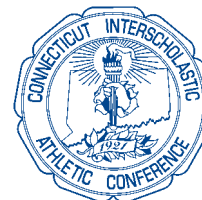




# BULLETIN

The Connecticut Association of Schools  
The Connecticut Interscholastic Athletic Conference



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

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JUNE 2004

## NBC 30 NAMED CAS-CIAC's NEW MEDIA PARTNER



The Connecticut Association of Schools is

pleased to announce an exciting new partnership with NBC 30! The CAS Financial Development Committee reviewed two media partnership proposals and, after careful consideration, selected NBC 30 as its media partner. The two-year agreement with NBC 30 is a tremendous public relations opportunity for CAS, one which will bring visibility to the association and to the member schools it serves.

"CAS has long been searching for a media partner in order to secure some much-needed publicity for the many wonderful events, activities and programs it sponsors each year," says CAS Director of Development J. Robert Ford. "NBC 30 was a perfect match for the association, as it has demonstrated a long-standing commitment to supporting youth and education-based programs in the state."

"The good work of CAS-CIAC is in lockstep with NBC 30's focus on Connecticut's youth, education and all that is great about living and growing up in Connecticut," said Mark Hoffman, NBC 30 president and general manager.

"One of the most positive aspects of the partnership is that it is designed to bring about a significant media presence in our member schools," added Ford.

CAS-CIAC will now have exclusive association with NBC 30's premium programs and news initiatives related to education and sports. An exciting example of this special partnership can be seen Saturday, June 26th at 7pm, as Kevin Nathan hosts "The NBC 30 High School Sports Yearbook," a 30-minute show spotlighting athletes around the state.

According to Steve J. Smith, promotion manager for NBC 30, future partnership elements also include sponsorship of NBC 30 specials like: "Destination Education," "Friday Football Fever," "Sunday Sports Replay," "The More You Know PSAs," and "Storm-Tracker 30 Weather Alerts/School Closings."

## PORTLAND'S DON GATES TO LEAD CAS



On July 1, Don Gates, principal of Portland High School, will take office as the 31st president of the Connecticut Association of Schools. Principal of Portland High since 1977, Don has distinguished himself as a kind, committed and caring leader. "I have worked with Donald Gates for over twenty-five years," says CAS Executive Director Mike Savage. "There are few administrators who have demonstrated a greater degree of kindness, commitment and compassion in their work with students. He is a man of grace and humanity, who always leads with his heart, and who always puts students' interests above all else."

Don's service to CAS spans more than a quarter of a century and includes membership on both the CAS Board of Directors and the CIAC Board of Control. He has also served as a member of the Eligibility Committee, the Girls' Basketball Committee, the Student Activities Board of Control, and the High School Program Committee, which he chaired for many years. He is best known for his quiet and committed contributions as founder of the Connecticut Association of National Honor Societies (CANHS).

"The CANHS exists because of Don Gates," says Mike Savage. "It exists because of Don's unwavering belief in the importance of a unifying body which would

*continued on page 8*

## TOM GALVIN ANNOUNCES RETIREMENT



On the occasion of the 52nd Annual Meeting on May 13th, CAS Executive Director Mike Savage announced with deep regret the retirement of Principals' Center Director Tom Galvin. Tom had joined the central office staff in 1998 after 21 years as principal of Berlin High School. In 2001, following four years as assistant executive director for high school services, Tom inherited the Connecticut Principals' Center from the capable hands of the late Tim Doyle.

After making the official announcement, Mike Savage turned the podium over to Tom and provided him with an opportunity to share some of his opinions and reflections with the membership. Tom delivered some very reflective and profound remarks based on his 41 years of experience in education. His comments were centered around what he considered to be two very important "V" words -- virtue and voice. "The word 'virtue' has as one of its meanings moral excellence," he prefaced. "I chose this 'V' word because of my concern that we may lose or misplace virtue as we concentrate in our professional lives as educators on achievement and accountability. They will stay on the radar screen for quite a while, I believe. But virtue belongs there too."

*continued on page 8*

# 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:** As the principal of the only elementary school in town, I understand that school facilities are a town resource that should be used. The Town Recreation League, however, is a real problem. They use my baseball field for softball on the weekends, and almost every Monday I arrive to find empty beer cans and potato chip bags strewn about. I have called to complain, but Parks and Rec guy won't even return my calls. Do we have any rights here?  
*No Clean-Up Crew*

**A. Dear Clean-Up:** The power here resides with the Board of Education. School property, including your baseball field, may be owned by the Town, but the Board of Education has the authority to determine whether and under what conditions other persons, including town groups, may use school facilities. There are, of course, political considerations in picking a fight with people with baseball bats. At your recommendation, however, the Board of Education can impose conditions on the Recreation League, including a requirement that they clean up after themselves.

**Q. Dear Mailbag:** We have a driver for the high school here who is a real problem. When I ask him to run something over to the Central Office (a twenty minute roundtrip), he disappears for an hour or more. When I ask him where he has been, he is vague and makes defensive comments about not wanting to work in a "sweatshop." We do work pretty hard around here, and we expect everyone to pitch in. I want to cut him loose. Since this guy is one of the few people around here who is not in a union, can I just send him a letter when he is on vacation, or do I have to fire him in person?

*Fed-Up*

**A. Dear Fed:** When you terminate the employment of a non-union employee, you do not have to worry about whether the employee's performance deficiencies rise to the level of "just cause." In our litigious society, however, there still (at least) two concerns. First, almost everyone is protected against discrimination (gender, religion, age, race, national origin,

etc.). Any employee protected in some way can always claim that the adverse employment action was discriminatory, and thus it is important to be able to show legitimate cause for the action. Accordingly, it is advisable to provide prior warning and give an employee a chance to improve, just as we would with a union employee. Second, it is advisable to meet with any employee and give the employee an informal chance to respond to your concerns before you pull the trigger. This meeting, called a Loudermill hearing (after a United States Supreme Court case of the same name), assures that the employee is given due process before being fired.

**Q. Dear Mailbag:** Evaluation of teachers is one of the last areas in which I as principal have the last word. Now there is an ugly rumor circulating that the General Assembly passed a new law giving teachers the right to grieve their evaluations. Will teachers now be able to threaten me with grievance if I don't give them a good evaluation?

*Admittedly Judgmental*

**A. Dear Judgmental:** There is some truth to the rumor, but it is important to keep this latest gift from the General Assembly in perspective. Public Act 04-137, effective upon passage, provides that "claims of failure to follow the established procedures of such evaluation programs shall be subject to the grievance procedure in collective bargaining agreements negotiated subsequent to July 1, 2004." From this language, you see that grievances over evaluations will now be allowed in certain circumstances. Two limitations, however, are key: (1) any such grievance is limited to procedural issues, and (2) this new law will apply only to newly negotiated contracts. It is important for school districts, therefore, to address (and hopefully manage) this new provision in upcoming teacher negotiations. If you follow proper procedures, however, you can (and should) continue to be judgmental as you evaluate teacher performance.

## ct news & notes

■ Wondering what happened to HB5344? Did SB535 ever pass? Visit [www.casciac.org/pdfs/cas\\_bills.pdf](http://www.casciac.org/pdfs/cas_bills.pdf) to view a summary of the action (or lack thereof) on nine education-related bills as of the close of the 2004 legislature last month. (Summary courtesy of Marshall R. Collins & Associates, LLC)

■ Congratulations to the Metropolitan Learning Center (MLC) in Bloomfield which received a National Magnet School of Distinction Award. The prestigious award recognizes top magnet schools in the U.S. that show a commitment to high academic standards, curriculum innovation, successful desegregation/diversity efforts, and the consistent delivery of quality services. MLC was selected from 81 schools nationwide and was the only magnet school in New England recognized. Principal Suzi D'Annolfo accepted the award at the 22nd Annual Magnet Schools of America National Conference in April.

■ Connecticut educators are encouraged to take advantage of the on-line resources available at [www.CtCurriculum.org](http://www.CtCurriculum.org). The website, created by the State Department of Education, provides direct links to Connecticut's curriculum frameworks and enables users to access student assessment tasks, scoring scales, and student work based on the standards. Educators can also use this site to share their own curriculum ideas with other teachers. State funds support ongoing upgrades to this site, to provide even more user-friendly access for Connecticut's educators.

## INTERNET USE IN CONNECTICUT

Students per Internet-connected computer:

4.7

Students per Internet-connected computer in classrooms:

9.4

Percent of schools with Internet access from one or more classrooms:

91

Percent of schools where at least 50% of teachers use the Internet for instruction:

72

(Source: *Technology Counts '04*)

## ... more ct news & notes

■ **ALERT:** United States Department of Agriculture officers have recently confiscated giant African land snails in several Midwestern states which were being used as educational tools in elementary and middle school classrooms. The giant African land snail is considered to be one of the most dangerous land snails in the world. It can reach up to 20 cm in length (the size of your hand) and is known to consume over 500 different types of plants. It is believed to have originated from East Africa and has entered the US inadvertently or through illegal importation. While the ecological impact is of serious concern, these snails are also capable of carrying organisms that are harmful to humans, such as a parasitic roundworm which can produce a form of meningitis. The Plant Protection Act prohibits the unauthorized importation, entry, or interstate movement of giant African snails without a permit. If you are in possession of one of these snails or have any knowledge of their distribution, please contact a local USDA office to arrange for pickup without fear of penalty (Connecticut: 860-623-3843; Massachusetts: 617-565-7035; Rhode Island: 401-949-1770). For more information on the snails visit the APHIS website at <http://www.aphis.usda.gov/lpa/issues/gals/gals.html>

### SOCIAL STATE OF CONNECTICUT

The Connecticut Commission on Children recently released its annual report on the social health of Connecticut. The report, which has been prepared each of the last ten years by the Fordham Institute for Innovation in Social Policy, constitutes a broad source of data about several economic and social factors that currently affect the quality of life for Connecticut residents. The report assesses such indicators as employment, income, education, security, and psychological well-being and is designed to provide policy makers with quantitative information that can help in addressing social issues. The report showed that several performance areas – including income variation, health care costs and child abuse – had declined. However, on a positive note, five indicators - including high school dropout rates, teenage births and infant mortality - were at or within 2 percent of their best-ever performance. Some specific findings include:

- The percentage of the state's population without health insurance increased to 11.7 percent, the highest rate since 1998.
- Child abuse is near its worst level since 1970. More than 49 of every 1000 children were referred in child abuse cases, the second worst child abuse rate on record.
- Income variation is at its highest since 1970. The distance between the income of the highest income county (Fairfield) and the lowest income county (Windham) increased for the 6th consecutive year. Fairfield County's per capital personal income was \$60,839, compared with Windham County at \$27,608.
- The high school dropout rate was its lowest since 1970. For the 2001 graduating class, the cumulative four-year high school drop-out rate was 11.2%, representing the seventh consecutive year of improvement. However, the high school dropout rate among black students was almost three times the rate among white students; among Hispanic students, the rate was almost four times the white rate.

For additional information, visit [www.cga.state.ct.us/coc/Docs/ notesSHI-4-04.doc](http://www.cga.state.ct.us/coc/Docs/notesSHI-4-04.doc).



## national news & notes

■ A National Education Association (NEA) survey shows that the number of male public school teachers now stands at a 40-year low. After two decades of decline, just 21 percent of the nation's 3 million teachers are men. Male elementary school teachers are even more scarce. According to NEA's research report, "Status of the American Public School Teacher," the percentage of male elementary teachers has fallen from an all-time high of 18 percent in 1981 to an all-time low of 9 percent today. And while men represented half of secondary teachers in 1986, today they make up 35 percent. For minority males, the statistics are as troubling. Teachers of color make up 16 percent of the teaching population, and some 42 percent of public schools have no minority teachers at all. For more information visit [www.nea.org/news-releases/2004/nr040428.html](http://www.nea.org/news-releases/2004/nr040428.html).

■ The Department of Education has released its clearest statement yet detailing how states and school districts should communicate with parents under the No Child Left Behind Act. The "nonregulatory guidance" on Parental Involvement under Title I provides a long list of actions that states, districts, and schools should take to inform parents of children from low-income families of their rights under the federal education law. Everything from updating parents on their children's progress to notifying them about when their children are eligible to transfer to other schools or receive tutoring services is addressed. The 55-page document can be viewed at <http://www.ed.gov/programs/titleparta/parentinvguid.doc>.

■ The Senate voted last month to make the first major changes in special education law in seven years. Provisions of the Senate bill that are of particular

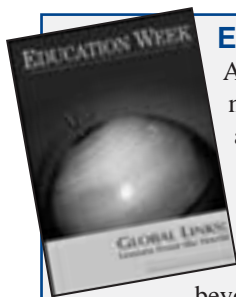
interest to principals include requiring schools to decide whether a disciplinary infraction resulted from the student's disability (manifestation determination); setting a two-year time limit for parents to file suits; and putting in place provisions for an expedited hearing within 20 days to dispute discipline decisions. The bill also attempts to reduce required paperwork and to force parents to pay the school district's attorneys' fees in the case of frivolous lawsuits. The only main point of contention was over money, as senators agreed to allow accelerated spending in coming years but rejected an attempt to make the increases mandatory. The next step in the IDEA reauthorization process is a meeting of key senators and representatives to devise a compromise version of the legislation that incorporates aspects of the Senate bill and the House bill, which was passed nearly a year ago.

■ The American Institutes of Research's Supplemental Educational Services Quality (SESQ) Center has launched a website that will help parents of children attending public schools "in need of improvement" take advantage of new, free tutoring opportunities provided by the *No Child Left Behind Act*. [Tutorsforkids.org](http://Tutorsforkids.org) provides information and tools to help parents, educators, policymakers, and program providers ensure that eligible children get the free, extra academic help they need. Resources provided include: basic information about supplemental educational services (SES); detailed guidance on SES for families, providers, educators and policymakers; state by state profiles of SES implementation; national trends data on SES implementation across states; and links to tools and resources on SES. Visit <http://www.tutorsforkids.org/>.



## ... more national news & notes

■ In a bold move, a Kansas judge ordered the state to shut down its schools at the end of this school year rather than continue its unconstitutional system for financing them. "Although this action may delay our children's education slightly, ... it will end the inadequate and inequitable education being provided now and the disparate damage presently being done to the most vulnerable of our children," state District Court Judge Terry Bullock wrote in a May 11 opinion. The ruling follows a legislative session marked by tumultuous debate – but no progress – in responding to the judge's December ruling that the state's school aid is unconstitutional.

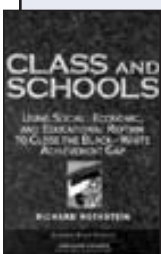


### ED WEEK RELEASES TECHNOLOGY COUNTS '04

According to Education Week's seventh annual report on school technology, the United States is among the leaders in the world in providing access to school computers, but it lags behind other countries in frequency of school computer use and Internet availability at school.

Some technology-oriented countries have more than twice the percentage of school computers connected to the Internet than the United States does. "These numbers show that our schools need to move

beyond the goal of simply putting computers in classrooms," said Virginia B. Edwards, the editor and publisher of *Education Week*. This year's report, *Technology Counts '04 - Global Links: Lessons from the World*, presents an overview of technology in schools around the world, examining developments in Africa, Asia, Australia, Europe, North America, and South America. The special report also includes its annual review of national trends in the use of educational technology and state-by-state snapshots of the steps states have taken to use educational technology more effectively. To view the report, visit <http://www.edweek.org/sreports/tc04/>.



According to a new book by the Economic Policy Institute and Teachers College of Columbia University, social class, not school reform, has the greatest impact on the black-white achievement gap. *Class and Schools: Using Social, Economic, and Educational*

*Reform to Close the Black-White Achievement Gap* shows that social class differences in health care quality and access, nutrition, childrearing styles, housing quality and stability, parental occupation and aspirations, and even exposure to environmental toxins, play a significant part in how well children learn and ultimately succeed. Author Richard Rothstein – a visiting professor at Teachers College, a research associate at the Economic Policy Institute, and the former *New York Times* education columnist – argues that blaming the gap mostly on failing schools is a mistake because it diverts attention from the need to address the economic and social gaps between children that thwart academic potential long before school starts. Some of the book's findings include:

- Low-income children who disproportionately live in older buildings are five times more likely than middle-class children to have high blood lead levels. Lead poisoning harms cognitive function and behavior, exacerbating the achievement gap.
- Minority children are disproportionately affected by high mobility – having to move a lot because of unemployment or housing quality. Frequently switching classes and teachers makes learning more difficult not only for students who move but for stable students in schools that have high mobility rates. For more information visit [www.epinet.org/content.cfm/books\\_class\\_and\\_schools](http://www.epinet.org/content.cfm/books_class_and_schools).

■ According to a new report by the Citizens' Commission on Civil Rights, more families are benefitting from the school choice mandates of the *No Child Left Behind Act* than is generally recognized. The report concludes that the federal requirement that students in underperforming public schools be given the choice to attend higher-achieving ones is offering "an immediate benefit" to thousands of low-income and minority students while contributing to "racial, ethnic, and economic desegregation." However, the commission concluded that most states ranked

the choice provisions as a low priority and did little to help districts carry them out effectively. For example, some districts have gone so far as to violate the law's requirement that they provide transportation for transfers, the report says. Based on its survey, which yielded responses from 47 states and 137 selected school districts, the commission could confirm that some 70,000 students exercised choice under the federal law during the current school year. To view the 138-page report, visit <http://www.cccr.org/ChoosingBetterSchools.pdf>.

### NCES RELEASES REPORT ON HIGH SCHOOL TRANSCRIPTS

The U.S. Department of Education's National Center for Education Statistics has released the results of a federal study of high school transcripts. "The High School Transcript Study (HSTS): A Decade of Change in Curricula and Achievement, 1990-2000" shows, overall, that high school graduates took some tougher courses and raised their overall grade point averages during the past decade, but scores on standardized tests have stayed relatively flat since 1995. More specific highlights contained in the report:

- For all subjects, the number of course credits earned by high school graduates increased throughout the 1990s. In 2000, high school graduates earned an average of 26.2 course credits, compared to an average of 23.6 in 1990.
- Between 1990 and 2000, high school graduates increased their number of earned credits in computer-related vocational courses (e.g., keyboarding, data processing, computer programming, computer graphic arts, and desktop publishing). In the same ten-year span, the number of credits earned by high school graduates decreased in non-computer-related vocational courses (e.g., agricultural, health science, industrial arts, occupational home economics, and other trade-related courses).
- Both male and female graduates increased their numbers of earned course credits from 1990 to 2000. Males earned an average of 26.0 course credits in 2000 versus 23.4 in 1990, while females earned an average of 26.3 course credits in 2000 versus 23.8 in 1990.
- All four major racial/ethnic subgroups (Asian/Pacific Islander, Black, Hispanic, White) showed an increase in the average number of course credits earned from 1990 to 2000. The average increases were 2.1 for Asian/Pacific Islanders, 2.4 for Blacks, 1.8 for Hispanics, and 2.6 for Whites.
- In both the 1990 and 1994 HSTS, nonpublic high school graduates completed more course credits than public high school graduates. Such differences were not detected for either the 1998 or 2000 HSTS transcript studies.

To view the report in its entirety, visit <http://nces.ed.gov/nationsreportcard/hsts/results/>

## ... more national news & notes

### CONDITION OF EDUCATION 2004

*The Condition of Education 2004*, the latest edition of the National Center for Education Statistics' (NCES) annual congressionally mandated progress reports, conveys current information on 38 indicators that cover all aspects of U.S. education, including trends in enrollments, student achievement, dropout rates, degree attainment, long-term outcomes of education, and education financing. Some highlights of the 2004 report include:

- Between 1993 and 2003, the percentage of students in grades 1–12 whose parents enrolled them in chosen (as opposed to assigned) public schools increased from 11 to 15%, while the percentage attending assigned public schools decreased from 80 to 74%. The percentage of students attending private schools also increased; this increase was, however, smaller than the increase in the percentage of students attending chosen public schools
- Between 1991–92 and 2000–01, total expenditures per student enrolled in public elementary/secondary education increased by 25% in constant 2000–01 dollars, from \$6,950 in 1991–92 to \$8,700 in 2000–01. During the same period, current expenditures, which consist of total expenditures less capital expenditures, increased by 24%.
- In 2003, 13% of all persons ages 16–24 were neither enrolled in school nor working. This was a decrease from 16% in 1986. During the same period, the percentage of poor youth who were neither enrolled in school nor working decreased more than the percentage of nonpoor youth.
- Women have earned more than half of all bachelor's degrees every year since 1981–82. They still trail men in certain fields but have made substantial gains in since 1970–71 and have taken the lead in some fields that were previously male-dominated.
- In the next 10 years, continued increases in undergraduate enrollments are projected, with enrollments rising faster in 4-year institutions compared with 2-year institutions, among full-time students compared with part-time students, and among women compared with men. The college courses in which students earn the most credits have remained relatively stable over the past three decades (these courses were in the areas of the humanities and languages, science and mathematics, social science, business, music performance, physical education, and student teaching).
- The number of course enrollments in distance education increased from 1.7 to 3.1 million between 1997–98 and 2000–01. About half of all distance education course enrollments in 2000–01 were in 2-year public colleges.

*The full report is available on-line at <http://nces.ed.gov/programs/coe/>.*

■ Spending on stimulants and other psychiatric drugs to treat young people with conditions ranging from hyperactivity to depression is increasing strongly. According to a new U.S. study released last month by Medco Health Solutions, there was a 77% increase in spending on behavioral medications between 2000 and 2003. Medco, which helps companies and other groups provide drug coverage, reviewed prescription information for 300,000 U.S. youths aged 19 or younger to compile its report. Money spent on attention deficit hyperactivity disorder (ADHD) medicine saw the biggest increase over the three years, especially among very young children. While hyperactivity drug spending for all children and teen-agers rose 183%, it nearly quadrupled, rising 369%, in those 4 and younger, the Medco study said. Antidepressant spending also grew but not as much, up 25%. (Source: Reuters, 5/17/04)

## GOVERNOR'S SCHOLARS HONORED AT LUNCHEON

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

Thirty of Connecticut's top students were feted at the Eighth Annual Governor's Scholars Luncheon at The Aqua Turf Club in Southington on May 26th, 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 thirty students for special recognition to the Governor of Connecticut.



CAS President Dr. Allen Fossbender directed his welcoming remarks to the students, congratulating them on their extraordinary achievements. "I have great respect for your work ethic, which has been burnished by sacrifice, perseverance, and resilience," said Dr. Fossbender. "It is obvious that you are dedicated to personal excellence, that you disdain mediocrity, that you embrace the joy of learning, and that you have the discipline to achieve it."

Governor John G. Rowland asked the scholars to look within the state when considering college options, touting the changes made possible by a decade of investment in the University of Connecticut and Connecticut State University system. He also spoke of the importance of finding work that you love. "If you wait until you're sixty-five to retire and do what you want it's too late. You want to seek work that you wake up every day and look forward to doing."

Big Y Director of Data Base Marketing Harry Kimball cited Big Y's history of contributing to its communities, particularly with regard to support for education. In addressing the scholars, he stated, "We 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."

In keeping with the sentiments expressed by the governor, Commissioner of Education Betty Sternberg, while urging the scholars to continue to work hard, reminded them of the necessity of seeking a balance between work and play. Continuing the theme that is at the core of her commissionership, she stated also that no matter what the achievement, it's valueless if it is not the result of moral and ethical behavior.

Dr. Lynne Goodstein, associate vice-provost and director of the honors program at the University of Connecticut, advised the scholars on how to conduct their college searches, using the acronym FORD to reference fit, opportunities, research, and diversity.

Governor's Scholars Committee Chair Laura Ferrante Fernandes, assistant principal at Masuk High School in Monroe, quoted Marian Wright Edelman in asking scholars to "Think of the people sharing this afternoon with you, those who have supported you in the past and be reminded that you didn't do it alone. Don't forget to express your thanks to them as they congratulate you on this honor."

Each scholar received a plaque from Commissioner Sternberg designating him/her a Connecticut 2004 Governor's Scholar, a certificate denoting the same from Governor Rowland, and a check from Big Y for \$300.00. Thirty-one of Connecticut's colleges and universities also support this program by making gratis college level courses available to the thirty 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.

A list of the thirty Governor's Scholars appeared in the April Bulletin and is also available on the CAS web site ([www.casciac.org](http://www.casciac.org)).





Executive Director Mike Savage praises the work of the CAS and CIAC leadership.

On May 13, 2004, member school principals and assistant principals gathered at the CAS conference center for the association's 52nd annual meeting. The administrators in attendance — predominantly from member high schools — adopted five changes to the CAS Constitution and Bylaws, two changes to the SABC Bylaws and three changes to the CIAC Bylaws (see page 12 for additional information). They also elected a new slate of officers and approved a nominal dues increase for elementary, middle and high school members.

### President's Report

CAS President Allen Fossbender, principal of Joel Barlow High School in Redding, began his president's report by praising the hundreds of loyal CAS members who devote countless hours to the association each year and whose selfless efforts contribute to the personal, social and educational development of Connecticut's children. "During my tenure as president of the Connecticut Association of Schools, I have had the opportunity to work with school administrators and CAS officials who . . . demonstrate a vision and a work ethic that exceed the traits of professional excellence. They are missionaries, who by conviction, strength of character, and sheer stamina persist to do good and to effect positive change in the best interests of children," said President Fossbender.

In his comments, President Fossbender reflected on the association's growth and successes during the 2003-04 school year. In keeping with the objectives of the three-year plan adopted by the board in October, CAS made further inroads in the area of technology; it made steady progress in its efforts to diversify the membership; it has enjoyed increased collaboration with the state department of education and other education

agencies, institutions and associations; and it has expanded the role of retired administrators within the organization.

President Fossbender also shared his thoughts on what he perceived to be some of the association's future challenges. "The impressive work and success of CAS notwithstanding, there is much work to be done to ensure its continued preeminence in educational leadership and school reform," noted President Fossbender. He enumerated a number of goals and objectives which he felt should be a priority in the coming years. Among them were a continued productive partnership with the state department of education; a sustained focus on strengthening CAS's relationship with members of the legislature; an aggressive effort to nurture interest in and commitment to the mission of CAS among the next generation of school leaders; and continued reliance on technology to expedite members services and decrease operating costs. (To view President Fossbender's report in its entirety, visit [www.casciac.org/pdfs/president\\_report.pdf](http://www.casciac.org/pdfs/president_report.pdf).)

### Executive Director's Report

Executive Director Mike Savage abbreviated his annual remarks so that he could yield the floor to retiring Principals' Center Director Tom Galvin (see related story page 1). He did, however, take the time to thank the office staff for its continued efforts in working to promote the mission of the association. "Your staff is serious about getting your goals and your objectives accomplished," said Mike. "The office work ethic is superb, and the staff members all work hard knowing that their quality of work must approach perfection because it reflects upon the reputations of the principals in the state."

Mike also lauded Allen Fossbender and Pat Llodra for "serving with success and distinction as CAS president and CIAC chairperson, respectively." Praising their "wisdom, their seriousness of purpose, their fundamental concern for the well-being of the association and ultimately the thousands of young people it serves, their willingness to provide the staff and membership with hundreds of hours of precious time, their ability to succinctly dissect, analyze and provide meaningful alternatives or cogent advice to many difficult and perplexing problems and issues, and especially their extraordinary ability to develop and maintain warm and workable relationships with all constituencies," he thanked them for their strong and visionary leadership which "went way beyond that which I have experienced in years past."

Mike concluded by congratulating Tom Galvin on his retirement and inviting him to the podium to share some of his thoughts and reflections with the membership. Fol-

lowing Tom's remarks, President Fossbender paid tribute to Tom's work with CAS and presented him with a gift on behalf of the association.

### New Business

The membership unanimously adopted five changes to the CAS Constitution and Bylaws, the most significant of which brings about the restructuring of the CAS Board of Directors. Visit [www.casciac.org/pdfs/bylaw\\_changes\\_CAS.pdf](http://www.casciac.org/pdfs/bylaw_changes_CAS.pdf) to view all the CAS Bylaw changes adopted by the membership.

Members also unanimously adopted two proposed changes to the SABC Bylaws which can be viewed at [www.casciac.org/pdfs/bylaw\\_changes\\_SABC.pdf](http://www.casciac.org/pdfs/bylaw_changes_SABC.pdf). One of the changes, revised Article V, Section B, puts into place new guidelines to more closely regulate the sport of cheerleading.

Following the adoption of the new bylaws, the membership elected a new slate of officers and board members for the 2004-2005 school year. To view the slate, visit [www.casciac.org/pdfs/cas\\_nominating\\_report\\_final.pdf](http://www.casciac.org/pdfs/cas_nominating_report_final.pdf). Congratulations to Don Gates, principal of Portland High School, and William Barney, principal of the Morgan School, who have been elected to the positions of CAS President and CIAC Chair, respectively.

### 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:

- Elaine Bessette, Greenwich H.S.
- Regina Birdsell, Academy School, Madison
- Robert Flanagan, Bethel High School
- Cecilia Frenkel, Vance Elem. School
- Richard Gray, Enrico Fermi High School
- Jerry Griffin, Maple Street School
- Richard Huelsmann, East Hampton M.S.
- Robert Johnson, East Windsor H.S.
- Clara Lee, Quirk Middle School
- Robert Lincoln, Parker Memorial School
- Pat Llodra, Northwest Regional H.S.

### Distinguished Friend of Education Awards

Ms. Patricia Emons, principal of Children's Community School in Waterbury, presented the Distinguished Friend of Education Award to Attorneys Chuck Stohler and Nick Zaino from the law firm of Carmody & Torrance. Ms. Emons thanked them for their "tireless and faithful commitment to Children's Community School (CCS) as well as to the greater Waterbury community." She remarked that, for more than fourteen years, the firm has provided the school with funds for student awards, food, transportation, and special events; and it has extended pro bono services to assist CCS

with management and operational issues. In addition to its financial contributions, members of the firm have provided hands-on assistance in such critical areas as fund-raising and building maintenance. As part of United Way's Day of Caring, several attorneys have donned old clothes, rolled up their sleeves and spent the day painting the hallways and classrooms of CCS.

Ms. Cheryl Kloczko, principal of the University of Hartford Magnet School, presented the second Distinguished Friend of Education Award to Dr. Peter Jannuzzi, a resident of Farmington and a long-time volunteer in the public education community. Ms. Kloczko described Dr. Jannuzzi's many contributions to the school community, which include providing free medical services to over 600 students, establishing a health club to combat the rise of obesity among students, and providing health-related counseling to both parents and staff. Ms. Kloczko thanked Dr. Jannuzzi for his selflessness and generosity in sharing his time and expertise with the University of Hartford Magnet School students and community. "Dr. Jannuzzi is a very humble man," commented Ms. Kloczko. "He says that his work at UHMS brings joy and satisfaction into his life. What he does not freely acknowledge is the overwhelming impact he has had on the lives of those he has touched at UHMS."

#### Additional Awards

Dr. Jerry Auclair, principal of Darien High School and chair of the CAS Awards and Recognition Committee, presented Letters of Commendation to four individuals for their sustained service and valuable contributions to CAS and to the member schools it serves.

Letters of Commendation Recipients:

- **Regina Birdsell**, Principal  
Academy School, Madison
- **Tom Moore**, Principal  
Wethersfield High School
- **Preston Shaw**, Principal  
Griswold Middle School, Griswold
- **George Synnot**, Principal  
Berlin High School

The following individuals were awarded the prestigious CAS Citation:

- **Mr. Richard Huelsmann**, Principal  
East Hampton Middle School
- **Robert "Jiggs" Cecchini**, Retired Principal  
Suffield High School

**Robert Hale**, principal of Westbrook High School was also selected to receive a CAS Citation but was unable to be in attendance to accept his award.

At the conclusion of the awards ceremony, incoming president Don Gates made a special presentation to outgoing president Allen Fossbender. "You have shown yourself to be a masterful speaker, one who has so skillfully and capably represented CAS on many important occasions," remarked Don. "It takes a confident leader to challenge cherished assumptions, to forsake the familiar and secure, and to embark on a course of rigorous self-examination. Your conviction and enterprise have safely led us on this new course, and we are vastly the better for it. The three-year plan that you leave behind you will continue to inform, advance and energize this association for many years to come."



CAESP Chair Lou Pear reviews the highlights of the past nine months.



Pat Lodra discusses the CIAC's accomplishments and challenges during the 2003-04 year.



Dr. Jerry Auclair, chair of the CAS Awards and Recognition Committee, presents a Letter of Commendation to Pep Shaw.



Dr. Peter Jannuzzi accepts the Distinguished Friend of Education Award.

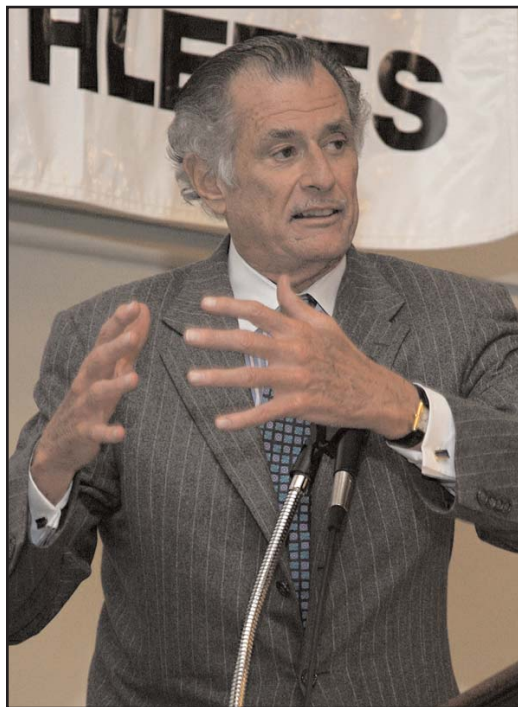


Robert "Jiggs" Cecchini receives the coveted CAS Citation from Jerry Auclair.



## SCHOLAR-ATHLETE BANQUET A SUCCESS

By Mike Buckley, Assistant Executive Director



Keynote Speaker Frank Deford

Three hundred and twenty-six students from 168 Connecticut high schools were honored at the 21st Annual Scholar-Athlete Banquet held at the Aquaturf Club in Southington on May 2nd. 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. To qualify for the award, each student must have accumulated a 3.5 grade average, participated for at least two years in a CIAC-sponsored sport, exhibited service, and possess integrity and self-discipline.

Noted author and columnist Frank Deford was the keynote speaker for the event. He was introduced by Mr. Kevin Nathan of NBC Channel 30. ESPN's Bob Picozzi served as master of ceremonies for the event. Welcomes were given by Dr. Allen Fossbender, president of CAS and principal of Joel Barlow High School in Redding; Mrs. E. Patricia Llodra, chair of the Connecticut Interscholastic Athletic Confer-

ence and principal of Northwestern Regional High School in Winsted; Commissioner of Education Dr. Betty Sternberg; McDonald's representative Ms. Jill Dana; and Coca Cola representative Mr. Jay Margnelli.

There was an extremely positive response to the thoughtful keynote address of Mr. Deford. His reflections on relationships, community, and the role of athletics in society obviously resonated with the audience of over 1,645 students, parents, and educators.

### Galvin to retire, continued from page 1

Tom then reflected on the importance of "voices." "We have to remind ourselves to pay attention to the voices of others," he urged. "We know that giving voice to our members works. But members have to be willing to use their voices. And we need to be creative in encouraging this. . . We have a voice problem with our members here. The voices of administrators in large urban areas is so low they can hardly be heard. Creative approaches and solutions are needed."

We encourage you to take a minute to read Tom's remarks in their entirety at [www.casciac.org/pdfs/galvin\\_remarks.pdf](http://www.casciac.org/pdfs/galvin_remarks.pdf).

CAS President Dr. Allen Fossbender presented Tom with a gift and offered the following tribute: "Tom, in the past three years, your work with the Principals' Center has been progressive, ambitious and enterprising, having achieved a level of growth that far exceeded our expectations. Under your industrious leadership, the mentor-mentee program was expanded to include a component exclusively for urban administrators; a "Principal & Technology" strand was added to provide professional development programs to assist administrators in the integration of technology into instruction; a paper on the 21st-century principal was published to great acclaim; and, with funds from the SAELP-Dewitt Wallace Grant, the center was involved in writing a "Model Induction Program for New Administrators" for the state department of education. Furthermore, your recent work in the area of reducing the achievement gap has done much to advance the cause of urban education.

"Though the expansion of the Principals' Center was not accomplished alone, there is no doubt that it is due largely to your strong sense of purpose, your fierce work ethic, and your appetite for excellence. As the Center has continued to grow, so too have its demands on you. Yet, you have somehow found the time, energy and resources to meet those demands. And, ever-industrious, you have continued to look to new ideas and new initiatives.

"You have been a subtle but confident leader, one with a keen moral vision, a conspicuous analytical rigor, and an ability to work creatively in an era of reduced resources. And while you have achieved much in a short span of time, you have gone about your work wholly without pretense or personal ambition. You have been a model of courage, discipline, fortitude and unquestionable integrity and you will be greatly missed by all of us in this room today as well as the hundreds of educators whose professional lives have been improved by your tireless efforts."

### School Teams Attend Principals' Center Programs

The CAS Principals' Center offered two programs in May which were primarily attended by school teams representing a variety of schools, urban and suburban.

- On May 18, George Albano, principal of Lincoln Elementary School in Mount Vernon, New York, explained how his school, with a holistic approach, has eliminated the achievement gap with 99% of students meeting New York state standards. Ninety-four elementary and middle school staff members enrolled in the program.
- On May 26, Dr. Howard Seeman, author and presenter on classroom discipline, presented a program on addressing classroom discipline issues. Each participant was given Dr. Seeman's workbook and Dr. Seeman is providing on-line consultation to participants in the month of June. Ninety-nine middle and high school staff enrolled in the program.

### Gates, cont'd from page 1

serve to coalesce and strengthen the many individual chapters of the National Honor Society in Connecticut. It exists because of his single-handed efforts to lobby our board of directors and to gain support for the creation of such an organization. It exists because he rolled up his sleeves and set about building the organization 'from the ground up'."

Don has an unrivaled record of service to the field of student leadership development. He began serving as a representative on the NASSP National Honor Society Advisory Board in 1980 and continued his work on this board after he was appointed to the NASSP Century III Leadership Council in 1986. In 1991 he was appointed to the NASSP Principals Leadership/ Scholarship Awards Committee and he served on the Prudential Spirit of the Community Awards Committee upon its inception in 1995. He also currently serves as the Connecticut liaison for the National Alliance of High Schools.

Don's service to CAS earned him a Letter of Commendation in 1983. He was awarded a CAS Citation, the association's highest honor, in 1988, and his involvement in and dedication to the association has continued unabated ever since.

As president, Don will preside over a thirty-two member board of directors which is the governing body of the association and which guides the work of all other CAS committees and boards. Elected by the association's membership at its annual meeting in May, Don will serve a two-year term as president.



## middle school news

### Arts in the Middle

By Earle G. Bidwell, Assistant Executive Director

The third annual "Arts in the Middle" conference for middle school art students and teachers was held at the University of Hartford's Hartford Art School on May 18th. Each participant had an opportunity to work with two practicing artists and to create works in two different media. Participating artists instructed, demonstrated and coached their charges using high quality materials in the university's magnificent facility. Students chose from among the following outstanding Connecticut artists.

Portrait artist, Christopher J. O'Herron, a graduate of Syracuse University with a Bachelor of Fine Arts degree in Illustration. A Simsbury native, Chris lives and works as a portrait artist and an oil painter in the Canton area.

Plain Aire artist, Paul Hoffman, has over twenty years experience as a graphic designer and his work began showing in local galleries by March 2000. He teaches oil painting for beginning and intermediate students in West Hartford and works with The Hartford Area Habitat for Humanity, Lupus Foundation of America, Connecticut Chapter, and The Working Lands Alliance, combining art sales with environmental and social causes.

Pastel artist Kim Smith is a 2002 graduate of Western Connecticut State University with a Bachelor of Arts in Illustration and Painting. She currently works as a freelance illustrator while teaching art in Danbury. She received several awards while at Western, and was published in the school art magazine, PRISMA. Kim plans to continue her illustration work and her MFA degree.

Computer artist Ken Graff has worked as a photographer for more than 4 decades. He traveled around the world as a manager of photography for a Fortune 500 corporation and is currently developing a technique he calls "Graffic Illusions". This method entails creating a piece of fine art through computer use and a photograph. His work is in many corporate collections including Pepsi, Dow Chemical, Praxair and Union Carbide as well as in numerous private collections.

Nina Goodale is a graduate of the University of Hartford Art School with a degree in fine arts. She has taught youth programs for nine years and has done numerous programs for the Farmington Valley Fine Arts Center. She is a free-lance mural artist and has her own studio in Hartford. Nina's medium at the workshop was drawing.

Elena Steier has been cartooning for fifteen years. She has worked in newspaper editorial cartooning, syndicated strips and comic books. Currently, she self-syndicates her strip, "The Goth Scouts," and works on her own comic book, "The Vampire Bed and Breakfast," between freelance assignments. Elena's work can be found online at <http://striporama.com>

Diann Cook attended Central Connecticut State University obtaining a degree in Graphics and Illustration and a Masters in Art Education. She is an entrepreneur with her own youth art company, JAM (Junior Art Makers). Her work has been exhibited in many different venues throughout Connecticut and in private collections. Her students created fascinating pieces of art using acrylics and mixed media.

Barbara Scavotto-Earley of Enfield, CT, shares her passion for creativity with her students of all ages and her sculptures of



**Ken Graff (standing) oversees computer arts students.**



**Nina Goodale instructs students in pastels.**

all sizes. Currently, steel rods are her medium for drawing in space, creating volume with the barest of linear elements. Through postures and gestures, Barbara composes optimistic, often humorous commentaries on humanity and everyday life. She earned her teaching degree at SCSU and studied in graduate programs at Wesleyan Univ. and Univ. of CA. Arts in the Middle students used wire as their medium.

John Sadler has been an art teacher for 23 years at Ellington Middle School. He has a BS in Art Education from Plymouth State College and also attended Florida Institute of Technology and the Art Institute of Boston. University, Jake is a former wilderness school instructor and now sails extensively in Maine and on Long Island and Block Island sounds where his nautical watercolors reach fruition. His students created watercolor interpretations of the Maine coast.

At the conclusion of the workshop, participants were able to tour the facility and to view the creations of their fellow artists. CAS is indebted to the Hartford Art School and to Assistant Dean Robert Calafiore and his staff for opening their doors to the young artist and their teachers.

## . . . more middle school news

### Measured Progress Coming to Connecticut

By Earle G. Bidwell, Assistant Executive Director

In the high-stakes educational environment created by "No Child Left Behind" legislation, educators need proven programs and instructional strategies to ensure that all students succeed. "Measured Progress," a not-for-profit educational organization dedicated to improving teaching and learning through standards-based programs, has developed tools and resources that are proving successful. CAS, in conjunction with the New England League of Middle Schools, will be bringing a series of Measured Progress two-day workshops for middle school teachers, department heads, team leaders and administrators to the CAS Conference Center in 2004-2005.

The first of the series entitled "Examining Student Work to Improve Achievement," is scheduled for September 29th and 30th and targets the careful and analytical examination of student work. *Examining Student Work to Improve Achievement* is designed for teachers and leaders from all middle school levels and subject areas who want to evaluate student work in order to improve instruction and student performance.

This highly interactive, two-day workshop will introduce participants to protocols for examining and methods for evaluating student work. The presenters will guide participants in understanding the relationship between content standards, performance standards, assessment, and classroom evaluation of student work.

Participants will work through a series of activities that introduce processes for examining student work. Small and large-group discussions will help participants and/or teams translate the techniques into practical classroom usage.

The workshop will provide educators with valuable "how-tos":

- how a learning community works together to evaluate student work;
- how to establish protocols for effective communication;
- how to translate collaborative evaluation into improved instruction;
- how to analyze content standards, performance standards, and assessment

The second in the series, entitled *Teacher as Assessor*, is scheduled for

October 26th and 27th. The "status quo" of existing large-scale tests is only one piece of the puzzle in the assessment of student learning. *Teacher as Assessor* introduces educators to classroom assessment strategies that foster assessment for learning such as constructed response tasks and portfolios, as well as a range of other assessment tools that support good instruction and produce information teachers can use to diagnose and monitor progress.

*Teacher as Assessor* guides educators to a balanced assessment program aligned with instruction. Participants will examine the strengths and weaknesses of different tools and use specific considerations provided during the workshop to design assessments for evaluation. The workshop will address the following:

- characteristics of effective assessment;
- strengths and weaknesses of different assessment tools; and,
- design considerations for multiple-choice, short-answer, constructed-response, and performance activities.

The next in the series is "Standards Based Units of Study," offered on December 2nd and 3rd. Aligning curriculum and instructional practices to standards leads to enhanced student achievement. *Standards-Based Units of Study* identifies ways teachers can develop classroom plans and assessment strategies to encourage learning in a standards-based environment.

Participants will:

- explore the changes that standards bring to the classroom;
- evaluate classrooms for stages of implementation using a rubric;
- align standards with learning experiences and assessments;
- design a standards-based unit of study.

This two-day highly interactive workshop helps teachers to effectively integrate state standards with curriculum through an interactive unit-and-lesson planning process. The afternoon of day two will be committed to designing a unit.

By aligning curriculum to standards, teachers ensure that students receive the instruction they need in order to meet state and district performance expectations.

The final set of workshops is entitled *Using and Understanding Data*.

### Advocacy Articles Online

The first of a series of advocacy articles entitled "The New Alphabet" is now available online. It is targeted to parents and is formatted for downloading and copying into school newsletters and mailings. Principals of member schools can access "Advocacy Articles" by going to the "Member Schools" section of the CAS website, [www.casciac.org](http://www.casciac.org).

Teachers already use standards-based tests and classroom assessments to gauge student and school performance. The process schools and faculty undertake to become an inquiry-based or inquiry-minded environment is the key element of this workshop. The decision process behind choosing data that will best answer specific questions, the appropriate data from a variety of sources to use in the decision making process, and the importance of data when taking action will all be important features.

*Using and Understanding Data* also introduces the tools to determine causes of problems identified in the data, which is a critical step in school or program improvement. The four measures used in interaction analysis bring participants closer to the use of triangulation when moving through the process of examining data. Participants will learn the importance of choosing not only the right data, but also the right tool for determining the direction of their change. Participants will also:

- recognize the necessary steps involved in the inquiry process;
- learn about the various reporting methods;
- learn how data can inform process and procedure;
- understand the various depths of interaction analysis;
- follow the process of root cause analysis;
- determine needs in order to plan effective curricular and instructional practices.

Look for registration material in August and secure your place(s) in these workshops. Teams of middle school teachers and administrators are encouraged to attend.



## OUR BRAIN'S 20 YEAR DEVELOPMENTAL TRAJECTORY

By Dr. Robert Sylwester

Our brain's 20 year developmental trajectory is divided into two 10 year periods. The developmental period from birth to about age 10 focuses on learning how to be a human being -- learning to move, to communicate, and to master basic social skills and culturally important information. Implicit in this is the childhood need to bond with protective kin - to learn and embrace the family rituals and traditions that constitute a family.

The developmental period from about 11 to 20 focuses on learning how to be a productive reproductive human being -- planning for a vocation, and exploring emotional commitment and sexuality. Implicit in this is the often distressing need of adolescents to distance themselves from family bonds, rituals, and traditions in order to explore those of the nonkin with whom they will spend most of their adult life.

The first four years of each of these two decade-long developmental periods are characterized by slow awkward beginnings prior to a normal move towards confidence and competence. For example, crawling leads to toddling leads to walking leads to running and leaping. We tend to be far more indulgent of the inevitable developmental awkwardness and errors of preschool children than of related early adolescent awkwardness and errors. Demanding adults tend to forget that the mastery of something as complex as reflective thought or one's sexuality didn't occur instantly and without error in their life, and it likewise probably won't in their adolescent's life.

Competence during the first 10 years is characterized by a move towards rapid automatic responses to challenges. For example, slow laborious initial reading tends to become reasonably automatic by age 10. Competence during the second 10 years, however, is often appropriately characterized by delayed and reflective responses. For example, the common impulsive instant-gratification responses of a preadolescent become less impulsive as a maturing adolescent learns to explore options and social implications

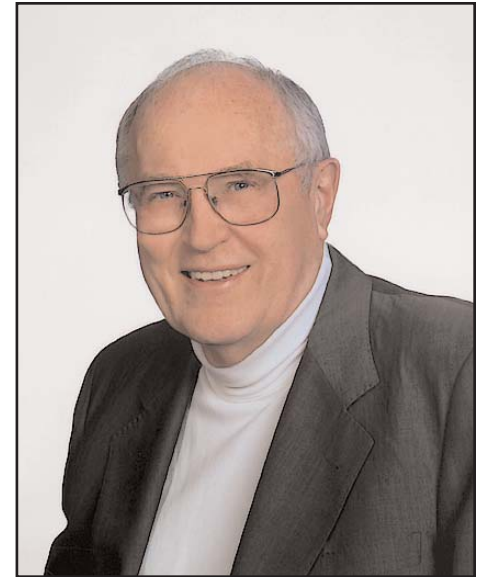
prior to making a response.

In effect, cognitive development during the first ten years focuses on recognizing and understanding the dynamics of various environmental challenges (processed principally in the sensory lobes, which mature during childhood), and cognition during the second ten years focuses on developing effective and appropriate problem-solving strategies for such challenges (processed principally in the frontal lobes, which principally mature during adolescence).

The cultural strategy for dealing with children with immature frontal lobes is to expect the adults in their lives to make many frontal lobe decisions for them - where to live, what to wear, when to go to bed, etc. Children with immature frontal lobes are willing to let adults make such decisions. Infants who can't walk are similarly willing to let adults carry them. But just as young children generally don't want to be carried while they're learning to walk, adolescents don't want adults to make frontal lobe decisions for them while their frontal lobes are maturing. The only way we can learn to walk is to practice walking, and the only way we can mature our frontal lobes is to practice the reflective problem solving and advanced social skills that our frontal lobes regulate - even though young people aren't very successful with it initially. Adolescence thus becomes a challenge for both the adolescents and the significant adults in their life.

Formal education follows this rhythmic 4-6-4-6 year developmental pattern. Children generally spend most of their birth to age four years in the (hopefully) loving and indulgent confines of family life where basic motor, language, cultural, and social skills emerge. We then say, "You can do it with kin, can you do it with nonkin?" and move them into an elementary school with a couple dozen non-kin, where the curriculum focuses on more complex motor, language, cultural, and social knowledge and skills.

The 11-14 middle school years embrace the initially awkward emergence of adolescence. The middle school



CAESP Spring Conference Keynote Speaker Robert Sylwester

and preschool years are thus developmentally similar in that they both represent the initial awkward development of important brain systems and cognitive functions: sensory lobe recognition capabilities during the preschool years, and frontal lobe response capabilities during the middle school years. The high school and early college years are similarly related to the elementary school years: the maturation of sensory lobe capabilities between ages 5-10, and the maturation of frontal lobe capabilities between ages 15-20.

What an elegant developmental trajectory!

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*Dr. Robert Sylwester, one of the country's leading authorities on brain research, was the keynote speaker at the CAESP spring conference last month. He is an Emeritus Professor of Education at the University of Oregon. His most recent book is **A Biological Brain in a Cultural Classroom: Enhancing Cognitive and Social Development Through Collaborative Classroom Management** (2003, Corwin Press). He writes a monthly column for the acclaimed Internet journal *Brain Connection* ([www.brainconnection.com](http://www.brainconnection.com)). He can be reached at:*

*[bobsyl@oregon.uoregon.edu](mailto:bobsyl@oregon.uoregon.edu)*

## ciac news briefs

■ Member schools interested in incorporating the 2004-05 CIAC Code of Eligibility into their student handbooks for the coming school year can download the newly revised eligibility rules from the CIAC website at [www.casciac.org/pdfs/eligibility\\_rules\\_2004.pdf](http://www.casciac.org/pdfs/eligibility_rules_2004.pdf).

■ Rule clarification: As noted in last month's issue of the BULLETIN, the National Federation has adopted a rule change effective with the 2007-08 high school basketball season which will require home jerseys be white, while visiting jerseys will remain a dark color. Please be aware that this rule change will only affect varsity jerseys. Lower level teams may continue to utilize "hand-me-down" uniforms from their varsity programs without violating this rule.

■ The following resources have been updated on the National Federation website ([www.nfhs.org](http://www.nfhs.org)): 1) Heat Stress and Athletic Participation, 2) Reducing Brain and Spinal Injuries and the third item developed by the NFHS Sports Medicine Advisory Committee 3) Recommendations For Hydration To Prevent Heat Illness. This information has been developed by Frederick Mueller, Ph.D., University of North Carolina.

■ With the help of Herschel Walker, Billie Jean King, and a host of other celebrity athletes, P.E.4LIFE ([www.pe4life.org](http://www.pe4life.org)), an advocacy group for physical education, released a blueprint last month for tackling the problem of childhood obesity. Among the 10 steps in P.E.4LIFE's blueprint are implementation of a national standardized fitness test and cognitive health test; the incorporation of P.E. in the calculation of students' grade point averages; the inclusion of physical education in the growing number of statewide educational assessment tests; stronger partnerships between the health and education communities; and new research focused on quantifying the cost of physical inactivity among students in grades K-12. For more information about the P.E.4Life program, visit <http://www.pe4life.org/>.

■ The Josephson Institute of Ethics has released a new resource to help individuals who work with youth promote academic integrity and prevent cheating among students. *Changing Cheaters: Promoting Integrity and Preventing Academic Dishonesty* is designed to provide teachers, parents, and coaches with guidance on how to make a difference in the classroom and at home. The publication is a direct response to a special edition of Primetime that

### NF ICE HOCKEY RULES CHANGES

Five rule changes were adopted by the National Federation Ice Hockey Rules Committee last month. In an effort to prevent unnecessary intentional offside stoppages of play, Rule 6-28-c was revised to read: "An intentional offside is one which is made for the purpose of deliberately securing an immediate stoppage of play, regardless of the reason, or where an offside play is made under conditions where there is no possibility of completing a legal play. If, in the opinion of the official, an intentional offside has been made, the puck shall be faced off at the end zone faceoff spot in the defending zone of the offending team. If the defensive player fails to advance the puck, a neutral zone face-off shall result." In an effort to improve the level of sportsmanship in high school hockey, Rule 4-5-b was adopted. It stipulates that any player who incurs five penalties, any combination of minors, majors or misconducts in the same game, shall be assessed a game misconduct penalty. Such a penalty results in the player being removed from the game for its duration without affecting that individual's eligibility for subsequent games. Two rules were modified to define situations that would require player disqualification. The former rules (Rule 6-14-b and 6-14-c) used the term, "altercation." Both now have been changed to use the word, "fight." "The committee felt that 'altercation' was too broad, inasmuch as it could include tussles, shoving or roughing situations," said Ray Streicher, NFHS Ice Hockey Rules Committee chairman. For additional information, visit [www.nfhs.org](http://www.nfhs.org) and click on the "Sport & Rules Information" link.

aired in April and focused on the alarmingly cynical attitudes and widespread cheating in high schools and colleges. The comments from the young people interviewed, and the survey data the program presented, painted a dismal picture of the present moral environment, thus prompting Michael Josephson and Melissa Mertz of the Josephson Institute to respond. This free resource, which is considered a "work in progress" can be downloaded at <http://www.casciac.org/pdfs/PromotingIntegrity-0504.pdf>.

■ Principal Bob Weinberg has pulled the champion baseball team of the Sherman Oaks Center for Enriched Studies from the Los Angeles playoffs. The reason? They were winners in the standings, but not in character. The team had clinched the league title with a 7-0 record. Then on May 13 five players attended the senior picnic instead of a game, forcing Sherman Oaks to forfeit. On May 18 the same quintet no-showed again and the team forfeited a second game. The five apparently thought that, once they won the championship, the games didn't matter. Even after Principal Weinberg terminated their season, some missed the point. They claimed that the fast-approaching end to their high school days constituted a good excuse to attend the picnic. But they were clearly putting their own interests above those of teammates, the opposing squad and all other stakeholders. For instance, as catcher Zack Arnstein said, "I'm kind of embarrassed we couldn't get enough kids to fill a team." "It's a lesson in character," Mr. Weinberg said. "Can you imagine the Dodgers, once they hit the magic number, not showing up? Kids need to know they have to give 110 percent, whether it's a team, business or a family."

## 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 ★



## . . . more ciac news

### Important News from the CIAC Board . . .

*At its May 27th meeting, the CIAC Board of Control took the following actions, some of which will have immediate implications for CIAC member schools.*

#### ■ NEW REQUIREMENT FOR SUBMITTING WEEKLY GAME

**SCORES:** Beginning in the fall 2004 sports season, member schools will be required to submit regular season games scores on a weekly basis. Scores for all games/contests played in a given week must be submitted on-line by 5:00 p.m. on Monday of the following week (or, in the event of a holiday or vacation, the first day that school is back in session). Over the course of the 2003-2004 school year, more than 50% of member schools submitted results regularly throughout the season, rather than waiting until the end of the season to submit their scores all at once. This is a significant number of schools considering that there was no mandate in place. The CIAC board would like to take the next logical step, which is to ask ALL schools to submit scores as the season progresses. By doing so, the CIAC will be able to maintain accurate weekly standings and rankings in all of its sports. Over the years, the central office has continued to field requests from individuals who are looking to the CIAC to maintain and post regular season records and standings. Now, with the fully automated on-line tournament system, the CIAC has the capability to do so. However, that ability is completely dependent upon the cooperation of member schools. If the scores are not submitted, the rankings will not be accurate. The CIAC will make every effort to facilitate results entry for member schools and to ensure that this new requirement imposes as little burden as possible upon them. In most cases, the requirement will not be adding additional work but simply disbursing it out over a longer period of time. Also, we will be adding a new feature to the on-line eligibility system which will allow users to select an option to "Update Weekly Game Scores." This will provide users with access to a single screen where they can post scores for all games that were scheduled to have been played up until the time that results entry is occurring. The CIAC will also be sending weekly e-mails to all athletic directors providing them with a report of their filing status, which will include an update of the game scores that have been submitted.

The ability to maintain regular season standings aside, the new requirement should provide some ancillary benefits to both the CIAC and member schools. The submission of entry forms at the end of the season should be an easier, faster and less time-intensive effort, since results will have been entered regularly throughout the season. Also, having scores posted throughout the season will provide an opportunity to uncover reporting or submission errors well in advance of pairings. Finally, it will require all schools, even those that wouldn't otherwise make the tournament, to have a season record on file with the CIAC. This is beneficial for two reasons: (1) the CIAC often fields requests from member schools for their team record for a previous sports season; if that team didn't qualify for the tournament, the CIAC has no record of it; (2) at tournament time, the sports committees are often chasing down schools at the last minute because they haven't submitted an entry form

and members are never sure if it's because the schools didn't qualify or if it's because they were negligent in getting in their entry forms. With records on file, sports committees will know exactly which schools qualified and which didn't.

Please direct any questions about this new mandate to Karen Packtor at [kpactor@casciac.org](mailto:kpactor@casciac.org).

■ **NEW CONFIDENTIALITY POLICY:** The CIAC Board of Control has adopted a new policy which dictates how it will handle the information that is submitted by member schools. The CIAC has always been sensitive to and respectful of the privacy interests of student-athletes. And it will continue to act in a manner which protects those interests. However, there are obviously occasions upon which private information must be shared, if only among CIAC board members, and that board must be mindful of a general goal of openness of proceedings. As such, the board felt that it would be beneficial to have in place a written policy which specifically outlines which types of information can be disclosed, to whom, and under what circumstances. The new policy speaks to confidentiality issues relating not only to student-athletes, but to member schools, sports officials and other adults as well. Please take a minute to download and review the policy at [www.casciac.org/pdfs/privacy\\_policy.pdf](http://www.casciac.org/pdfs/privacy_policy.pdf).

■ **NEW TOURNAMENT FORMAT FOR VOLLEYBALL:** The CIAC Board adopted a proposal presented by the CIAC Girls Volleyball Committee to increase the number of tournament divisions from 3 to 4 for the fall 2004 season. The 50% qualifying standard for teams will remain in place. An additional division will provide more balanced competition among schools in divisions that have fewer enrollment disparities. This decision has been endorsed by the volleyball coaches and CAAD. There are presently 148 girls varsity volleyball teams competing from CIAC member schools.

■ **CIAC ENDORSES CONCUSSION MANAGEMENT PROGRAM:** The CIAC Board unanimously endorsed a recommendation from members of the Connecticut Committee on Sports Medicine to facilitate in the implementation of a Concussion Management Program in CIAC member schools. IMPACT is a research-based software tool developed to help sports medicine clinicians evaluate recovery following concussion. The Impact Program evaluates and documents multiple aspects of neurocognitive functioning, memory, brain processing speed, reaction time, and post concussive symptoms. The program also provides a user friendly injury documentation system that facilitates the tracking of the injured from the field through the recovery process. Member schools who participate will do so voluntarily. Members of the Connecticut Sports Medicine Committee will, upon request, assist individual schools with implementation of the program.

## 2003-04 ICE HOCKEY PENALTIES

By Tony Mosa, Assistant Executive Director

The following twenty-two (22) boys ice hockey teams were recently commended by the CIAC Ice Hockey Committee for receiving zero major penalties during the 2003-04 hockey season: Wilbur Cross/Shelton co-op, East Catholic, East Haven, Enfield, Fairfield Prep, Enrico Fermi, Wm. Hall, Daniel Hand, Masuk, Norwalk co-op, Milford co-op, Newtown, Notre Dame of Fairfield, Notre Dame of West Haven, Sheehan, Simsbury, South Windsor, Westport co-op, West Haven, Wethersfield, Conard and Fairfield.

The ice hockey penalty report, a document that identifies all major and minor game rule infractions as established by the National Federation, and the CIAC Ice Hockey Committee, is submitted and reviewed by the Ice Hockey Committee at the conclusion of each season. Teams that receive four (4) or more major penalties during a single season are placed on ice hockey probation. More than six (6) majors in one season will prohibit teams from participating in the CIAC tournament for that season. A team placed on probation that accumulated one (1) to three (3) majors during the following season may lead to continued probation; four (4) or more penalties renders the team ineligible for the tournament.

The penalty report policy was adopted for the purpose of eliminating the violence and misbehavior that was prevalent in years past. The present regulation permits the Ice Hockey Committee, and the CIAC Board of Control a much needed oversight, and direct control over the actions of players, coaches, and fans, both on and off the ice.

Connecticut ice hockey, through the leadership of long-time Ice Hockey Committee Chairman Tom Neagle, Tournament Director George Hall, and past directors, Whitey Piurek, and Al Cramer, has created an environment relatively free from the occurrences of past unacceptable behavior. Ice hockey committee members, coaches, school administrators, game officials, and in general, the Connecticut ice hockey community share in this praise.

## NCAA STUDY FINDS SPORTS WAGERING A PROBLEM AMONG STUDENT-ATHLETES

CHICAGO---A national study commissioned by the National Collegiate Athletic Association reveals a "disturbing" frequency of sports wagering among student-athletes, the NCAA announced today.

The NCAA's 2003 National Study on Collegiate Sports Wagering and Associated Health Risks is the most comprehensive of its kind to measure the preponderance of wagering among student athletes. It encompasses responses from approximately 21,000 male and female student-athletes at NCAA member institutions across all three NCAA divisions in most NCAA championship sports.

"The scope of sports wagering among intercollegiate student-athletes is startling and disturbing," said NCAA President Myles Brand. "Sports wagering is a double-threat because it harms the well-being of student-athletes and the integrity of college sports."

Student-athletes were asked a multitude of questions about sports-wagering behaviors and associated health risks, such as alcohol and drug use. The questionnaire was devel-

oped with the assistance of Dr. Durand Jacobs, a noted national researcher in the field of youth gambling. The study's key findings indicate that male student-athletes are engaged in gambling or sports wagering at rates much higher than female student-athletes. Specifically, the data show that almost 35 percent of male student-athletes have engaged in some type of sports wagering behavior in the past year, compared to only 10 percent of female student-athletes.

The survey also shows that Division III student-athletes are the most likely to engage in gambling or sports wagering, followed by Division II student-athletes, while Division I student-athletes were the least likely.

"This finding actually reflects a positive result from the NCAA's current gambling education and enforcement efforts focused on Division I and men's basketball in particular," Brand said, "but more efforts are needed in Divisions II and III."

Other key findings show that football players reported taking part in significant

infractions of NCAA gambling bylaws at rates slightly higher than men's basketball players. Specifically, 1.1 percent of football players reported taking money for playing poorly in a game, and 2.3 percent of football players admitted they had been asked to affect the outcome of a game because of gambling debts. Additionally, 1.4 percent of football players admitted having affected the outcome of a game because of gambling debts.

According to the study, the sports with the highest percentages of male student-athletes involved in wagering on collegiate sports are men's golf, wrestling, lacrosse and football. For female student-athletes wagering on collegiate sports, the sports with the highest involvement are golf, lacrosse, basketball and field hockey.

In response to the findings, Brand announced the formation of a national task force to further analyze the study's results and recommend strategies to counteract sports wagering among student athletes. University

*continued on page 16*

## NEW ENGLAND TOURNAMENT DATES/SITES 2004-2005

<b>Cross Country:</b>	Saturday, November 13, 2004 Wickham Park East Hartford, Connecticut
<b>Indoor Track:</b>	Friday, March 4, 2005 Reggie Lewis Center Boston, Massachusetts
<b>Golf:</b>	Monday, June 20, 2005 Bretwood Golf Course Keene, New Hampshire
<b>Gymnastics:</b>	Saturday, March 12, 2005 Norwich Free Academy Norwich, Connecticut
<b>Outdoor Track:</b>	Saturday, June 11, 2005 Thornton Academy Sacco, Maine
<b>Tennis:</b>	Monday, June 20, 2005 Hall High School West Hartford, Connecticut
<b>Wrestling:</b>	Friday, March 4, 2005 & Saturday, March 5, 2005 TBA

**The New England High School Championships are on  
the World Wide Web!**

**Visit [www.newenglandsports.com](http://www.newenglandsports.com) for all  
pre- and post-tournament information and results.**



## caad news

## CAAD MEETING DATES: 2004-05

DATE	MEETING	TIME	SITE
AUGUST 26, 2004	EXECUTIVE BOARD	5:00 P.M.	PRESIDENT SHUKIE'S
SEPTEMBER 15, 2004	EXECUTIVE BOARD	12:00 P.M.	CIAC
OCTOBER 6, 2004	GENERAL MEETING	4:00 P.M.	HOLIDAY INN, NORTH HAVEN
NOVEMBER 3, 2004	EXECUTIVE BOARD	12:00 P.M.	CIAC
DECEMBER 10-14, 2004	NATIONAL CONFERENCE		NEW ORLEANS, LOUISIANA
JANUARY 5, 2005	EXECUTIVE BOARD	12:00 P.M.	CIAC
MARCH 2, 2005	EXECUTIVE BOARD	12:00 P.M.	HOLIDAY INN, NORTH HAVEN
MARCH 23-24, 2005	CAAD CONFERENCE		HOLIDAY INN NORTH HAVEN
APRIL 27, 2005	EXECUTIVE BOARD	12:00 P.M.	CIAC
MAY 18, 2005	GENERAL MEETING NIAAA - LTC TRAINING	8:00 A.M. 9:00 A.M.	HOLIDAY INN, NORTH HAVEN

## Retired AD's Corner

By Ed Tyburski

■ **LIFE MEMBERSHIPS** - At the annual CAAD breakfast meeting on May 19, 2004, the following six athletic directors received their gold life membership cards:

- Wayne Candela - Cheshire High School - 1987-2003
- Michael Ellis - Robert E. Fitch High School - 1982-2003
- William Gargano - Watertown High School & Seymour High School - 1988 - 2003
- Dennis Gleason - Ansonia High School - 1996- 2003
- Robert Pearson - New Milford High School - 1981 - 1999
- Anthony Volo - H.C. Wilcox RVT School - 1989 - 2003

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

- Thomas Allan, after 35 years in education. Served as athletic director at Rockville High School for 16 years.
- Vin Iovino, after 35 years in education. Served as athletic director at New Canaan High School for 24 years. Was a successful football coach on high school and college levels for 12 years.
- Dot Johnson, after 35 years in education. Served as athletic director at Granby High School for 5 years. Was a successful varsity coach in field hockey (33 years), women's basketball (10 years) and softball (7 years).
- James Muska, after 34 years in education. Served as athletic director at Windsor Locks High School for 31 years.

■ **READY TO RETIRE?** Athletic directors expecting to retire this school year are eligible to receive a permanent gold lifetime CAAD membership card at no cost. Retired teachers, principals, superintendents and other educational administrators who once served as athletic directors are also eligible if they meet certain requirements.

Qualifications are: 1) Must be a member of CAAD upon retirement from education or have served as an AD before CAAD was organized in 1978. 2) Must have served as AD in Connecticut for at least five years. 3) Must be planning to completely retire from education, including being a part-time AD.

Contact Ed Tyburski at (860) 824-5754 for information.

## "RAY" of Hope

*Dear Readers: This will be my final "Ray of Hope" column, as I will be handing over my duties as CAAD newsletter coordinator to Jeff Sunblade of Avon High School. I offer you one final "issue of concern" and ask that if it "strikes a chord" with you, please send me your thoughts, comments or opinions at:*

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

- Ray DeAngelis, Emmett O'Brien RVTS

### This month's HOT Topic:

- ◆ Tattoos & piercings: Body Art vs. Athletics

### Last month's HOT Topics:

- ◆ Performance-Enhancing Compounds in Schools - SB 00166PH

*(effective October 1, 2004 -- Let's act on this!)*

## Have you seen any outstanding acts of sportsmanship?

Each year, the Connecticut Association of Athletic Directors recognizes a member school for an outstanding act of sportsmanship displayed by a team in its school or by its entire athletic department during the previous school year.

The member school chosen to receive this award will be honored with a \$500 donation to its athletic department. To apply, download an application at:

[www.casciac.org/pdfs/caad\\_sportsmanship\\_award\\_form.pdf](http://www.casciac.org/pdfs/caad_sportsmanship_award_form.pdf).

**CONNECTICUT ASSOCIATION OF ATHLETIC DIRECTORS****Slate of Officers for 2004-2005**

<b>President</b>	John Shukie, CAA	N.W. Catholic High School, W. Hartford
<b>President-elect</b>	Chip Dorwin, CAA	Guilford High School
<b>Secretary</b>	Ray DeAngelis	O'Brien Tech
<b>Treasurer</b>	Ken Marcucio, CAA	Derby High School
<b>Past President</b>	Paul Mengold, CAA	Amity Reg. High School, Woodbridge
<b>Executive Secretary</b>	Paul Maskery, CAA	

**Representatives:**

<b>District #1</b>	Leo Bravakis (2005) Trish Witkin (2006) John Krot (2007)	East Windsor High School Enfield Public Schools Killingly High School
<b>District #2</b>	Jim O'Neil, CAA (2007) Jay Cottone (2007) Dan Scavone (2008)	Waterford High School Wethersfield High School Woodland High School
<b>District #3</b>	Susan Murphy (2006) Bob Tait, CAA (2006) Joe Canzanella (2007)	Platt RVT School, Milford Foran High School, Milford New Haven Public Schools
<b>District #4</b>	Dorothy Franco-Reed (2006) Matt Perachi (2006) John Lawless (2007)	Newington High School Shepaug Valley HS, Washington Nonnewaug High School, Woodbury

**Consultants:**

<b>Awards</b>	David Johnson, CAA	Bunnell High School, Stratford
<b>CIAC Representative</b>	Joseph Tonelli, CAA	Notre Dame High School, West Haven
<b>Constitution</b>	Patrick Burke	Old Saybrook High School
<b>Convention</b>	Fred Balsamo, CAA	East Haven High School
<b>Newsletter</b>	Jeff Sunblade	Avon High School
<b>Professional Develop.</b>	Pamela Goodpaster, CAA	Joel Barlow High School, Redding
<b>Officials</b>	Paula Fitzgerald, CAA	Westbrook High School
<b>Retired AD's</b>	Edward Tyburski	
<b>Season Limitations</b>	John Novakowski, CAA	Bristol Public Schools
<b>Sports Consultants</b>	Barbara Startup, CAA	Glastonbury High School
<b>Public Relations</b>	Judy Samaha, CAA	Sheehan High School

**Wagering study, continued from page 14**

of Notre Dame President Rev. Edward A. Malloy will serve as task force chair. Grant Teaff, executive director of the American Football Coaches Association, will serve as vice chair.

"By commissioning this study-the largest examination ever of sports wagering by student-athletes-and by establishing the task force, the NCAA is taking a leadership role at the national level to address this problem among student-athletes before it reaches crisis proportions," Brand said.

Brand said the task force's charge is to develop recommendations with a dual focus of ensuring the well-being of student-athletes as well as the integrity of intercollegiate athletics. The recommendations could include expanding education efforts, proposed NCAA legislation and suggestions for legislation at the state and federal levels, he said.

The task force will also examine the study's findings on associated behaviors that might be indicators or predictors of wagering. Those results are still being analyzed by NCAA research staff. It is anticipated that the study will be replicated in future years in order to understand trends and assess the effectiveness of enforcement and educational programs.

Faculty athletics representatives distributed questionnaires to student-athletes from all NCAA member institutions across all three divisions. The NCAA provided the faculty athletic representatives with specific guidelines for administering the survey. Participation was voluntary and respondents were guaranteed anonymity and confidentiality.

For more information, visit [www.ncaa.org/gambling/2003NationalStudy/executiveSummary.pdf](http://www.ncaa.org/gambling/2003NationalStudy/executiveSummary.pdf).