the annual CAAD breakfast meeting, held in the spring. To date 90 retirees have received gold cards.

In addition to AD's, retired teachers, principals and other educational administrators who have served as an athletic director in Connecticut for at least five years and who are no longer in education (including being a part-time AD) are eligible for gold life membership cards. Contact Ed Tyburski at (860) 824-5754 for information.

■ **MILESTONES** -- James Benanto retired in December after thirty-one years in education. He served as athletic director at Shelton High School for twenty-six years.

**HOOSIER HOSPITALITY**

By Raymond DeAngelis, AD, Emmett O'Brien RVT School

The 34th Annual National Conference of High School Athletic Directors and the National Interscholastic Athletic Administrators Association (NIAAA) business meeting was held in Indianapolis, Indiana from December 13-16. The conference, sponsored by the National Federation of State High School Associations (NFHS), had a record number of exhibit booths (317) at the Indiana Convention Center.

More than 1,800 athletic administrators were able to attend four workshops and several LTC courses during the course of the three-day event. Various topics included litigation in athletics, pay-to-play, program assessment, technology tools and middle school athletics.

The Connecticut delegation, comprised of almost 20 athletic directors, was led by CAAD President, Paul Mengold, Amity Reg. High School. Michael Savage and Anthony Mosa from CAS-CIAC were also in attendance. The opening general session speaker was Nell Fortner, head coach of the Indiana fever of the WNBA. The third general session featured former NFL quarterback, Archie Manning, speaking about time management.

The luncheon and banquet programs recognized fellow athletic directors from around the country as award recipients. Once again CAAD provided a Hitchcock chair for the luncheon door prize.

Next year's conference site will be New Orleans from December 10-14.

**Connecticut members in attendance:**

- Fred Balsamo, CAA, East Haven High School
- Joe Canzanella, CAA, New Haven Public Schools
- Elizabeth Conant, Kensington
- John Domaingue, CAA, Simsbury High School
- Chip Dorwin, CAA, Guilford High School
- George Ford, Fairfield
- Mike Garvie, St. Bernard, Uncasville
- Pam Goodpaster, CAA, Joel Barlow, Redding
- Gary Makowicki, CAA, Norwich Free Academy
- Tom Malin, East Catholic, Manchester
- Tom McCutchan, St. Paul, Bristol
- Paul Mengold, CAA, Amity Reg., Woodbridge
- Anthony Mosa, Asst. Executive Director, CIAC
- Ken Parciak, Windsor High School
- Mike Patterson, New Haven Public Schools
- Judy Samaha, CAA, Sheehan H.S, Wallingford
- Michael Savage, Executive Director, CIAC
- John Shukie, CAA, Northwest Catholic H.S., W. Hartford
- Joseph Tonelli, CAA, Notre Dame H.S., West Haven