



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference

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



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FOSSBENDER APPOINTED 30th PRESIDENT OF CAS

Dr. Allen Fossbender, principal of Joel Barlow High School in Redding, has taken office as the 30th president of the Connecticut Association of Schools (CAS). A 33-year veteran educator, Dr. Fossbender has served as principal of Joel Barlow since 1999.

"I am honored to be elected by fellow school leaders to become president of the Connecticut Association of Schools," said Dr. Fossbender upon his appointment. "The privilege of serving CAS as its president will afford me many opportunities to make significant, positive changes in the education of children throughout our state."

Dr. Fossbender graduated magna cum laude from Providence College, Providence, RI, with a B.A. in Foreign Languages. He earned an M.A., an Ed.M., and an Ed.D. in Applied Human Development from Teachers College, Columbia University, New York, NY. He began his professional career in 1969 as a foreign language teacher at Woodbury Middle School in Woodbury, CT. In 1977 he became Director of Guidance and Counseling Services at Nonnewaug Regional High School, where he also taught psychology and human development and served as an assistant principal. In 1984, Dr. Fossbender joined the State Department of Education where he served in a number of capacities, including Coordinator of Pupil

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CAS HOSTS FIRST EVER ARTS CONFERENCE FOR MIDDLE LEVEL STUDENTS AND TEACHERS

By Earle G. Bidwell, Assistance Executive Director

Two days after graduation, the studios of the Hartford Art School at the University of Hartford were alive with activity as one hundred and forty four of Connecticut's best middle level artists and art teachers participated in a daylong fine arts conference. Two years of planning culminated in opportunities for students to create art projects under the direction of high caliber practicing artists from Connecticut, Boston and New York City. Working from a choice of twelve different artistic mediums, each student was able to finish two different creations during the day.

Students were able to choose from among copper sculpture, hot wax batik, pastels, computer arts drawing, cartooning, acrylic & mixed media, graphic design, hand color photography watercolor, oil portraiture and abstractions in professional studios spread out over three buildings of the Hartford Art School.

The purposes for the conference were to:

- offer middle school art students high caliber artistic challenges;
- give statewide visibility to the fine arts and promote the arts among middle school students;
- provide opportunities for art students from diverse backgrounds to work together; and,
- give middle level art teachers opportunities to refine their skills and create their own artwork.

For several years the Connecticut Association of Schools has recognized high school artists at the Arts Recognition Banquet and recently instituted the Elementary Arts Festival. What was lacking was a program for middle schools. Several artists, art teachers and middle level administrators responded to the call and Arts in the Middle was born.

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The Board of Directors of the Connecticut Association of Schools is seeking qualified candidates for the position of **Executive Director of the Connecticut Association of Student Councils (CASC)**.

Individuals who will be considered for the position must have experience as an advisor and/or student activities director, must be energetic and articulate, possessing outstanding written and oral communication skills, must be able to work with minimal direction, and must be committed to carrying out the mission of CAS.

The position of executive director of CASC is a part-time position with no set schedule. Hours of work will be based on the individual's availability. The majority of responsibilities will fall during the school year. The salary is \$5,000.00 annually.

Interested individuals must submit the following: (1) a letter of application indicating background and experience and outlining the applicant's qualifications for the position; (2) a resumé; and (3) a list of references (minimum of three references required). Send all application materials to:

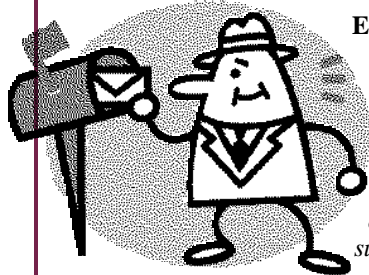
Michael H. Savage, Executive Director
CT Association of Schools, 30 Realty Drive, Cheshire, CT 06410

Deadline for applications is August 1, 2002.

For more information about the application process or a detailed job description, please contact Mike Buckley at mbuckley@casciac.org

LEGAL MAILBAG

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



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

Q. Dear Mailbag: I thought I had heard it all. I missed a PPT last week, and apparently a student and her overprotective mother insisted that she must bring her "service dog" to school to calm her fragile nerves. The PPT not only agreed but wrote it into the IEP as a related service. I am not a Neanderthal or anything, and I understand that kids with disabilities have rights. But dogs aren't allowed in school, and I just heard that this dog ate some other kid's homework. I have directed the PPT to reconvene and tell the student and her mom that we have recovered our senses, and that we will remove canine support as a related service. Am I . . . *Barking Up the Wrong Tree?*

A. Dear Barking: You have a problem. In certain cases of disability, your rule against dogs will have to give way. Connecticut law already provides that guide dogs for blind, deaf or mobility impaired persons may be brought into places of public accommodation, which in this context likely includes our schools. The concept of "service dogs" is expanding, and one school district (in another state) was even required to let such a dog into the school to assist a student with her emotional needs. Once your PPT put the service dog into the IEP, it became part of the student's program. Now, the child and her "overprotective mother" may assert stay-put to keep the dog in school pending due process review. Your wish to enforce school rules is duly noted. Better luck next time.

Q. Dear Mailbag: Several faculty members have come to me with a concern. A young female teacher has been especially chummy with one male teacher, and a colleague actually came upon them making out in the storage room in the science wing. To make matters worse, the male teacher is married, and the other concerned teachers are outraged by her conduct. They have told me that they don't want to work with this Jezebel, and they are demanding that I make her stop fooling around with the married teacher. I told them that what grown people do is none of our business and that they should go work on lesson plans or something. I am right not to get involved, right? *Minding My Own Business*

A. Dear Minding: Wrong. Your instinct that you should not intrude into the personal lives of teachers is laudable. Your problem, however, is that these two lovebirds are intruding into the lives of the unwilling witnesses to their affection. Indeed, depending on their level of indiscretion, their conduct may actually constitute sexual harassment of the other teachers; this unwelcome conduct of a sexual nature arguably has the effect of creating an offensive work environment for the other teachers. Here, you have to draw a clear line - you can and should prohibit such amorous behavior in school, and you should warn the teachers that they will be disciplined if they continue to carry on. In giving them this warning, however, you should be clear that their relationship outside of school is none of your business.

Q. Dear Mailbag: One of the parents in my school is having problems letting go. Her son is eight years old, and he has ADD big time. He is a handful, but we are up to the challenge. My nurse is ready to provide him his pre-lunch dose of Ritalin every day. The mother, however, refuses to let the nurse handle this simple task. Rather, she insists on coming to school each day and giving her son the medication herself. Can I tell her to stay home? *We Got It Covered*

A. Dear Covered: You should be aware of a recent statutory change. In 2001, the General Assembly amended Section 10-212, which deals with school nurses, by adding a new section (b), which provides: "Notwithstanding any provision of the general statutes or any regulation of Connecticut state agencies, nothing in this section shall be construed to prohibit the administering of medications by parents or guardians to their own children on school grounds." Some parents may argue that they now have the right under statute to decide when to come and give their kids medicine. We think, however, that this new law simply gives you the choice whether to permit parents to enter the school to administer medication to their children. Until someone tells us different, you still have the right to control parent access to your school and tell this parent that you do have it covered.

ct news & notes

O A survey of 2,970 students in grades 7-12 in the public schools in Bridgeport, Fairfield, Monroe, Stratford and Trumbull found that the number of students who reported engaging in many types of at-risk behavior is down on almost all fronts from four years ago. The Regional Youth/Adult Substance Abuse Project survey, conducted in the fall of 2001 showed that the use of alcohol by students decreased from 39% in 1998 to 29% in 2001. Marijuana use over a 12-month period also decreased from 25% to 21%. The sniffing of inhalants - which remains most common among middle school students - decreased from 11% to 8%. Daily cigarette smoking decreased from 13% to 7%. Student-reported risk behavior was higher in suburban areas than in the city of Bridgeport. The survey also collected data on students' "developmental assets" - or, positive behaviors. The results found that the greatest increases in student assets came in their commitment to learning. The number of students who reported motivation to achieve in school rose to 71%, compared to 64% in 1998. School spirit rose from 45% to 57% while family support rose from 65% to 75%. Positive peer influence also increased from 59% in 1998 to 66% in 2001. (Source: *Fairfield Citizen*, May 31, 2002)

O A recent national educational technology survey shows that in Connecticut schools with high minority populations there were 19.8 students for every Internet-connected computer in 2000-2001, more than double the state average of 8.7 students. In high poverty schools in the state, there are 16.9 students per connection. Nationwide, the number of students per Internet hook-up in high poverty schools averaged 8.1; in high minority schools, 8.5. Conducted on behalf of Education Week, the Technology Counts survey also shows that Connecticut has not embraced the trend toward virtual schools and online testing. But it is also one of 23 states that requires technology training for teachers to obtain licenses and one of 34 states to have technology standards for students.

O On June 7, 2002, Governor Rowland signed into law Public Act No. 02-119, *An Act Concerning Bullying Behavior in Schools and Concerning the Pledge of Allegiance*. The new law requires all school districts to develop policies to address bullying by February 1, 2003 and to maintain publicly available lists of verified bullying acts. The bill also requires schools to set aside time in each day to provide students with an opportunity to say the Pledge of Allegiance; however, the legislation does not go so far as to mandate that students actually recite the pledge. The pledge portion of the bill, which will take effect on October 1, does not carry any penalty for schools or districts that don't comply. To read the full text of the new legislation, visit <http://prdbasis.cga.state.ct.us/2002/act/Pa/2002PA-00119-R00HB-05425-PA.htm>

national news & notes

○ GAINS MADE IN SPECIAL ED

According to a recently released U.S. Department Education report:

- a record 57.4% of special education students graduated from high school with standard diplomas in 1998-99, up from 51.9% in 1993-94.
- drop-out rates for special education students fell to 28.9% in 1998-99, down from 34.5% in 1993-94.
- more students with disabilities are being educated in regular education classes than ever before, with 47.4% of students in "inclusion" programs.

○ On June 11, the U.S. Department of Education issued a report to Congress entitled *Meeting the Highly Qualified Teachers Challenge*, which asserts the department's view on the quality of the nation's teacher preparation programs. The report is essentially a call to action to states to radically transform their teacher certification systems by raising standards and lowering barriers that keep many highly qualified candidates from pursuing teaching careers. The report's data suggest that state certification systems allow into the classroom too many teachers who lack solid content knowledge of the subjects they will teach. To raise academic standards, the report calls on states to require prospective teachers to pass rigorous exams in the subjects they plan to teach. To lower barriers, the report calls on states and institutions of higher education to revamp their teacher preparation programs and eliminate many of their rigid certification requirements, such as the massive number of methods courses. The report argues that requiring excessive numbers of pedagogy or education theory courses acts as an unnecessary barrier for those wishing to pursue a teaching career. The report has received sharp criticism from a number of national education groups, including the National Association of Secondary School Principals. In the wake of the report, NASSP issued a position statement opposing the report's conclusions. "Although there is an indisputable teacher shortage, NASSP strongly believes that teachers must be fully prepared in both their content areas as well as in teaching skills," read the statement. "NASSP disagrees with the department's report and believes that current preparation programs-although always capable of being improved-offer valuable training and preparation for successful careers in education," For further information about the report: <http://www.ed.gov/PressReleases/06-2002/06112002.html>.

○ A new report called *The Essential Profession: American Education at the Crossroads* suggests that school reform efforts over the past decade have been misguided, focusing on raising academic standards and developing more rigorous student achievement tests instead of finding a well-qualified teacher for every classroom. According to the report, which is based on a survey of the American public, Americans see qualified teachers as the key to raising student achievement (see table below). The report further points out that two approaches for raising student achievement – high-stakes testing and public school choice – are widely promoted by politicians but are low on Americans' list of priorities. Respondents to the survey assessed the importance of a wide variety of measures for raising student achievement. Among the highest: making schools safe from violence (90%); ensuring a well-qualified teacher in every classroom (89%); greater parental involvement in education (86%); and effective principals (84%). Distinctly at the bottom of the list were promoting and graduating students based solely on standardized tests and providing parents with the opportunity to choose which public school their child attends.

Greatest Influence on Learning

	1998	2000
The quality of teachers	55%	60%
Establishing a system of academic standards required to be met by all students	30%	28%
Requiring achievement tests in core academic subjects	14%	11%
Not sure	1%	1%

○ A new survey by of the National School Boards Association shows that while school violence is a high priority for the American public, school board members consider student achievement, special education, teacher shortages and balancing the budget to be much more pressing issues. The vast majority of board members – 77% – say school violence is only a "moderate" or "mild" concern. Of the 837 board members who responded, violence was a major concern for 11.7% of them, while it was "not a concern" for 11.3%.

○ A study released last month shows that toddlers in the federal Early Head Start program show small but significant gains in

speaking and recognition of their surroundings when compared to similar children not in the program. Early Head Start, which began in 1995 as an off-shoot of the Head Start pre-school program, provides child and family development services to low-income pregnant women and their children. It currently serves 55,000 people in 664 communities. The study of its effects, which focused on 3,000 children from low-income populations, found that only 27.3% of children in the Early Head Start program scored in the at-risk range of a cognitive development test, compared to 32% in the control group (children who were not involved in the program). In language development, 51.1% of the Early Head Start group scored in the at-risk range compared to 57.1% of the control group. Furthermore, Early Head Start parents were more likely to report that they were reading daily to their child, 56.8% compared to 52% for the control group. Of the Early Head Start parents, 46.7% reported spanking their children in the past week, compared to 53.8% of the control group parents.

○ The National Women's Law Center has issued a report charging that vocational and technical courses are as heavily segregated by sex as ever. The report analyzed enrollment figures in vocational and technical courses at high schools nationwide. It found that 96% of the students training for jobs in cosmetology were female as were 85% of the students taking child care and health aide courses. Young men accounted for 94% of students in plumbing and electrical work, 93% of students in welding and carpentry and 92% in auto mechanics courses. The patterns were the same in every state and region. The group also released federal wage figures showing that workers in "female dominated" service fields earned a fraction of what workers earned in the building trades and computer support field. The median income for health aides, for example, is \$11.06 an hour and \$8.49 an hour for beauticians. In contrast, the median wage for electricians is \$19.29 an hour, while computer support specialists earn \$17.53 an hour. The center has filed a dozen complaints with the Education Department's Office of Civil Rights charging segregation by sex in vocational and technical courses and demanding investigations into whether public schools are violating Title IX. The complaints suggest that counselors often steer young women away from vocational and highly technical courses and that recruitment drives often send signals that girls are not welcome.

legal news & notes

SUPREME COURT GIVES VOUCHERS GREEN LIGHT

Excerpted from "U.S. Supreme Court Upholds School Vouchers," by Vanessa Blum, Legal Times

○ A federal district court has struck down the portions of the Children's Internet Protection Act (CIPA) that pertain to public libraries as "facially invalid under the First Amendment." As written, CIPA required that any public library receiving federal funding for Internet service have filters in place to "protect against access" through the library computers to obscenities, child pornography, or materials that are "harmful to minors." For more information, visit: http://www.principals.org/services/legal_lowdown.html.

○ The 9th U.S. Circuit Court of Appeals on Wednesday struck down a morning ritual for countless schoolchildren – the recitation of the pledge of allegiance. A divided three-judge panel held that the words "one nation under God" violate the Establishment Clause of the First Amendment, making the court the first to sustain a constitutional challenge to public invocations of God that had, until now, been ruled merely ceremonial. "Although the defendants argue that the religious content of 'one nation under God' is minimal, to an atheist or believer in certain non-Judeo-Christian religions or philosophies, it may reasonably appear to be an attempt to impose a 'religious orthodoxy' of monotheism, and is therefore impermissible," wrote Senior Judge Alfred Goodwin.

In a landmark decision that will have a dramatic impact on public education nationwide, the U.S. Supreme Court ruled last month that a Cleveland voucher program providing financial aid to low-income families for private school tuition does not violate the constitutional separation of church and state.

Launched in 1996, the Cleveland voucher program was among the first publicly funded voucher plans to include religious schools. The program provides up to \$2,250 in tuition assistance to low-income children in the Cleveland city school district. The vouchers can be used at sectarian and secular private schools or suburban public schools, although no suburban public schools have agreed to take voucher students.

Teachers unions and liberal interest groups filed suit in federal court in 1999, attacking the program on the grounds that the flow of public funds to religious schools violated the establishment clause of the First Amendment. In December 2000, the program was overturned by a three-judge panel of the 6th U.S. Circuit Court of Appeals, which found the program unconstitutional because it had the

"primary effect" of advancing religion.

The Bush administration sided with voucher supporters, urging the Supreme Court to overturn the lower court ruling.

Chief Justice William Rehnquist, who wrote the majority opinion in *Zelman v. Simmons-Harris*, called the number of students attending religious schools "constitutionally insignificant." The critical factors, he said, were that the program have a valid secular purpose and that parents independently choose how to direct their tuition vouchers.

Justice David Souter, speaking for the dissenters, sharply disagreed, calling the majority decision "a major devaluation of the establishment clause." "We are convinced the majority decision is not only fundamentally mistaken, but potentially tragic," Souter said.

The 5-4 ruling -- hailed by some as the most significant education decision since *Brown v. Board of Education* ended school segregation in 1954 -- elicited an immediate outcry from groups favoring a strict barrier between government and religion. (See below for excerpts of a statement released by NASSP Executive Director Gerald Tirozzi.)

VOUCHERS NOT SILVER BULLET OF REFORM

A Statement by Gerald N. Tirozzi on the Supreme Court Ruling on the Cleveland School Vouchers Program

Unfortunately, as is often the case in the educational reform policy arena, there is a serious disconnect between the issues which need to be dealt with and the solutions put forth. To that point, today's ruling by the Supreme Court on the Cleveland vouchers program is very disappointing and could prove to be quite damaging to America's public and private education system in years to come. Too many public officials and policy gurus advance vouchers as the "silver bullet" to improve America's public schools, but in reality, vouchers may hurt both public and private schools.

To many, the idea of vouchers may sound good initially but is quickly deflated when carefully analyzed. Every state, given the choice of vouchers on state ballot initiatives, has overwhelmingly voted it down. Consider the reality that approximately 46 million students are currently enrolled in America's public elementary and secondary schools. Private and parochial schools accommodate about 6 million students. A simple mathematical exercise will immediately point out that the numbers don't work! In effect, a voucher system, regardless of the amount of money provided, can only accommodate a minimal number of public school students. To think of vouchers as a credible solution to the problems of public education is to

disregard most of America's students. In Cleveland it proves false by the fact that the majority of students receiving vouchers were already attending private institutions, with 96% of those institutions being religious schools.

To be clear, opposition to vouchers does not demean the outstanding hard work and accomplishments that are evident in our nation's private and parochial schools. Rather, this is an issue of fairness, equity, and the reality that any diversion of public funds will negatively affect the majority of public school students who are left behind.

States are required to provide a free and public education for each child. The operative words here are free, public and required, and the mandate is a commitment to access and equity in elementary and secondary education. Most private and parochial schools use various tests and/or admissions procedures in selecting students, which, if continued under a publicly funded vouchers system, would constitute an unfair and unjust situation. Public schools accept all children, regardless of academic readiness, race, socio-economic status, limited English proficiency or special education needs. Therein lies the power of the public system of education - it is truly public!

Proponents of vouchers say that public

schools will become more competitive and more accountable operating within a voucher system that allows students the option to leave. The reality is that for every public school student that leaves, districts lose significant dollars that are never replaced. It seems illogical to suggest that school districts, especially urban districts already plagued with significant fiscal problems, will improve as public education funds are removed.

If our national commitment is to educate all children to high standards, then our school reform efforts must include strategies and initiatives that are comprehensive, built upon solid research, and designed to serve all the students.

In summary, vouchers lead us away from the basic American tradition of a free, quality public education for every student and undermine the kind of comprehensive, systemic school reform that is working in many parts of the country right now. No one wants to deny students and parents the right to a better school system, but silver bullet solutions for small groups of students is not reform. I remind those who advocate vouchers that the American dream of equity and excellence in education is intended for all students and not the select few that a misguided public policy of school vouchers will serve.

THREE SCHOOLS TO REPRESENT CAS/CIAC AT NATIONAL CONFERENCE

By Mike Buckley, Ph.D.
Assistant Executive Director

Manchester High School, Holy Cross High School of Waterbury, and Canton High School will represent CAS/CIAC at the second annual national student leadership conference sponsored by the National Federation of State High School Associations July 11 - 14, 2002 in Indianapolis. The three schools were selected to attend based upon completed applications that included student essays responding to the question, "What does developing citizenship skills through sports and activities mean to you and how do you put your beliefs into practice in your school and community?"

The theme of the conference is "2002: Making a Difference." In the fall, participating advisors and students will help to make a difference by joining the planning committee for the second annual CAAD/CIAC student leadership conference scheduled for April 4 & 5, 2003. Participating from Manchester High School are students David Somberg, Laura Conover, Amy Zowistowski, and advisor Sarah Jones; from Holy Cross High School, students Kelly Welch, Andrew Giacomi, and advisor Denise Marcella; from Canton High School, students Seth Mastrocola, Molly Stumbras, Renee Rheame, and Assistant Principal Jordan Grossman.

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

The CT Association of High School Principals Presents . . .

The 45th Annual Fall High School Conference

October 22nd

Farmington Marriott / 8:00 a.m. to 2:00 p.m.



Dr. David Sousa

Author and consultant Dr. DAVID SOUSA (How the Brain Learns) and NASSP Resident Practitioner BILL BOND (former Principal in Padukah, KY, site of one of the earlier school shootings) highlight an exciting and informative program keyed to the theme of . . .

"Creating More Thoughtful and Personal Schools"

For registration information, contact mbuckley@casciac.org

SCHOLAR-ATHLETE BANQUET A SUCCESS

By Mike Buckley, Assistant Executive Director

Three hundred and twenty-four students from 168 Connecticut high schools were honored at the 19th Annual Scholar-Athlete Banquet held at the Aqua-Turf Club in Southington on May 5th. The event, hosted annually by CAS/CIAC and sponsored by the McDonald's Owner/Operators of Connecticut and Coca-Cola, honors one male and one female from each Connecticut high school who have excelled in both academics and athletics.

The audience of over 1,700 students, parents, and educators was treated to a humorous and inspirational keynote address by Bobby Valvano, popular ESPN radio personality, author, former college basketball coach, and inspiration behind "The V Foundation" (which has raised more than 23 million dollars for cancer research and awarded more than 150 research grants). He lauded the students present for their accomplishments, encouraged them to take pride in being selected as a 2002 CT Scholar-Athlete, and challenged them to continue to make a difference in their communities. Building on a favorite quotation from his brother Jimmy ("Every day, ordinary people do extraordinary things."), Bobby stated that extraordinary people ought literally to be able to change the world. Using personal examples from his own experience, he asked those being honored to acknowledge others who had helped along the way and to recognize the power that people have to rekindle the inner spirit of those beset by circumstances and adversity. His remarks prompted a standing ovation.

For the 18th consecutive year, Bob Picozzi served as master of ceremonies of the banquet. The evening's program included remarks by Education Commissioner Dr. Theodore Sergi, CAS President Anthony Molinaro, CIAC Chairman Paul Hoey, McDonald's representative Sylvia Verdo, and Coca-Cola representative Bernie Moran.



Keynote Speaker Bobby Valvano



Big Y Vice President Claire D'Amour-Daley

Twenty of Connecticut's top students were feted at the Sixth Annual Governor's Scholars Luncheon at The Hartford Club on May 30th, the culminating event in the Governor's Scholars program this year. Cosponsored by the Connecticut Association of Schools (CAS) and Big Y World Class Markets, the purpose of the program is to recognize academically talented high school students in schools throughout the state and present twenty students for special recognition to the Governor of Connecticut.

Each year, all principals of CAS member high schools are given the opportunity to nominate one junior who ranks in the top two percent of his/her class. An essay on an assigned topic has to be completed. Members of the Governor's Scholars Committee, professional educators from throughout Connecticut, judge the completed applications and assign a composite score to each based on grade point average (20%), PSAT or SAT scores (20%), rank in class (20%), and the student essay (40%). This is the sixth year of the program.

Thirty-three of Connecticut's colleges and universities also support this program by making gratis college level courses available to the twenty scholars. The University of Connecticut awards an Achievement Scholarship valued at one half of full tuition for four years to all Governor's Scholars who are admitted and enrolled.

The program is the brain child of State Education Commissioner Theodore Sergi who approached CAS to develop the program. CAS solicited support from Big Y, a long-time corporate partner who, in addition to sponsoring the prestigious Governor's Scholars Program, produces an acclaimed nutritional newsletter mailed to all Connecticut students and promotes positive student activities by funding the Flanagan Awards Program. Big Y Vice President for Corporate Affairs, Claire D'Amour-Daley, in her remarks at the luncheon, cited Big Y's history of contributing to its communities, particularly with regard to support for education. In addressing the scholars, Ms. D'Amour-Daley stated, "We

GOVERNOR'S SCHOLARS RECOGNIZED AT LUNCHEON

By Mike Buckley, Assistant Executive Director

are proud and honored to be able to partner with CAS in recognizing the top high school scholars in Connecticut. Like us, these students have shown that through hard work and dedication they can achieve great things in their schools and communities."

State Senator Thomas Gaffey, standing in for Governor Rowland, told the scholars, "You are in the literal sense the best and the brightest Connecticut has to offer and you should be every bit as proud of that as we are proud of you. . . . I encourage and challenge each of you to apply your talents, abilities, and hard won knowledge to the future of education and to the students of tomorrow. It is incumbent upon one generation to instruct the next and I urge you to give your heirs the very best opportunity for success by sharing with them the gifts you obviously have already put to good use." Commissioner Sergi echoed this theme in his remarks, citing the charge put to young citizens in Athens as they came of age to leave their community as a result of their life's work more beautiful than they found it.

Each scholar received a plaque from Commissioner Sergi designating him/her a Connecticut 2002 Governor's Scholar and a check from Big Y for \$500.00 presented by Ms. D'Amour-Daley. The luncheon was attended by the honorees, their parents, teachers, and principals. Ms. Laura Ferrante Fernandes, asst. principal of Masuk High School in Monroe and chair of the Governor's Scholars Committee, was the emcee and Mrs. Lorraine Ferrero of Windsor High School was chair of the luncheon.



CONNECTICUT'S 2002 GOVERNOR'S SCHOLARS

Fossbender, continued from page 1

Personnel Services, State Supervisor of School Guidance and Counseling Services, and State Mediator of Special Education Due Process. Coincident with his work at the state department, Dr. Fossbender also served as an adjunct professor of education at both Central and Southern CT State Universities. In 1991, Dr. Fossbender returned to the "trenches" as principal of Wamogo Regional High School in Litchfield, where he worked for six years before assuming the principalship of New Fairfield High School. In 1999, he became the head of school at Joel Barlow, the position he now holds.

Dr. Fossbender has a long and distinguished record of service to the Connecticut Association of Schools. He joined the association in 1993 as a member of the High School Professional Studies Committee. In his work on that committee, he demonstrated the highest

degree of professionalism and acumen. He was subsequently asked to assume roles of greater responsibility and he swiftly ascended to important leadership positions within the organization. In 1998 he was appointed treasurer of the association after only two years of service on the board of directors, thus giving testimony to the value of his work and to the respect he has gained among his colleagues.

In addition to serving on the CAS Board of Directors, Dr. Fossbender has served as a member of the Student Activities Board of Control (1995-96) and the Governor's Scholars Committee (1998-present) and as chair of the Principals' Center Advisory Board (2000-2002). He has represented CAS on a number of prestigious regional and state committees, including the New Connecticut High School Committee (2001-present), the State Ad Hoc Committee on Administrator Evaluation and Professional

Development (2001-present), the Bilingual Education Task Force (1996-present), and the Planning Committee for the NASSP National Leadership Assembly (2001-present).

Dr. Fossbender's service to CAS earned him a Letter of Commendation in 1998. He was awarded a CAS Citation, the association's highest honor, at its 50th annual meeting on May 9.

CAS Executive Director Mike Savage praises Dr. Fossbender for his contributions to the association. "Having come from an already distinguished career of leadership at the State Department of Education, Dr. Fossbender has brought to this association a wealth of knowledge, experience, and talent. He has, from his first moment of membership, given generously of his time, his exceptional background, and his considerable expertise. Under his visionary leadership, the association is sure to enjoy two exceptionally productive and successful years."

Reflections "Beside the Fire"

By Mike Buckley, Assistant Executive Director

In 1986, when I was employed as a principal in a district that thought "ten days beyond the teachers" was enough of a contract for any administrator to do what he had to do in the summer, I spent eight weeks with my fifteen year old son traveling across the country. We drove over 10,000 miles and saw incredible things, but to this day the favorite memories for both of us from this trip are of the campfires in the evening and the conversations they sparked. A year ago like principals everywhere in June, I was immersed in the tasks and rituals of ending another school year. Graduation rehearsals, awards programs, seniors "on the bubble", summer in-service planning, evaluations, end of the year reports, attendance appeals, final exams; the list went on and on. And like always, suddenly it was over; the kids were gone, June blended into July, energy began to seep back, and the focus shifted to the coming year. For me, however, it was not to prepare to begin the familiar cycle yet again, but to shift to a professional life analogous in some ways to the summer of 1986, one that allows for conversation, reflection, and more considered action. I've gone, so to speak, from the frying pan of the principalship not into but beside the fire. Ten months later, here are some thoughts prompted by this opportunity.

Principals don't read enough, at least I didn't, and I would have been a better principal if I had. Principals need to read to relax, to expand their horizons, challenge their belief systems, and keep pace. I've had time this year for fare as varied as Ron Suskind's Pulitzer winning *A Hope in the Unseen* and Robert Fletcher's *Flying Solo*. The former reinforced my belief in programs such as Choice and the importance of staying the course with the racial and social isolation agenda; the latter (a Nutmeg series selection for fourth graders - but a suitable text for high schoolers) reminded me how reading cements relationships within the "first" and most important school, the family. Think about it. Bill Clinton read and George Bush reads while doing what we're told is the world's toughest job. Why can't principals?

This leads us to the question of time and how it's allocated. Read the postings for the dozen or more principalships that have been open in CT in the past half-year. Every one purports to seek an instructional leader, yet how many of these positions are structured in such a way that the managerial - and survival - realities don't take precedence? If a candidate were to say during the interviewing process that, in order to meet this expectation, she would have to spend a minimum of fifty percent of her time out of the office and in classrooms, observing instruction, conferencing

with teachers and students about instruction - in other words doing what it takes to be an instructional leader - would this be a boost to her candidacy? And presuming this doesn't see her out the door, what happens when that drop-in parent reacts vehemently to not being able to see the principal on the spot because her morning has been set-aside for an intensive observation cycle? Dick Kiesel made it clear before he was hired as Avon's superintendent in 1998 that he intended to spend one half day per week in each of the district's four schools - an allocation of approximately forty percent of his available weekly work time - being in classrooms, observing teachers, conferencing about instruction, etc. The board, the community, teachers, principals, everyone knew right from the start what his priorities were. You see, how you spend your time communicates your priorities.

There's a California outfit (Doesn't everything come from west to east?) called The Breakthrough Coach that promises to help principals "work less, play more, and still get the job done in a normal school week." They serve clients who are high performing school principals who "are working sixty to seventy hours per week, unable to be in classrooms like they need to, unable to develop their staff like they want to, under pressure to raise test scores, and having very little time for themselves personally." Sound familiar? I'm not suggesting every principal needs a coach of his very own, but isn't this grist for a focused conversation between every superintendent and principal in the state before the start of the next school year? And shouldn't the discussion be about which of the myriad of demands filling that sixty to seventy hour work week is going to be handled by someone else (or going away) in order to free the time necessary to be that instructional leader?

I was reminded during the past year by the students who planned and participated in the 1st Annual CAS/CAAD Student Leadership Conference (CT Students Making A Difference) as well as by those on the school teams attending the first sessions of the Respect Me! program that students are an underutilized resource in our state's high schools. Not only are they capable of serving as catalysts for school climate improvement, they want to assume more responsibility in this area. I would love to be able to replicate next year at a faculty meeting in every high school in the state the "fishbowl" exercise that concludes the morning session of the Respect Me! training. Put a random cross section of students in a circle with a skilled facilitator and listen to them discuss the elements of respect, where in the school it's most (and least) evident, how incidents of disrespect are handled,

etc., and the areas that need to be attended to emerge. And, if more students can be engaged in attending to these areas, if the environment for teaching and learning begins to improve, if school becomes a little more compassionate, if there's a concomitant reduction in the amount of discipline-related activity in that sixty to seventy hour work week, than maybe there's something a principal can do without a "coach" to reallocate time to instructional improvement. As important is the meta-statement about being a principal not for just some students but for all students.

Finally, I believe even more strongly at the end of this year beside the fire in the importance of principal leadership. Roland Barth says it best. "It is not the teachers, or the central office people, or the university people who are really causing schools to be the way they are or changing the way they might be. It is whoever lives in the principal's office." Having the will to make things better does not guarantee success, but not having the will to change things does guarantee things won't. By almost any measure, Connecticut's schools are the most successful in the nation. As they continue to improve, it is clear that the principal is primary in this result. The same can be said about this organization; the knowledge and skills our volunteers bring to the various boards and committees are the bedrock upon which the success of CAS rests. I'm deeply appreciative of the service of the principals, assistant principals, and athletic directors with whom I've worked this year. I look forward to continuing this association in support of serving schools and principals.



Dr. Mike Buckley

SCHOOLIES © 2001 by John P. Wood



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May 9, 2002, member school principals gathered at the new CAS conference center to celebrate the association's 50th annual meeting. Over one hundred administrators — predominantly member high schools — adopted bylaws for the Connecticut Principals' Association, elected a new slate of officers, approved a nominal dues increase for elementary, middle and high schools.

President Tony Molinaro, King Street Intermediate, presided over the meeting just prior to the annual meeting. "This is indeed a milestone," he said. "It is hard to believe that 50 years ago, in 1953, the Connecticut Association of Secondary School Principals merged with the Connecticut Athletic Conference to form the Connecticut Association of Secondary Schools, an organization of schools rather than individuals. Since then, we have worked vigorously to improve educational opportunities for the students of our state."

At the historic occasion, Molinaro presented a "retrospective" of the organization, recounting milestones as the first assistant superintendent in 1978, the move to an Avenue headquarters in 1980, the annual scholar-athlete banquet in 1981, the appointment of Mike Savage as executive director in 1988, the construction of the current central office in 1990, the decision to open the conference center for elementary schools in 1990, the restructuring in 1993, and the merger with EMSPAC in 2000. Molinaro reminded members that the association had grown in the size of its operation and the scope of its influence. "Here we are sitting in our newly-constructed facility, boasting a membership of over 1,000 schools. Our committees and boards are involved in the governance of the association," he said. "This is truly a milestone. I consider that 24 years ago the association had only 300 schools — middle and high schools — and consisted of 6 committees, most of

which were CIAC committees. All told, the number of volunteers serving CAS back in 1978 was 347. Today, over 850 individuals — including principals, assistant principals, teachers, superintendents, curriculum directors, coaches, athletic directors, college professors, and educational consultants — serve the organization."

In his president's report, Mr. Molinaro reflected on the association's growth and successes during the 2001-02 school year. He applauded the board's decision to move forward with the building expansion, which will serve the ever-growing operational needs of CAS-CIAC and of the member schools in the foreseeable future. He also thanked members for their dedication and commitment to the organization, which have continued unabated despite the ever-increasing demands on their time.

Executive Director's Report

In his annual report, Executive Director Mike Savage commented on the association's successful efforts to strengthen its "voice" within the educational community. "We have been tremendously gratified by the stature we have been given by the State Department of Education, our major universities and other state and regional educational agencies," said Mike.

"However," he acknowledged, "while the association is well known to its membership, it may not, in fact, be as well recognized by the general public. And that is a problem as we try to serve as a major political and educational force in our state." He stated that, despite his long-standing opposition to spending the association's limited resources on self-promotion, he has resigned himself to the notion that the future is one in which money will need to be spent in the area of marketing and public relations.

"While I have been emphatic, in the past 22 years, to spend our very limited and precious resources only in ways that will have a direct impact on our association's mission, I confess to you today, that my thinking will need to be adjusted. This coming year our strategic plan must address ways to better market and promote our mission, he said. "We must also find money to procure the necessary expertise and help to promote pub-

lic awareness of the important role that building level administrators play in improving the quality of learning and quality of life for each and every student who wants to be educated."

Mike also emphasized the need to direct greater attention and resources to the recognition of the association's corporate sponsors, without whose money many of our most successful programs would not be possible.

Before concluding, Mike addressed the issue of the purpose and function of high school sports and suggested that the CIAC should shift its focus to assisting schools in building educationally sound, character-enhancing athletic programs.

"I believe that high school athletic programs, if they are to continue to receive tax payer support, must serve a greater purpose in the future than simply to provide athletic opportunities for school age athletes. Otherwise, the work can easily be done through the AAU or community based programs." "I believe," he continued, "that our athletic programs need to be educationally based and should be held to a standard consistent with the overall mission of the school."

In a bold statement, Mike stated, "Perhaps it's time that the CIAC establish an assessment and technical assistance program that will serve to promote, protect and enhance the quality of high school athletic programs through the teaching of character education, sportsmanship, ethical behavior and genuine concern for others, especially competitors. We need to hold schools accountable to teach these things. No program - no tournament."

New Business

The membership unanimously adopted proposed bylaws of the Connecticut Principals' Center and voted to establish a new "Awards and Recognition Committee." The new committee, which is essentially an expansion of the former "Citation Committee," will be responsible for overseeing all CAS awards programs.

In other action, the membership elected a new slate of officers and board members and approved a budget which called for a \$75 dues increase for high schools, and a \$25 dues increase for middle and elementary schools.



Assistant Principals at the registration table, March 22.

This picture, taken at the first ever assistant principals conference in 1978, was presented as part of the association's "retrospective."

Award Presentations

The awards dinner began with the presentation of life memberships to retiring administrators. The following individuals were in attendance to accept their life membership cards:

Dennis Carrithers, Principal
Simsbury High School
Karen Finder, Principal
Sports Sciences Academy
Nena Nanfeldt, Principal
Nathan Hale, Meriden
Arthur Sajecki, Principal
Tolland High School

Distinguished Friend of Education Awards

Kathleen Burkhart, principal of Lousatonic Valley Regional High School in Falls Village presented the Distinguished Friend of Education Award to Kevin Bousquet, describing the unique and substantive contributions that Mr. Bousquet has made to her school and her students over the course of 12 years. Mr. Bousquet, general manager of the Interlaken Inn in Lakeville, has brought a wealth of resources and opportunities to the students, staff and communities of Regional School District No. 1. "Kevin as a heart of gold," said Mrs. Burkhart. He has helped students and families going through tough times by hiring them on a part-time basis and, in one case, he opened the way to temporary housing. He is a most unique person."

West Haven High School Principal Ron Stancil presented the second Distinguished Friend of Education Award to Frederick A. Hoxsie, president of Herlin Press, Inc. For nearly ten years, Mr. Stancil explained, Herlin Press has donated annually in excess of 20,000 worth of printing services to West Haven High School. Additionally, Herlin Press offers both an externship program for

teachers and an internship program for students in technology education, art, and English. "We have enjoyed a long and outstanding relationship with Herlin Press. The students of our school have benefitted from Mr. Hoxsie's generosity as well as his considerable knowledge and expertise. He has been a dedicated corporate partner and a most-valued friend to our students and community."

Additional Awards

Dr. Jerry Auclair, principal of Southington High School and chair of the CAS Nominating Committee, made the following award presentations to those members who have made outstanding contributions to CAS and to the member schools it serves.

Letters of Commendation:

- Fred Baruzzi, Asst. Superintendent
Mansfield Public Schools (*not in attendance*)
- Richard Bishop, Principal
St. Joseph High School
- Adam Burrows, Principal
Center School, Old Lyme
- William Farrington, Principal
Montville High School
- Janet Garagliano, Principal
Wamogo Regional High School
- Thomas Heffernan, Principal
East Granby Middle School
- Edmund Higgins, Principal
Branford High School
- Nena Nanfeldt, Principal
Nathan Hale School, Meriden

Three individuals were awarded the prestigious CAS Citation: **Marie Richard**, principal of the Emerson-Williams School in Wethersfield; **David Maloney**, assistant principal of Branford High School; and **Allen Fossbender**, principal of Joel Barlow High School and incoming president.

Citations, the association's highest honor, are awarded only to those members who have made extraordinary and long-term contributions to the organization.

At the conclusion of the awards ceremony, incoming president Dr. Allen Fossbender made a special presentation to outgoing president Tony Molinaro. "You have brought a wealth of good humor, diplomacy and forthrightness to your work as CAS President," remarked Dr. Fossbender. "You have shown yourself to be a masterful speaker, one who has so skillfully and capably represented CAS on many important occasions. In your every word and deed, you have manifested a deep reverence for the association and for the people who stand behind it."



Adam Burrows, principal of Center School in Old Lyme, receives a Letter of Commendation for his 9-years of service to CAS.



Citation Committee Chair Dr. Jerry Auclair presents Letter of Commendation to Branford H.S. Principal Dr. Edmund Higgins.



Bill Farrington, Montville H.S. principal, receives a CAS Letter of Commendation from Dr. Auclair.

middle school news

Hoff Inspires Scholar Leaders

By Earle G. Bidwell, Assistant Executive Director

"Kids, to use a term from Tom Cruise in the movie, *Jerry McGuire*... You complete *Kus*. You affirm that what we are as a nation and what we do in the place we call 'school' is larger than the lunacy that creeps into the adult world. You give us Pride... You give us Strength and perhaps most importantly you give us Hope that who we are and what we do will overcome any adversity. I value you and the future you will help to create."

"It is said that character isn't just what you're born with; It's how you choose to act. Tonight we celebrate the choices you have made and give you justifiable praise on your selection as scholar leaders. But we also acknowledge those who have influenced the rightness of your choices... your family, school and community."

These two paragraphs opened the keynote address presented by Dr. Joseph Hoff, president of the E-Factor, and delivered to an audience of over 280 scholar leaders and 1,400 guests at the 19th annual CAS Scholar Leader Banquet at the Aqua-turf on June 3, 2002. Dr. Hoff challenged the honorees to "...Know yourself... but always remember that you are a part of something larger than yourself. Be full of life, not full of yourself, and ask yourself why you are doing what you are doing and, when things aren't going as you wish, declare halftime, regroup and revise your plan of action."

Dr Hoff concluded his remarks with the following thoughts.

"As you create a world not yet half made...As you focus on making each day more beautiful...and...As you speed through the cosmos sending out both the warmth of understanding and sparks of your enlightenment... remember to make your journey a brilliant one! One filled with never-ending joy for yourself and those whom you love!"

The assembly was treated to several musical selections from the "IAR Chamber Singers" under the direction of Leslie Imse from Irving A. Robbins Middle School in Farmington and words of greeting from several notables in attendance including Andrew Santacroce representing the Mc Donald's owner operators of Connecticut and Jay Margnelli from the Coca Cola Bottling Company of New England, our corporate partners and sponsors of the banquet. They also heard congratulatory messages from CAS President Anthony Molinaro, Middle School Principal's Association Chairman, Richard Huelsmann, Commissioner of Education for the State of Connecticut, Dr. Theodore Sergi, and Scott Gray, sports commentator at WTIC Radio 1080 and the master of ceremonies for the Scholar Leader Banquet. Each honoree then received a plaque commemorating the award from Commissioner Sergi and Dr. Hoff.



Arts in the Middle, continued

Credit is due the diligent, hard-working committee that saw this project from its inception to fruition. They are: Vaughn Ramseur, Principal Roosevelt Middle School, New Britain, committee chairman; Maureen Berekik, University of Connecticut; Andrea Haas, artist/teacher, Silas Deane Middle School, Wethersfield; Joanne Hunter, artist, The Art Spot, Brookfield; Denise Malnoti, art department chair, Windsor Public Schools; Barbara Ripa, principal, Ellington Middle School; Joyce St. Germaine, artist/teacher, King Philip Middle School, West Hartford; Meg Shea, artist/teacher, Roosevelt Middle School, New Britain; Rochelle Schwartz, assistant principal, Litchfield Jr/Sr High School.

CAS is also indebted to The Hartford Art School of the University of Hartford and especially to Assistant Dean Robert Calafiore, for hosting the event. Their assistance and support was above and beyond anything expected and added immeasurably to the success of the experience.

CAS Middle Level Fall Conference

"Teaming for Success"

October 18, 2002

Southbury Hilton

**Back by popular demand
Keynoter Dr. Joseph Hoff!**

- i Breakout Sessions for everyone i
- i Over 30 Exhibitors i

"Impact,"

CT's Journal for Middle Level Educators, will be devoted to the topic of. . .

Teaming

during the 2002-2003 school year.

We invite you to share your team successes in the pages of the journal. For more information, contact Earle Bidwell at (203) 250-1111 or ebidwell@casciac.org

Emergency Middle School Training in Connecticut

August 21 & 22 at the CAS Center

Presenter: Catherine Thibodeau, NELMS Teacher in Residence

New to middle level? Need a Refresher? Principals: Want your teachers to have a great start?

Check it out at www.nelms.org

elementary school news

CAESP To Conduct Phone Survey

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

The Connecticut Association of Elementary School Principals (CAESP) will be conducting a random telephone survey of principal colleagues from around the state. The purpose of the survey is to determine if the needs of elementary principals and their schools are being met by CAS and CAESP.

This random survey will cover all of Connecticut's 169 towns and cities and will take about ten minutes of a principal's time in responding to the caller's questions.

Dr. Gary Rosato, chair of CAESP, stated that another purpose in conducting this survey is to solicit more involvement in CAS and CAESP activities and to encourage more principals to serve on the many committees at CAS that provide the services to our member schools.

Dr. Rosato reported that the survey will be conducted during the month of August and will consist of 17 questions designed to enable the organization to better serve member schools. CAESP board members will be making the calls and tabulating the results. The results of the survey will be reported in the October issue of the Bulletin.

Principals Discouraged by Supreme Court's School Voucher Decision

ALEXANDRIA, VA-July 27, 2002- The National Association of Elementary School Principals expressed grave disappointment in the United States Supreme Court's decision that found the Cleveland school voucher program constitutional.

"Now more than ever, as this nation's diversity increases, it is imperative that we maintain the separation of church and state by reserving public education funds for public schools," said Vincent Ferrandino, NAESP's executive director. "Opening the door for public funds to be used by religious schools shows great misunderstanding and lack of respect for our nation's essential government document, the Constitution of the United States. This decision is a severe blow to public education and its already inadequate funding. It is disrespectful to the American taxpayer."

The association has a long record of opposition to vouchers-or public funds being diverted to other than public education. "Not only do our 29,000 members oppose vouchers, but so do the American people," Ferrandino pointed out. "For over a decade opinion polls have consistently shown that the general public does not believe that public funds should pay for education in religious, or other non-public schools. Evidently, unlike the Supreme Court, the majority of Americans learned the basics of the First Amendment, which prohibits government support of religion."

Ferrandino said that NAESP would continue its strong support for America's public schools and continue to oppose vouchers.

WINNERS OF GOVERNOR'S SUMMER READING CHALLENGE ANNOUNCED

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

Nearly 1000 teachers and school administrators were in attendance at this year's Elementary Schools Program Recognition Banquet held at the Aqua Turf on May 21st. Education Commissioner Theodore Sergi presented awards to 108 schools.

Sponsored annually by CAS and Weekly Reader, this awards banquet, inaugurated in 1994, recognizes unique school programs that have made significant differences in the operation of the school. All programs selected for recognition are featured in a monograph that is distributed to all participating schools.

Pat Pavelka, a nationally known educator, consultant, author, and presenter, was this year's keynote speaker. In addressing the honorees, Pavelka reminded the audience of the power of educators to touch the lives of so many children. "Our enthusiasm and expectations play a critical role in students' success," said Pavelka. She shared strategies and activities that teachers can use to create positive learning environments for all.

Charles Peddok, executive editor of Weekly Reader Corporation, sponsor of this annual awards dinner, told those in attendance that, "We at Weekly Reader view our relationship with both teachers and parents as a real partnership. When we began, the mission was to awaken the children's interest in the great world in which they live, to give them a broader view of life, prepare them for good citizenship, and help equip them for success. That mission statement is as relevant today as when Weekly Reader was first published in 1928."

Kit Bishop, principal of Daisy Igraham in Westbrook and Nena Nanfeldt, principal of Nathan Hale School in Meriden were co-chairs of this "premier" event. Geoff Fox, Action News Weather Center Director was an enthusiastic and energetic master of ceremonies.



Students and staff from Bishop Woods School in New Haven pose with Governor Rowland.

P LEGISLATION ADDRESSES COACH-STUDENT SEXUAL CONTACT

On June 3, Governor Rowland signed into law Public Act No. 02-106, An Act Concerning Sexual Assault by a Coach or Instructor, Mandated Reporting of Child Abuse or Neglect and Issuance and Revocation of Educator Certificates. The new bill prohibits a coach or instructor from having sexual contact with a person he or she is coaching or instructing and who is under nineteen years of age. The legislation closes a loophole in the existing law. Educators are already prohibited from having sexual relations with students 18 or younger, but not all coaches are school employees. The bill also covers private music and athletic instructors. An individual in violation of the new law can face charges of second-degree sexual assault – a felony which carries a mandatory minimum sentence of nine months in prison – or fourth-degree sexual assault – a misdemeanor which carries an unspecified jail sentence or a fine. The bill also imposes a mandatory fine of \$500 to \$2,500 if professionals required by state law to report sexual abuse of a minor fail to do so. To view the full text of the legislation, visit <http://prdbasis.cga.state.ct.us/2002/act/Pa/2002PA-00106-R00HB-05722-PA.htm>

P SCHOOL DISTRICT TO ACCESS ATHLETES' COURT RECORDS

In a unique effort to control substance abuse among its athletes, the Washoe County (Nevada) School Board voted unanimously to require all students trying out for sports teams to submit a waiver, signed by their parents, allowing the district access to their court and police records. As part of the program, all student-athletes watch a video detailing the policy and the consequences for violations. If a school official hears a rumor of an athlete's involvement with illegal substances, the district may request a copy of the student's records. A first offense results in suspension for six weeks of the competitive season. A second merits a 90-day suspension and substance counseling paid for by the parents. A third offense ends the student's career in high school athletics. The Nevada Interscholastic Athletics Association, which designed the program, hopes to implement it statewide by the 2003-04 school year. Dissenters include the Nevada ACLU, which believes the program violates the privacy of the students and has threatened litigation. [Education Week, 6/12/02]

P WITH NEW RULE COMING, SOUTHERN CALIFORNIANS TRANSFER

In anticipation of a new rule limiting school transfers for athletes, a record number of students submitted transfer requests to the California Interscholastic Federation Southern Section this year. Starting in the fall of 2003, students who transfer schools without moving will forfeit a year of varsity eligibility. A total of 7,331 transfer requests beat the May 15 deadline for the old, open-enrollment policy. Only 3,800 athletes transferred within the section from the fall of 1999 to the first of this year. [Los Angeles Times, 6/13/02]

P POLE-VAULTING DEATHS

This year's three teenage deaths resulting from pole-vaulting injuries have increased concern over the safety of what the National Center for Catastrophic Sports Injury Research calls the most dangerous school-sanctioned athletic event. While a number of rule changes have been proposed and the National Federation of State High School Associations has recently increased the size of the landing pad, most blame the recent deaths on schools' failure to comply with existing regulations. According to Jan Johnson, chairman of USA Track & Field's pole vault safety committee, "of the nine catastrophic [vaulting] injuries that occurred [from 1995-2001], all came at facilities that were out of compliance [with the safety standards established in 1995]." Twenty vaulters have died since 1980. [Los Angeles Times, 5/31/02] For the most current information on NFHS pole-vaulting rules visit: http://www.nfhs.org/press/track_and_field_rules_changes02.html

JUSTICES ALLOW SCHOOLS WIDER USE OF RANDOM DRUG TESTING FOR PUPILS

By Linda Greenhouse, New York Times, 6/28/02

WASHINGTON, June 27 - The Supreme Court today upheld the widespread use of random drug testing of public school students in a significant expansion of an earlier ruling that endorsed drug testing for student athletes.

The 5-to-4 decision upheld a program in a rural Oklahoma district that required students engaged in "competitive" extracurricular activities, a category that includes the future homemakers' club, the cheer-leading squad and the choir, to submit to random drug testing.

In emphasizing the "custodial responsibilities" of a public school system toward its students, rather than the details of how the program was organized, the majority opinion by Justice Clarence Thomas appeared to encompass random drug testing of an entire student population.

But one member of the majority, Justice Stephen G. Breyer, who wrote a concurring opinion while also signing Justice Thomas's, said it was significant that the program in the Tecumseh, Okla., school district "preserves an option for a conscientious objector" by limiting the scope to students in extracurricular activities. A student "can refuse testing while paying a price (nonparticipation) that is serious, but less severe than expulsion," Justice Breyer said.

Students who are found to be using drugs at Tecumseh High School are barred from their activities and referred for counseling, but are not otherwise disciplined or reported to the police. The policy was challenged by Lindsay Earls, an honor student active in several activities who is now attending Dartmouth College.

Ms. Earls lost her case in federal district court in Oklahoma City but won last year in the United States Court of Appeals for the 10th Circuit, in Denver. That court examined the Supreme Court's 1995 ruling in *Vernonia School District v. Acton* and said that the athletes-only precedent did not validate the broader Tecumseh policy. The Tecumseh program violated the Fourth Amendment's prohibition against unreasonable searches, the appeals court ruled.

In his opinion overturning that decision today, Justice Thomas said the Tecumseh program was "entirely reasonable" in light of the "nationwide epidemic of drug use" among school-age children. While the Tecumseh district did not now appear to have a serious problem, he said, "it would make little sense to require a school district to wait for a substantial portion of its students to begin using drugs before it was allowed to institute a drug testing program designed to deter drug use."

... more ciac news

ANNUAL GOLF BENEFIT HUGE SUCCESS

By J. Robert Ford, Director of Development



CIAC Board Chair Pat Llodra, principal of Northwest Regional H.S. in Winsted, enjoys dinner following an afternoon of golf.

The 10th Annual CIAC Golf Benefit held at the Torrington Country Club resulted in a \$35,240.00 contribution to the CIAC Endowment Fund. Golfers from throughout the state participated in what has become a major fund-raising effort.

This year's event was highlighted by an impressive listing of auction items that included NY Giants/Jets tickets, airline tickets, deluxe bus/limo service for the day and luxury seats for the Yankees and Mets. The day ended with a free drawing for a 6-day, 5-night stay at the Renaissance Esmerelda Hotel and Resort in Indian Wells, CA.

The Mohegan Sun served as the presenting sponsor. The Aqua Turf and Chubb Insurance were the other major sponsors.

From: E.Patricia Llodra [mailto:pllodra@nwr7.org]
Sent: Wed., June 26, 2002 3:53 PM
To: Bob Ford
Re: Golf Tournament

Hi Bob!

As in the past, the entire event was just great. The course was in super shape, the participants were good sports, and the club prepared excellent food! Thanks for all your good work in bringing this large endeavor to completion so successfully.

Pat Llodra, Northwest Regional

TOURNAMENT BALLS CHOSEN BY THE
CAS-CIAC FINANCIAL DEVELOPMENT COMMITTEE
Effective 2002-2003 through 2006-2007

SPORT	MAKER	MODEL
Football	Baden	Lexum FX 500/550
Soccer (Boys & Girls)	Baden	Lexum SX 550/551
Baseball	Rawlings	RCIAC
Volleyball (Boys & Girls)	Spalding	TF 1000 Leather
Softball	Spalding	Dudley WT12Y-FP Leather
Basketball (Boys)	Spalding	TF 10002K
Basketball (Girls)	Spalding	TF 1000 Size 28.5

GUEST EDITORIAL:

Winning Attitude

(Source Unknown)

In the world of scholastic athletics, it is rare to find a program that puts character and deportment ahead of wins and losses. We're pleased to note that one such program is alive and well on Waterbury Avenue in Waterbury.

Kaynor Tech. baseball coach Bill Barbarito effectively ended his team's season over the weekend when he suspended three players for chronically bad behavior. His team has no room for players who swear and throw equipment all the time and who refuse to change their ways despite warnings and benchings. The suspensions left him with just eight players, one short of the number required to field a team under Connecticut Vo-Tech Conference rules, and meant his players couldn't fulfill their goal of playing in and perhaps winning the conference tournament.

It's likely Mr. Barbarito will be criticized by some parents because in disciplining the three offenders, he also punished the eight kids who followed the rules. School officials acknowledged that and wish a way could be found to accommodate them, but too much was at stake: The offending players "were trying to dictate to us when they were going to practice and when they were going to do what they were supposed to do," Athletic Director Marty Sparano said. "It is something we have to get a grip on now, or in the future it will just happen again and again and severely hurt our program."

Mr. Barbarito was more philosophical. "My main thing is not winning and losing but teaching them the true meaning of life ... There are certain protocols to follow, and there are consequences for your behaviors, whether on a team, at school or on your job. I will not allow players to embarrass my reputation or the school's."

Standards, protocols, consequences, reputations; in the grand scheme, Kaynor Tech's baseball players were better served by not playing in the tournament. By seeing the adults around them uniformly and fairly apply a reasonable code of conduct, each player learned a valuable lesson about personal responsibility that will serve them better throughout their lives than the fleeting memories of a baseball game played on some spring afternoon in 2002.

Three's Company

With today's current crop of high school boys' basketball players being bigger, stronger and faster than the generations of players who came before them, it's no surprise the National Federation of State High School Associations reports that 40 states have switched to three-person officiating crews in an effort to keep up. But increasing the number of referees has its naysayers, who claim the move isn't cost-effective and requires retraining. Some coaches also fear that adding a third official will slow down the game by creating more fouls -- an argument refuted by a Georgia study of 900 games that determined adding an extra official made no difference at all.

On the other hand, a third official takes some of the pressure off two-man teams and helps clean up the game, Russ Thomas, supervisor of officials for Milwaukee's City Conference, which for three years has used three referees in select games, recently told the Milwaukee Journal Sentinel. "The thing I like most about it is that it prepares our athletes, especially the elite players, for playing the college game, where they have three officials at every level."

(Source: Athletic Business, June 2002)

SPRING 2002 CIAC SPORTS CHAMPIONS

O Girls Tennis

L - Fairfield
M - New Canaan
S - Weston

Singles: Chazerina Saricas
Trinity Catholic, Stamford
Doubles: Huyssen/Sloat, Fairfield

O Boys Tennis

LL - Fairfield Prep
L - Cheshire
M - Joel Barlow, Redding
S - Weston

Singles: Scott Denenberg, Trumbull
Doubles: Matthews/Matthews,
Cheshire

O Lacrosse

Div. I - Cheshire Div. II - Joel Barlow, Redding

O Boys Outdoor Track

LL - Danbury
L - Staples, Westport
MM - Wilbur Cross, New Haven
M - Montville
S - Hyde, Hamden
Open - Wilbur Cross, New Haven
Decathlon - Adam Polite
Staples, Westport

O Girls Outdoor Track

LL - Danbury
L - Wilbur Cross, New Haven
MM - New Canaan
M - Suffield
S - Coginchaug, Durham
Open - Wilbur Cross, New Haven
Decathlon - Stacey Egbert, Danbury



O Boys Baseball

LL - Fairfield
L - Lyman Hall, Wallingford
M - Waterford
S - Westbrook

O Girls Softball

LL - Amity Reg., Woodbridge
L - Foran, Milford
M - Morgan School, Clinton
S - Coginchaug, Durham

O Golf

Div. I - Fairfield
Div. II - Wilton
Div. III - New Canaan
Div. IV - East Catholic, Manchester

O Boys Volleyball

L - Glastonbury
M - Staples, Westport



U.S. Supreme Court Stays Silent on Recruiting

The U.S. Supreme Court declined last week to re-enter a lengthy court battle between a private school and a state athletic association over recruiting violations. The case began in 1997 when the Tennessee Secondary School Athletic Association (TSSAA) investigated Brentwood Academy for several alleged recruiting violations. Brentwood was found to be in violation of the recruiting rule for using "undue influence" to attract student athletes and, among other penalties, Brentwood's football and basketball teams were barred from the state playoffs for two seasons.

Brentwood challenged TSSAA's sanctions in court, and a federal district judge

ruled in 1998 that the recruiting rule violated the school's right to free speech. However, the 6th Circuit Court of Appeals dismissed the case on the grounds that the TSSAA was not acting with state authority when it enforced its rules. Furthermore, a panel of the 6th Circuit ruled that the recruiting rule did not violate the private school's right of free speech. The appeals court said the rule against recruiting middle school students did not amount to a total ban on communication between secondary schools and prospective athletes from feeder schools. Furthermore, Brentwood could still advertise its academic and athletic programs and could send out general letters about its school to all middle school students.

The Supreme Court took up the school's first appeal to decide only the question of whether state athletic associations act with government authority. The high court held that an athletic association such as Tennessee's, whose membership and governance are dominated by public schools, acts with government authority and thus its rules must comply with the U.S. Constitution.

The Supreme Court on April 1 declined without comment to hear the private school's appeal of the appellate-court decision on the First Amendment issue.

(Source: *High Court Declines Second Look At Athletic-Recruiting Case*, By Mark Walsh, *Education Week*, 4/10/02)

caad news

CAAD MEETING DATES: 2002-03

DATE	MEETING	TIME	SITE
AUG. 27	EXECUTIVE BOARD	5:00 P.M.	President Mengold's
SEPT. 11	EXECUTIVE BOARD	12:00 P.M.	CIAC
OCT. 2	GENERAL MEETING NIAAA-LTC Training	4:00 P.M.	Cromwell
NOV. 6	EXECUTIVE BOARD	12:00 P.M.	CIAC
DEC. 13-18	NATIONAL CONFERENCE		San Antonio
JAN. 8	EXECUTIVE BOARD	12:00 P.M.	CIAC
MARCH 5	EXECUTIVE BOARD	12:00 P.M.	Cromwell
MARCH 27-28	CAAD CONFERENCE	Holiday Inn	Cromwell
MAY 7	EXECUTIVE BOARD	12:00 P.M.	CIAC
MAY 14	GENERAL MEETING NIAAA - LTC Training	8:00 A.M. 9:00 A.M.	Cromwell

CAAD HOSTS GENERAL MEMBERSHIP MEETING IN BRIDGEPORT

By Raymond DeAngelis, AD, Emmett O'Brien RVTS

The CAAD spring general membership meeting was held on May 8 at Vazzy's Restaurant in Bridgeport. Outgoing CAAD President, Robert Lehr, Southington High School, presented eligible retired athletic directors with lifetime membership gold cards. The membership then voted in favor of the 2002-03 slate of officers. The CAAD 2002-03 meeting dates were distributed to all athletic directors. President Lehr thanked all those who made his two years enjoyable, and then introduced President-elect, Paul Mengold, Amity Reg. High School, Woodbridge.

Special guest speaker, Eugene Doris, athletic director, Fairfield University, spoke to the group through Yogi Berra's quote, "the future ain't what it used to be." Mr. Doris spoke about how changes in certain NCAA rules will affect high school athletic programs. Some of these possible changes include NCAA clearinghouse rules, expanding the sliding scale and a high school junior will not be allowed five official college visits.

Enjoy your summer break!



The National Interscholastic Athletic Administrators Association (NIAAA) and Ohio University Without Boundaries are proud to announce the official launch of the

NIAAA Online Leadership Training Courses. These innovative courses are designed to allow participants to complete Leadership Training Courses around their own schedules. Learning happens anytime and anywhere there is a connection to the Internet.

The convenience of the online delivery allows participants to obtain the same high-quality course content that is a part of the NIAAA's face-to-face leadership courses and does so in an engaging and interactive multimedia online environment.

The first course, LTC 501, is available now and is a required course for those who wish to sit for the CAA certification examination. For more information and an opportunity to try this exciting learning methodology, click on the following link to access a free demonstration leadership training course.

<http://www.ouwb.ohiou.edu/niaaa>

This demonstration course is also a prerequisite for LTC 501.

If you desire further information after viewing the site, please contact Janice Tinkham at (740) 593-1773.

NOTE 1: Cost: \$125.00

NOTE 2: This online course is for certification purposes only. No college graduate credit will be given for this online course.

2002-2003
C.A.A.D. GOALS

1. Continue to work with the CIAC and the Connecticut High School Coaches Association in promoting positive sportsmanship by athletes, parents, coaches and spectators at all interscholastic competitions.
2. Begin to review and evaluate the current curriculum for coaching competencies in order to have the necessary revisions for the year 2004-2005.
3. Assist the CAAD membership in educating boards of education, superintendents, and building principals of the importance of the full time athletic administrator in today's comprehensive high school setting.
4. Work closely with the CIAC in training athletic administrators with fewer than three years of experience.
5. Continue to make every effort to increase the number of athletic administrators who can serve on the LTC teaching faculty.
6. Schedule two general membership meetings in various locations that will provide the optimum exposure to all CAAD members.

... more caad news

Retired AD's Corner

By Ed Tyburski

O LIFE MEMBERSHIPS - At the annual CAAD breakfast meeting on May 8, 2002, eight athletic directors received their gold life membership cards.

- George Hall, Berlin High School - 1974-2001
- John Kuczo, Stamford/Westhill High School - 1988-1994
- David Leete, Bolton High School - 1984-2001
- Raymond Mainville, Maloney High School, Meriden - 1992-2001
- Jerry McDougall, Trumbull High School - 1961-2001
- Joseph Noto, Danbury High School - 1992-2001
- Philip Ottochian, Lyman Hall H.S., Wallingford - 1980-1992
- Patrick Spinola, Norwalk High School - 1976-2001

O MILESTONES - The following AD's have announced their retirements.

P Kenneth Hoagland, after 35 years in education; served as athletic director at Lewis Mills Reg. High School for 25 years and department chairman of health and physical education for 24 years; was the recipient of CAAD's Distinguished Service Award in 2000 and Teacher of the Year at Lewis Mills 1998-1999; was a successful coach in girls varsity basketball for ten years and boys varsity track for ten years.

P August M. Link, after 34 years in education; served as athletic director at Tolland High School for 18 years; was a successful coach in boys soccer for 20 years and varsity golf for 25 years.

P Robert Suchy, after 38 years in education; served as athletic director at Immaculate High School for three years and New Fairfield High School for 29 years; was a successful coach in boys varsity basketball for 14 years.

CAAD Officers and Consultants 2002-03

Officers:

President	Paul Mengold, Amity Regional H.S., Woodbridge
President-elect	John Shukie, N.W. Catholic H.S., West Hartford
Secretary	Chip Dorwin, Guilford High School
Treasurer	Ken Marcucio, Derby High School
Past President	Robert Lehr, Southington High School

Representatives:

District #1	Leo Bravakis, E. Windsor High School Trish Witkin, Enfield Public Schools John Krot, Killingly High School
District #2	Judy Samaha, Sheehan H.S., Wallingford Jim O'Neill, Waterford High School Jay Cottone, Wethersfield High School
District #3	Susan Murphy, Platt RVT School, Milford Bob Tait, Foran High School, Milford Joe Canzanella, New Haven Public Schools
District #4	Jeff Sunblade, Avon High School Matt Perachi, Shepaug H.S., Washington John Lawless, Nonnewaug H.S., Woodbury

Consultants:

Awards	David Johnson, Bunnell H.S., Stratford
CIAC Rep.	Joseph Tonelli, Notre Dame, West Haven
Constitution	Patrick Burke, Old Saybrook High School
Convention	Fred Balsamo, East Haven High School
Newsletter	Ray DeAngelis, O'Brien RVTS, Ansonia
Officials	Paula Fitzgerald, Westbrook High School
Prof. Development	Pamela Goodpaster, Joel Barlow, Redding
Retired AD's	Edward Tyburski (retired)
Season Limitations	John Novakowski, Bristol Public Schools
Sports Consultant	Barbara Startup, Glastonbury High School

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