

# BULLETIN

The Connecticut Association of Schools  
The Connecticut Interscholastic Athletic Conference

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

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## STATE GRANTS INVOLVE PRINCIPALS' CENTER

Tom Galvin, Director, CT Principals' Center

The Connecticut Principals' Center will be involved in the implementation of two grants recently awarded to Connecticut. Through the Gates Grant, managed by Dr. Ed Iwanicki, chair of the Department of Educational Leadership at UConn's Neag School of Education, the center will develop and present professional development programs related to best practices in technology integration.

The DeWitt Wallace Grant, managed by Larry Jacobsen and Judy Thompson at the State Department of Education, has also been approved. The center's role in this grant will be the development and implementation of an urban leadership academy. This will include cooperation with the Connecticut Association of Public School Superintendents.

## SEEKING ALTERNATIVES TO SUSPENSION & EXPULSION

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

Two years ago, in the wake of Columbine and other school shootings, The Governor's Prevention Partnership established the Task Force on Alternatives to Suspensions and Expulsions to examine how schools could best balance the imperative for a safe learning environment with disciplinary measures to improve students' behavior. On February 6, 2002, the task force issued its preliminary report, underscoring the continued rise in the use of suspension and expulsion in CT schools and questioning the effectiveness of these disciplinary methods. Included in its report were five recommendations for reversing this trend in CT:

- Suspensions and expulsions, while a necessary part of the continuum of discipline in schools, should be the last step in a system of graduated school sanctions that begin with effective classroom management techniques.
- Modify "Zero Tolerance" policies to increase flexibility in the range of disciplinary responses.
- Increase cooperation and collaboration between school and community services, maximizing resources to address student behavioral issues rooted in school, family and community problems.
- Expand school-based prevention and early intervention programs to address student mental health issues.
- Give special attention and focus to reducing patterns of repeated suspensions and the use of suspension and expulsion in the elementary grades and key transition years.

In follow-up discussions to the release of this report, both the Assistant Principals' Committee and the Board of Directors of the CT Association of High School Principals (CAHSP) concurred with its validity and agreed that CAS should assist member schools in an initiative to reverse the trend that resulted in over 140,000 suspensions and expulsions statewide last year.

Accordingly, a colloquium has been organized on April 30, 2002, at CAS for principals, assistant principals, deans of students, and others charged with developing and implementing systems of discipline to come together and participate in a share and work session. The task group has issued a report containing specific recommendations; schools across the state have begun to examine and make changes in their practice. As demonstrated in CAS's successful P.A. 01-166 colloquium in January, we can learn from each other. Bring your code of conduct, a problem that you'd like some help with, and an idea that you've tried or are thinking about trying as an alternative to suspending or expelling. The schedule for the day is as follows:

- 8:00 - 8:30: Registration, coffee and refreshments.
- 8:30 - 9:30: Large group I - To get the juices flowing, a sampling of ideas from schools that have reduced S/E rates.
- 9:30 - 10:45: Small group I - Work session (by ERG/ level)
- 10:45 - 12:00: Small group II - Work session (by school size/level)
- 12:00 - 12:45: Lunch
- 12:45 - 2:00: Large group II - Reporting out the alternatives developed in small group sessions I & II.

CAS will provide a facilitator, coffee and lunch, and the opportunity to work with others in developing some fresh approaches. Registration materials have been mailed to member schools and are also available on the CAS website ([www.casciac.org](http://www.casciac.org)).

## The Connecticut Association of National Honor Societies

presents

## The 4th Annual State Conference

for NHS members and advisers

May 23, 2002

Hartford Marriott Rocky Hill

Featuring:

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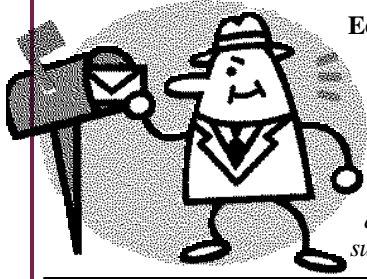
**Theodore Sergi**  
Connecticut Commissioner of Education

For further information, contact CANHS  
Executive Director Don Gates, 860.342.1720.

**See related item - "Southington High School's Alternatives to Suspension Program," by Dr. Jerry Auclair - page 6.**

# LEGAL MAILBAG

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



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

**Q. Dear Mailbag:** One of my teachers is a real whiz with the computer. For the last several months, she has been working with two students after school on some new software that helps athletic directors schedule athletic contests. Our AD tried the Beta version, and she was very impressed. When she told the teacher that she looked forward using the software next year, however, the teacher got funny about it and told the AD that she would have to check that out with her lawyer. I told the AD not to worry, that the teacher works for us and if money is to be made, it will go to the school district. Right?

*Counting the Chickens*

**A. Dear Counting:** Not so fast. You didn't mention anything about a formal agreement between the district and the teacher. Such agreements are necessary to establish that a particular creation is a "work-for-hire," which will belong to the employer. In the absence of such an agreement, the law presumes that the intellectual property right belongs to the creator. You might be able to negotiate a "license" with the teacher, i.e. a right to use the software without paying a royalty. On the facts you presented, however, it sounds like the district does not own the software. But look on the bright side. Maybe the two students will sue her for their share of the profits.

**Q. Dear Mailbag:** The PTO wants to run a raffle to raise money for the upcoming eighth grade trip to Williamsburg. When these parents raise money, it does reduce the costs for the kids, which we appreciate. Last year, however, the PTO raffle was a disaster. The grand prize was a Shetland pony, and each student was given 100 tickets to unload at \$5 a pop. The teachers complained that the students constantly harassed them to buy tickets, the union threatened legal action, and the pony ran off with a circus that was passing through. I asked the PTO co-presidents to consider another activity this year, but they just told me to mind my own business. They seem pretty committed to this raffle. Is there anything I can do?

*Taking No Chances*

**A. Dear Taking:** The PTO appears to have neglected certain legal requirements for such fund-raising activities. The General Assembly has adopted laws that regulate fund-raising raffles and bazaars conducted by charitable organizations. The extensive provisions on "cow chip raffles," for example, are a good look at our government at work. Apparently, the PTO is not aware of Connecticut General Statutes, Section 7-172, which limits persons who can organize, promote or work at a raffle to persons over eighteen years of age. Moreover, this statute expressly prohibits children less than sixteen years old from soliciting the sales of tickets for raffles. A successful raffle is unlikely if students cannot be enlisted to sell the tickets. By giving the PTO this information, you may solve your problem. And if not, you can always call the cops.

**Q. Dear Mailbag:** Yesterday, two parents called me after the Open House and reported that one of my veteran teachers smelled like booze. I was kind of hoping for a resignation when I called him in, but I got an earful instead. The teacher readily admitted to having a glass or two of wine before the Open House, but he told me in no uncertain terms that I should mind my own business. He said that he always drinks wine with dinner, and Open House is no reason to miss this simple pleasure. As long as he can make his "stupid little presentation" at Open House, he argued, he can drink what he wants at dinner. How should I explain this to the parents?

*No Oenophile*

**A. Dear No:** Your teacher may have good taste, but he lacks good sense. He can enjoy his wine when he is on his own time, but he undermines public confidence if his drinking is perceptible in the workplace, including Open House. You have a legitimate interest and appropriate authority to direct this teacher not to drink before Open House. Who knows? If his head is clear, he may be capable of offering parents more than a "stupid little presentation."

## ct news & notes

○ According to a new report by the Safe Schools and Communities Coalition, the number of students expelled and suspended from CT schools is rising faster than the increase in student population. The report, based on 2-years of data from the state department of education, shows that between 1998 and 2000, suspensions and expulsions rose from 125,185 to 141,434 – a 13% increase. In that same period, enrollment increased by just 1.7%. Of the total students suspended or expelled, 56% were given out-of-school suspension; 43% got in-school suspension; and a small group were expelled. One in 10 of these students was under 10 years old, including 458 kindergarten students. (See related item page 1)

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○ The Connecticut Community KidsCare program, a 23 million effort to provide on-site help in mental health crises, has been launched in Milford, the Naugatuck Valley and New Haven. The program, which is a collaboration of several state and private agencies, makes it possible for emergency mobile service teams to provide on-site assessments and referrals to children in need of mental health services. The advantage of the program is that it allows clinicians to go where the crisis takes place, rather than have families travel to an office. Mental health professional will sit down with families and develop individual treatment plans. Eventually officials expect to extend the KidsCare program to the rest of the state. The mobile psychiatric service is fully operational in New Haven, Hamden and North Haven. Its hotline is 1-888-979-6884.

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○ Aurora Edington, a 3rd grade student from Goodwin School in Storrs, and Catalino Estrada, a 5th grader from Luis Munoz School in Bridgeport, became the first girls to ever win state chess championship titles. One hundred eighty students participated in this year's annual competition, held January 26 at the Travelers Insurance Company in Hartford. Repeat winners included 6th grader Alexander Gershman of King Philip School in West Hartford (won in 2000), 8th grader Michael Lostritto of a home school in Cheshire (6th consecutive title), 9th grader Azaivier Davis of Bulkeley High in Hartford (3rd consecutive title), and 10th grader Drew Hetherington of Glastonbury High (won in 2000). This 39-year-old tournament, directed by Fred Townsend and Rick Townsend, is sponsored annually by the Connecticut Chess Foundation.

## ... more ct news &amp; notes

○ Lambda Legal Defense & Education Fund recently issued a report called *"Youth in the Margins: A Report on the Unmet Needs of Lesbian, Gay, Bisexual and Transgender (LGBT) Adolescents in Foster Care."* This report provides an analysis of the status of LGBT child welfare in 14 states, including Connecticut. According to the report, "Connecticut is in the forefront of enacting laws broadly prohibiting sexual orientation discrimination." To view the report in its entirety, visit [www.lambdalegal.org](http://www.lambdalegal.org). Arrow down and click on the "Youth in the Margins" icon.

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○ Central Connecticut State University has been awarded a highly coveted 3-year, \$1 million grant by the U.S. Department of Education. The grant, known as the PT3 award (Preparing Tomorrow's Teachers to Use Technology), will allow CCSU to train future pre-collegiate teachers to make effective use of educational technologies in their classrooms. The PT3 project, which will help CCSU to fully integrate technology into its teacher preparation program, began last summer and will run until April 2004. The money will be used for professional development for faculty, curriculum revision, and technology training for students. [Source: New Britain Herald, 1/26/02]

### Connecticut teen driver deaths

Supporters of graduated licensing say that phasing in teenagers' driving privileges will reduce the number of teens killed behind the wheel. Between Jan. 1, 1994 and Dec. 31, 2000:

- 86 teenage drivers (ages 15-18) were killed in collisions in CT.
- 121 others were involved in collisions in which someone else died.
- Teenage boys accounted for 62 of the 86 deaths (72%).
- 36% of the teen drivers were killed in crashes between 10 p.m. and 4 a.m., the most dangerous time span.
- Bad weather was a factor in only 14% of the accidents.
- 27% of the deaths occurred when the teen driver's vehicle left the road and hit a tree. In 20% of the deaths, the teens' car and another vehicle collided.
- 86% of the accidents that killed the teen drivers occurred on 2-lane roads.

[Source: Hartford Courant, 2/11/01]



## 2nd Annual 3-Day Residential Retreat for Career Principals "Reflective Leadership: Leading from the Inside Out"

July 8, 9 & 10, 2002 • The Heritage, Southbury, Connecticut

Featuring:

- Dr. Roland Barth, founder and former director of The Harvard Principals' Center
- Dr. George Goens, professor, University of Hartford, and consultant, CAPSS
- Dr. Jonathan Costa, Performance Innovations, and Dr. Timothy Breslin, principal, Farmington H.S.

**A Principals' Center Program Sponsored by IGA and Toyota**

**For additional information contact Tom Galvin, [tgavin@casciac.org](mailto:tgavin@casciac.org)**

## STATISTICS ON TEACHER PREPARATION IN CONNECTICUT, 2000-2001

CT Department of Higher Education

	# of education programs	Awards 7/1/00 - 6/30/01		Demography	
		Totals	% of Awards Total	% Male	% known minority
Alternate Route to Certification	20	213	6%	41%	13%
Central CT State University	46	506	15%	25%	8%
Connecticut College	35	39	1%	26%	3%
Eastern CT State University	21	139	4%	25%	4%
Fairfield University	38	60	2%	23%	2%
Quinnipiac University	9	27	1%	52%	33%
Sacred Heart University	22	201	6%	18%	4%
Southern CT State University	53	1,071	32%	23%	7%
St. Joseph College	31	125	4%	9%	2%
University of Bridgeport	12	208	6%	19%	8%
University of CT, Storrs	47	252	8%	22%	11%
University of Hartford	40	155	5%	23%	6%
University of New Haven	11	120	4%	22%	12%
Western CT State University	22	204	6%	23%	3%
Yale University	15	10	0.3%	60%	20%
<b>TOTAL</b>	<b>422</b>	<b>3,330</b>	<b>100%</b>	<b>24%</b>	<b>8%</b>
Awards By Field			Awards by Academic Discipline		
Fields	Number	%	Subject	Number	%
Elementary education	991	30%	History/Soc. Studies	158	21%
Sec. academic subject	704	21%	Math	150	20%
Special subjects, K-12	385	12%	English	141	19%
Special education	383	12%	Gen/Other Science	120	16%
Administrative, preK-12	339	10%	Biology	108	14%
School counselor	129	4%	Foreign Language	29	4%
Early childhood ed	101	3%	Chemistry	23	3%
Education	94	3%	Business	14	2%
Middle grades 4-8	89	3%	Physics	14	2%
Speech & lang. pathology	61	2%	Music	1	0.1%
School psychologist	54	2%			
<b>TOTAL</b>	<b>3,330</b>	<b>102%</b>		<b>758</b>	<b>101%</b>



## national news & notes

○ Chicago public school leaders have launched a new get-tough program to curb truancy: sanctions on parents or guardians who make "little effort" to get their children back to school. The program is being piloted in several high schools with the highest truancy rates. The new program calls for parents or guardians to attend mandatory hearings with school counselors and administrators if their child is absent from school for more than 18 days without a valid excuse. If parents are uncooperative, they will be sent to the state's attorney's office for prosecution and could "face penalties such as performing community service."

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○ According to a study from researchers at Johns Hopkins, two-partner households may not necessarily be better for poor children than single-parent households. In a study of 2,100 poor families in three cities, the Hopkins researchers found a small but noticeable increase in the percentage of low-income children growing up in two-parent households. The researchers found that in poor neighborhoods in Boston, Chicago and San Antonio, the percentage of children living with a single mother declined from 57% in the first interview to 54% in follow-up studies 16 months later. But about 2/3 of the 2-adult households

were people living together, not married. And these relationships proved unstable. Of the couples who were living together at the start of the study, 42% had broken up during the 16-month period, resulting in numerous transitions in living arrangements. Researchers concluded that such "churning" can have serious consequences for these children and that they would not receive as much benefit from the trend toward two-parent families as would be expected. [New York Times, Feb. 20, 2002]

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○ Two researchers assert that the long-debated math gender gap is just a myth. After decades of research showing that boys consistently test higher than girls in math, researchers at the University of

North Carolina published a report claiming that previous studies have focused on narrow groups and have made broad generalizations that weren't entirely accurate. After examining the test scores of 14,000 students in elementary through high school, the researchers found that girls had higher average math scores than boys until about the age of 11. Boys did, however, tend to progress faster and by the end of high school that learning edge resulted in a 1.5% advantage over girls, a much smaller difference than previously believed. Initially, upon finding such unexpected results, the researchers thought they had done something wrong. However, after re-crunching their data, they got the same result. [Source: Waterbury Republican-America, Fenraury 12, 2002]

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○ According to a new survey by the Kaiser Family Foundation, teenagers and young adults frequently use alcohol and drugs before sex and are less likely to protect themselves against pregnancy and disease while under the influence. The survey found that about one-quarter of teens say they've had unprotected sex because of drugs and alcohol. Experts say the study underscores the need for parents and schools to talk with teenagers about the dangers of mixing alcohol, drugs and sex.

### NASSP DUES INCREASE

*Effective July 1, the National Association of Secondary School Principals will increase membership dues in accordance with the figures below.*

Type	Current Dues Rate	New Dues Rate
Individual	\$185	\$210
Institutional	\$185	\$210
Educator	\$60	\$70
Retired	\$35	\$40

## legal news & notes

Allowing students to grade each other's papers in class does not violate the federal law that guarantees the privacy of education records, a unanimous U.S. Supreme Court ruled last month.

In *Owasso Independent School District v. Falvo*, Kristja J. Falvo, who had children enrolled in the 6,700-student Owasso district near Tulsa, objected to the practice of peer grading in her children's schools during the 1997-98 school year. She argued that it embarrassed her son Philip, who at the time was a 6th grade special education student assigned to a regular classroom. The district offered to excuse Ms. Falvo's children from peer grading, but refused her request to stop the practice altogether. She sued the district under the Family Educational Rights and Privacy Act (FERPA).

The court rejected arguments by the plaintiff that peer grading violates FERPA, a 1974 federal law also known as the Buckley Amendment. The practice does not fall under the legal umbrella of student education records that school districts receiving federal money must keep private, Justice Anthony M. Kennedy said

in the court's opinion.

Justice Kennedy even appeared to endorse the practice of peer grading. "Correcting a classmate's work can be as much a part of the assignment as taking the test itself," Justice Kennedy wrote. "It is a way to teach material again in a new context, and it helps show students how to assist and respect fellow pupils."

Prohibiting peer grading would require teachers to spend more time grading papers, might limit practices such as "group grading of team assignments," and would mean federal law does not allow other students to see papers in which the teacher has put "a happy face, a gold star, or a disapproving remark," he said.

A federal district court ruled for the school district in 1998. But the U.S. Court of Appeals for the 10th Circuit, in Denver, agreed last year with Ms. Falvo that having students exchange papers and call out scores in class violated the statute. Besides upholding so-called peer grading, the ruling helps protect such common classroom practices as assigning work to teams of students and affixing gold stars to student's papers. (Source: *Education Week*, Mark Walsh, February 27, 2002)

NEW YORK (Reuters Health) - The results of a population-based study of US male high school students reveal that bisexual adolescents engage in especially high levels of AIDS-related risk behavior compared with homosexual and heterosexual students. Dr. Carol Goodenow, from the Massachusetts Department of Education, and colleagues collected data for 3065 heterosexual male high school students, 94 male homosexual students and 108 bisexual male students. According to results of a behavior survey, bisexual students were more likely to have multiple sexual partners, engage in unprotected intercourse, have sexually transmitted diseases, and use injection drugs. AIDS education and instruction in the use of condoms was associated with lower AIDS-related risk. However, the three groups of young men differed significantly in terms of reporting having ever received such instruction, with homosexual and bisexual young men reporting less educational instruction. Researchers conclude that "high AIDS-related risk rates among bisexually active youths point to the urgent need for prevention programs addressing these youths' specific concerns."

## GUEST EDITORIAL:

### What Have We Done?

By William J. Barney, Principal,  
Morgan School, Clinton

A Morgan colleague shared a speech given by John T. Gatto, a former New York City Teacher of the Year, with me. A portion of that speech is presented below. The comments evoke either nods of agreement or disagreement. But in either case, most readers see some degree of truth. And that's the rub. How has society allowed a condition to develop that produces these effects?

1. ***The children I teach** are indifferent to the adult world. This defies the experience of thousands of years. A close study of what big people were up to was always the most exciting occupation of youth, but nobody wants to grow up these days, and who can blame them? Toys are us.*

2. ***The children I teach** have almost no curiosity, and what they do have is transitory; they cannot concentrate for very long, even on things they choose to do. Can you see a connection between the bells ringing again and again to change classes and this phenomenon of evanescent attention?*

3. ***The children I teach** have a poor sense of the future, of how tomorrow is inextricably linked to today. They have a continuous present, the exact moment they are in is the boundary of their consciousness.*

4. ***The children I teach** are historical. They have no sense of how past has predestined their own present, limiting their choices, shaping their values.*

5. ***The children I teach** are cruel to each other; they lack compassion for misfortune; they laugh at weakness; they have contempt for people whose need for help shows too plainly.*

6. ***The children I teach** are uneasy with intimacy or candor. My guess is that they are like adopted people I've known in this respect -- they cannot deal with genuine intimacy because of a lifelong habit of preserving a secret inner self inside a larger personality made up of artificial bits and pieces of behavior borrowed from television or acquired to manipulate teachers. Because they are not who they represent themselves to be, the disguise wears thin in the presence of intimacy, so intimate relationships have to be avoided.*

7. ***The children I teach** are materialistic, following the lead of school teachers who materialistically "grade" everything -- and television mentors who offer everything in the world for free.*

8. ***The children I teach** are dependent, passive, and timid in the presence of new challenges. This is frequently masked by surface bravado, or by anger or aggressiveness, but underneath is a vacuum without fortitude.*

A recent CPTV "Frontline" program exposed the manipulation of the \$100 billion/year youth market by clothing/shoe manufacturers, food companies, and the music and video industry. For pure profit, adults create product demand by first using focus groups to identify ideas, dreams, and wants; second, by determining who youth see as role models; third, by hiring the role models to endorse the product; fourth, by using advertising to create demand, exclusively, or what marketing tool will produce the greatest profit-pure exploitation. Is it any wonder that many in the youth culture have a hard time finding values or commitment? When the program is repeated, I recommend it to parents and children alike. It is an eye opener.

It would be one thing if youngsters were making decisions on their own. Clearly, however, they are not. They are callously and deliberately being manipulated so adults can make a profit. As responsible adults, we need to find a way to help our children. They deserve more and better.

We tend to think we are savvy enough to avoid media and advertising manipulation. That being the case, we need to share those skills with our children. It needs to be done at an early age. If you doubt the ability of the media and advertisers to dictate our buying habits, wait until you see the "Frontline" program. It shows you how the bottlers of "mountain Dew" deliberately marketed to youth who perceived themselves as being "on the edge" and how they shifted their marketing techniques when those who were "on the edge" found out how they were being used. Even more frightening was the way in which marketers created the navel-revealing fashion mode. Our children did not make a choice; they were manipulated and used.

Movies, television, and music paint a dreary, misanthropic view of the world. In her December 24 column, Ann Landers wrote: We are becoming increasingly desensitized to filthy language, garbage 'art,' and rotten stuff on TV. Violence, bigotry, and filthy talk must be tolerated, we are told because we dare not endanger 'freedom of speech.' Where is the moral outrage against the filth? What has happened to plain, everyday decency?"

Whether in movies, on TV, or in music, our children are exposed to some of the vilest language imaginable. Incredible profanity, unspeakable bigotry, degradation of women, personal shallowness, support and even encouragement for infidelity, casual sex, alcohol, and drug use are the components of popular culture aimed at our children.

Our children deserve a world that is better than what Mr. Gatto sees. Whatever accuracy you see in his words, know that they are true because, as a society, we have allowed it to happen. No one is born all-wise, all-knowing. No one is born with perfect judgment or perfect discernment. It is learned from caring "teachers," i.e.: family, and the society.

Change begins with a single act, for there is no other way. The time is right; the time is now!

## EDITORIAL: Holding on to Authority: The Principal's Test

By Tom Galvin, Director, CT Principals' Center

Stories from the principals' trenches are increasingly centered on the questioning of the school's/principal's authority. These challenges are not thoughtful concerns about hard to understand policies or decisions of legitimate student and teacher rights, but irritating, self-serving, even selfish questions or demands related to management or discipline issues which should be easily accepted as "standard operating procedures."

Two authors recently addressed these issues from different perspectives. Jacques Barzun, professor, author and brilliant classicist, gave cogent advice on developing thoughtful and creative children. "We give our children too much leeway too soon, not trying to counteract tendencies that parents disapprove of, even supposing that young are equal emotionally and intellectually, which is not often the case. In a certain sense, that's an abdication of guidance."

John Northrup, executive director of the Alabama School of Fine Arts, in a recent Education Week article, pointed out that "people expect a clear and cogent rationale before they decide to put up with rules and decisions they may not like." He stated that he doesn't really mind responding to questions as why bare midriffs are banned at his school, but he feels that he needs to find a "workable balance that best serves individual and group needs." Answers such as "because I said so," or, "because that's the way it is," don't work, especially in response to adults.

The authors of "Breaking Ranks" encouraged young people to "challenge" those who mouth "slogans about the government trummelling individual freedoms" while adding this quote from philosopher Amy Gutmann. "Children learn not first to behave in accordance with authority but to think critically about authority if they are to live up to the democratic ideal of sharing political sovereignty as citizens."

Principals just have to keep the balance!

## Fit, Healthy and Eager to Learn: Teaming up for Kids' Success

April 4 & 5, 2002 / Trumbull Marriott

Join us for the statewide conference on Coordinated School Health Programs (CSHP), sponsored by the State Departments of Education, Public Health, and Children and Families, the University of Connecticut, and the New England Dairy and Food Council. The conference is intended to help teams of school and community partners work together to improve the health and learning of CT's children. Nationally renowned speakers will address a variety of topics including the benefits of CHSP, the relationship of health to academic achievement, action steps for implementing the CHSP model in local school districts, and promoting good nutrition and physical activity for children. For more information, contact Susan Fiore at (860)807-2075 or [susan.fiore@po.state.ct.us](mailto:susan.fiore@po.state.ct.us).

## In the hopper. . .

*There are numerous education-related bills being considered by the CT legislature this session. Among them . . .*

**P** A bill, first proposed in 2001 and now revived, would make it possible for private instructors and volunteers who have sexual intercourse with students aged 16 to 18 under their supervision to be charged with 2nd-degree sexual assault. A companion bill would eliminate the statute of limitations on sexual abuse of minors and make that provision retroactive. A similar bill died in the 2001 session, in part because the House decided to remove the retroactive portion, while the Senate wanted it left in.

**P** Representative David Scriber (Brookfield) is re-introducing legislation calling for graduated licensing. One measure of the proposed bill would increase on-the-road training for new drivers from 8 to 12 hours, with two of those hours after dark. A second measure would limit newly licensed teenagers from driving between 11 p.m. and 5 a.m., except with a parent's permission or for work- or school-related travel. A third proposal would allow only one passenger in a teenage driver's vehicle for his/her first six months of driving. (*See related item page 3*)

**P** A number of measures have been introduced to address the teacher shortage problem, including those that would:

- appropriate the sum of five hundred thousand dollars to the Department of Higher Education to enhance the alternate route to certification program;
- allow a teacher from another state who has taught in such other state for a minimum of five years and is nationally board certified to be issued a professional educator certificate with the appropriate endorsement;
- enable retirees to return to the classroom without forfeiting their pensions;
- establish programs to improve the level of compensation for teachers in priority school districts, teachers in schools on the list of schools in need of improvement and teachers in shortage subject areas;
- expand the group of persons that may receive a nonrenewable temporary certificate;
- allow teachers certified through an alternate route to purchase an additional year of service for each three years of service;
- establish a summer camp for high school students interested in the teaching profession; and,
- require the Teachers' Retirement Board to develop a plan allowing for an alternate retirement plan for teachers.

## Southington High School's Alternatives to Suspension Program

By Dr. Jerome A. Auclair, Principal

**I**n April of 2001, a committee of administrators, a board of education member, parents, students, and teachers began an extensive review of discipline policies, practices, and procedures at Southington High School. One area of great concern, particularly to parents, was the effect of a school suspension on a student. An increasing number of colleges include a question about school suspensions in their application procedures and recent legislation requires schools to keep suspension records and to report all suspensions to the state. All members of the committee agreed that loss of class time makes suspension a poor educational practice. Students also lose participation in school activities that can be a valuable part of the educational experience. Many committee members felt that the consequences of suspension were very severe, particularly for students who made one or two errors in judgment.

After months of work the committee developed a program called Alternatives to Suspension. The concept behind the program is similar to the youthful offenders program in the court system. The alternatives are only available to students for the first two offenses as long as the combined number of days of suspension does not exceed six. In order to take advantage of the program, an agreement form signed by the student and the student's parent must be returned to the school administrator within three days of the student's discipline hearing. The student has two choices of alternative consequences.

The first choice is to participate in after school sessions about decision-making, anger management, and substance abuse. This program is operated every Monday and Wednesday afternoon from 2:15 p.m. to 5:15 p.m. The sessions are conducted by school personnel (psychologists, social workers, and guidance counselors) and by counselors from Southington Youth Services. A social worker coordinates the program. Guidelines include:

- " The student will participate for two hours for each day of suspension.
- " The student must fully cooperate in the group.
- " The student will be assigned to the next consecutive sessions.

The second option for the student is to do community service. The student who elects this option is given a list of community service providers with whom the student may complete this obligation. Guidelines include:

- " All contacts and follow-up are the responsibility of the student and the student's parents.
- " The student must complete two hours of community service for each day of suspension.
- " The student must complete the community service within thirty days.
- " An authorized person at the community service provider can only sign the completion form.
- " Students must cooperate fully with the community service provider.

For both the After School Sessions and the Community Service Program, failure to comply with any condition or deadline will result in immediate reinstatement of the original suspension.

The program has been in operation at Southington High School since January 23, 2002. Initial perceptions about the program have been very positive. About two-thirds of the students who qualify have elected one of the two alternative programs. Students who have elected to participate in the programs have successfully completed them. Based upon the limited early data, the program does not seem to have had an effect on the frequency of behaviors that result in suspension. As it did at the inception of the program, the committee will carefully monitor discipline data to evaluate the effectiveness of the program.

### SCHOOLIES

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## What They Did on Vacation: It's not schools that are failing poor kids.

By Gerald Bracey

Op-ed writers, politicians and reporters are fond of the phrase "failing schools." They sometimes illustrate the failure with test scores. They observe that poor or minority kids' test scores fall farther and farther behind those of middle-class students the longer they stay in school.

"No Child Left Behind," President Bush's education program, is supposed to eliminate these schools.

But what if those schools are not "failing"? What if their actual progress is just obscured by the way test scores are usually reported, and undercut by events not under the control of the schools?

Evidence from a number of studies suggests that even city schools serving disadvantaged youth are preventing failure, not causing it. The most recent of these studies, though by no means the only one, looked at five years of test scores for elementary students of low, middle and high socioeconomic status.

To no one's surprise, the low-status kids started school well behind their middle- and upper-status peers on tests of reading and math, something the schools cannot be held accountable for.

To no one's surprise, they fell farther and farther behind over the next five years. We can hold these failing schools accountable for that, right? Maybe not. During the school year, the students in all three status categories gained the same amount on the tests. The difference between the three groups is what happened during summer vacation. When the kids came back in the fall, the tests showed that over the summer months the poor kids lost ground in reading the first two summers, then held their own, but sank in math. The middle-class kids gained in reading and held their own in math. The rich kids gained in both reading and math, but a lot more in reading.

The results should not surprise us. Many commentators have observed that between birth and age 18, American children spend 9 percent of their time in school, 91 percent out of it. (So why not hold families accountable?) And while the study shows that students learn more and learn more efficiently in school than out, 9 percent is not a lot of time.

The reading-math differences over summer also make sense. Few children, rich or poor, practice their multiplication tables during the summer. Many do read books and go to the library. An earlier study found that any of three activities independently predicted summer gains in reading: the number of books read, the amount of time spent reading or the regularity of library visits.

The researchers, Karl Alexander, Doris Entwisle and Linda Olson of the Johns Hopkins University, are quick to point out that what poor kids need is not necessarily more school: "We found that better off children in the [study] more often went to city and state parks, fairs, or carnivals and took day or overnight trips. They also took swimming, dance, and music lessons; visited local parks, museums, science centers and zoos; and more often went to the library in summer." They also were more likely to participate in organized sports and in more types of sports.

Computation drills and work sheets in August are probably not the answer.

No doubt, the "savage inequalities" between what children receive in affluent schools and poor schools affect achievement, but those differences may not show up on test score differences in the early grades -- and test scores are all that count in Bush's program. Affluent students have much deeper early literacy experiences than poor children. Kids in low-income schools with science books predicting that man might one day walk on the moon can't learn science, nor can kids learn chemistry in labs that have no chemicals. One student in a poor California school said recently, "We sit around in computer class and talk about what we would do if we had computers."

But the social class differences in what kids do in the summer months cannot be ignored, either. The notion of "adequate yearly progress," already a difficult, some would say nutty, concept, just got a bit more complicated.

*(Gerald Bracey is an independent educational researcher and writer who specializes in assessment. The above article is reprinted from **The Washington Post**, Wednesday, January 16, 2002)*

## Adams Super Food Stores / IGA Unveils School Fundraising Program



CHESHIRE, CT -- Adams Super Food Stores, a Connecticut-based supermarket chain, is introducing "Hometown Schools," a fund-raising program in which the company will donate up to 2% of the grocery purchases made by participating consumers to the school or school program of their choice.

"The unique advantages of this program are that it enables every family to raise funds for local schools. It also allows shoppers to choose a specific school club or activity to receive the contributions raised by their grocery purchases," said Joe Kelley, executive vice president of Adams Super Food Stores.

Participation in Hometown Schools is free for consumers as well as for school clubs and activities interested in being recipients of donations. Registration can be done at any local Adams Super Food Store or online at [www.escrip.com](http://www.escrip.com).

The program is currently in its pre-registration phase. When it goes into effect later this spring, Adams Super Food Stores will contribute 1% of all monthly grocery purchases up to \$400, and 2% on the purchases that exceed \$400 made by shoppers using their Adams Super Food Store club card.

In addition to Adams Super Food Stores, other companies participating in the program include Pep Boys, Eddie Bauer, Timberland, Spiegel and other nationally known merchants.

"Adams is proud to be a part of the communities it serves, and proud to be able to join with its customers to support the schools that are such a big part of those communities," said Kelley.

### CAS OFFICERS: 2000-2001

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### THE BULLETIN

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## middle school news

### "Arts in the Middle"

By Earle G. Bidwell Assistant Executive Director

Long a supporter of the fine arts, the Connecticut Association of Schools (CAS) has filled in the missing piece, a visual arts program for the middle level. For many years the premier recognition program for high school art students has been the "Fine Arts Banquet" at the Aqua-Turf, which recognizes two outstanding art students from each Connecticut high school. Two year ago, a highly acclaimed new plan recognized outstanding elementary arts programs. Beginning on May 23, 2002, the middle level will weigh in with a new all-day conference for four outstanding art students and an art teacher from each Connecticut middle school. Named "Arts in the Middle," the program will be hosted by the Hartford Art School of the University of Hartford and will feature hands-on workshops for middle level art students and teachers in workshops taught by practicing artists from around the state. The goals of the program are to:

- give statewide visibility to the fine arts and promote the arts among middle level students
- provide opportunities for art students from diverse backgrounds to work together
- offer middle level art students a high caliber artistic challenge
- give art teachers an opportunity to create their own works.

Workshops will be offered in copper structure, hot wax batik, pastels, computer arts, drawing, cartooning, acrylics & mixed media, graphic design, hand colored photography, watercolor, oil portraiture and abstraction. Middle level administrators, high school and middle level art teachers, and Connecticut artists comprise the conference committee, chaired by New Britain principal Vaughn Ramseur.

Conference participants will participate in two (2 hour) workshops, have lunch and view an afternoon showing of hundreds of artworks created during the day.

The Connecticut Association of Schools would like to acknowledge Robert Calafiore, Dean of the Hartford Art School, University of Hartford for graciously hosting the event and Joanne Hunter of The Art Spot in Brookfield for securing the artist/presenters.

### CT Youth Volunteers Selected in National Program

Ashleigh Crowe of Suffield and Lauren Meehan of New Fairfield were named Connecticut's top two youth volunteers for 2002 by the Prudential Spirit of Community Awards, a nationwide program for honoring young people for outstanding acts of volunteerism. Prudential Financial conducts the awards program in partnership with NASSP. A record 28,000 high and middle school students submitted applications for the program.

Ashleigh, a sophomore at Suffield Academy, organized "Ashleigh's Army," a volunteer group dedicated to improving living conditions and educational opportunities in Arca de Noe, a small village in the Dominican Republic. Along with New Missions, a Christian volunteer group, Ashleigh's army erected cinder block homes, a small bathhouse, set up a temporary clinic and trained adults in silk-screening and weaving. They also contributed to the first elementary school.

Lauren, a sixth grader at New Fairfield Middle school created "Pet Pantry," a program that helps clients of a local senior center's food pantry feed and care for their pets. Recycling cans, holiday food collection campaigns and proceeds from her work at a local riding stable have allowed Lauren to provide more than 1,141 pet food items to date.

Congratulations and thank you to Ashleigh and Lauren, two Connecticut citizens who truly make a difference.

### Newsletter Notes

#### Thoughts on Report Cards

On Friday, February 8th, I'm going to bring home a snapshot of myself. The picture will be a time exposure of me that's been developing during the past weeks. Considering my many likes and dislikes, my mood changes from day to day. I think it's a pretty good likeness of me. When you see the snapshot, remember this is a report of someone near and dear to you. So, please don't get too uptight if you see a blemish. I hope you will accept me as I am. Please do not picture me as being better than all the other children. Remember that all children do not learn to talk or walk at the same time, nor do they learn math or reading at the same rate. I ask you not to compare me with my brother or sister, or the kid next door. You can set realistic goals for me, but please be careful not to push me to succeed at something that is beyond my ability. I want you to understand that my report card is a picture of my school progress. If you speak with my teachers, you will learn many things about my life at school, even some things that might surprise you. My teachers know me as I am at school. You know how I am at home. The "real" me is somewhere in between. When these two pictures become blended with the acceptance and understanding, I hope my "snapshot" will be a shining portrait.

*R2K East Hampton Middle School*

## BOUNDLESS PLAYGROUNDS/CAMSP PARTNERSHIP

By Earle G. Bidwell, Assistant Executive Director

Dedicated to supporting the intellectual, social, emotional and physical development of early adolescents, The Connecticut Association of Middle School Principals is proud to have an affiliation with another Connecticut organization that shares common goals and vision for the youth of our state. That affiliation comes as a result of Amy Barzak's willingness to be the keynote speaker at the CAS Annual Middle Level Student Leadership Conference held at Quinnipiac University on March 12th. Mrs. Barzak is the founder and president of Boundless Playgrounds™, a nationally acclaimed program that promotes play opportunities for children of all abilities. We welcome the opportunity to promote pro-

grams that further opportunities for all and encourage educators to take advantage of an opportunity to learn how to create barrier-free play space in their communities.

#### The Greater Hartford "Play for All Children" Initiative

All children deserve a place to play! We are launching a region-wide program to assist communities, organizations, schools and municipalities such as yours to build fully integrated, universally accessible play-

grounds throughout the Greater Hartford Area.

Boundless Playgrounds and the Greater Hartford Foundation for Public Giving invite you to a free informational workshop on March 28, 12:30 p.m. at The Academy Building at The Learning Corridor, 300 Summitt Street Hartford, CT 06106

Who should come? Parks and recreation administrators, town officials, landscape architects, nonprofit organizations, community organizations, organizations that serve children, educators, parents,

"Locating these integrated play-grounds throughout the Hartford area will send a positive message both about the value of including all neighborhood kids, and about the value of those neighborhoods themselves."

James McGoughey, Office of Protection and Advocacy for Persons with Disabilities

*continued on page 12*



## elementary school news

### ELEMENTARY LEADERSHIP PARTICIPATES IN THINK TANK

By Dr. Gary Rosato, Principal, Great Plain School, Danbury

The leadership of the elementary division of CAS, the Connecticut Association of Elementary School Principals (CAESP) participated in an exciting 2-day think tank on January 24 - 25 at the Waters Edge in Westbrook, CT. The purpose of this retreat was to evaluate the programs and services currently operating under the elementary arm of the organization and to create a strategic plan for future improvements. This think tank was timely, since this is the first full year that CAESP has been operating as a unified organization following the merger of EMSPAC with CAS in 2000.

Participating in the think tank were the CAESP Board of Directors, chaired by Dr. Gary Rosato, principal of Great Plain School in Danbury, as well as the elementary representatives on the CAS Board of Directors, including the President of CAS, Mr. Anthony Molinaro, Principal of King Street Intermediate School in Danbury. Dr. Jim Aseltine, retired principal from Farmington planned the activities for the

retreat and facilitated the discussion and the action planning.

The team of twenty elementary leaders participated in several large and small group activities and discussions designed to focus our thinking and lead us to a strategic plan for future improvements for CAESP. The overall goal was to develop plans that would help the elementary association better serve its membership.

The outcome of this work lead to twelve focus areas and action plans which the board has already begun the work of implementing. As we move forward in our work, the CAESP board is open to hearing from anyone in the membership regarding our plans for future development. Please take a few minutes to read through the twelve focus areas listed here. If you have comments or questions, or are willing to serve on a subcommittee related to one of these areas, please contact Gary (203.797.4749 / [GaryRosato@aol.com](mailto:GaryRosato@aol.com)) or Bob Carroll (203.250.1111 / [bcarroll@cas-ciac.org](mailto:bcarroll@cas-ciac.org)).

### 12 FOCUS AREAS

1. Evaluate the status of our current CAESP programs and obligations.
2. Create stronger voice for CT principals.
3. Coordinate programs within CAS and with other organizations to avoid duplication.
4. Refine and articulate roles and responsibilities of various components of CAS.
5. Evaluate the balance among services we provide to schools, principals, teachers and students.
6. Investigate how to actively involve urban / suburban / rural principals in state and national activities.
7. Investigate how to sustain leadership in the organization in light of retirements
8. Develop a vision and long term strategic plan.
9. Improve communication within CAS, to the public and to other organizations.
10. Help prepare and support new principals.
11. Investigate the feasibility of a 24-hour hotline and make better use of the CAS webpage.
12. Include Connecticut's superintendents in promoting CAESP and CAS.

### SPRING CONFERENCE ON MULTIPLE INTELLIGENCES

Dr. Robert F. Carroll, Assistant Executive Director

Internationally renown speaker, Dr. Robin Fogarty, an authority on brain research and how to apply it to today's classroom, will be the keynote speaker and workshop presenter at this spring's conference sponsored by the Connecticut Association of Elementary School Principals. Dr. Fogarty has been a consultant with state departments and ministries of education in a number of countries throughout the world. She has also authored numerous books including *Brain Compatible Classrooms*, *The Mindful School* and *Integrating Curricula with Multiple Intelligences*. Dr. Fogarty's keynote address during the morning is entitled, *Many Kinds of Minds: A Profile of Intelligences*. Mr. Darrell Rud, the current president of NAESP, will make brief introductory remarks. Dr. Fogarty's morning and afternoon workshops are entitled, *Many Kinds of Minds: A Brain-Based Approach to Teaching and Learning*. Other workshops throughout the day include:

- d *Helping Teachers Adapt to the Constantly Changing Face of Elementary Literacy*
- d *"Writing Counts" -- Integrating Literacy and Mathematics in the Primary Grades*
- d *Understanding the BEST Portfolio Process*
- d *"Putting it all Together" -- Planning for the Year in the Balanced Literacy Program*
- d *Using Multiple Intelligence Theory in the Classroom: M.I. a Model that Can be Used by Educators in the Classroom and Multi-disciplinary Collaborative Learning*
- d *School Safety and Violence Prevention*

Dr. Vincent Ferrandino, Executive Director of the National Association of Elementary School Principals, will be the luncheon speaker. In addition, Dr. Theodore Sergi, Connecticut's Commissioner of Education will also speak and present the following awards: Elementary Assistant Principal of the Year, the Educational Project Grant, the Exemplary Principal Program Award for Special Education, the Marjorie Bradley Award for Exemplary Curriculum and the John Wallace Fellowship Awards.

All elementary and middle schools throughout the state should have received brochures for this event. Anyone wishing to attend who does not have registration materials may call Dr. Robert Carroll at the CAS office (203) 250-1111 and materials will be faxed or mailed to you. Vendors from across New England will have booths set up at this conference with educational materials for attendees to peruse. Most all of them will be raffling off prizes for lucky attendees. A buffet lunch and refreshments will be served throughout the day. If you haven't yet registered for this exciting conference, do it now!



Dr. Robin Fogarty



Dr. Vince Ferrandino

## ciac news

○ **New Jersey gets serious about sideline rage:** The New Jersey Assembly Judiciary Committee has approved a bill classifying "sports rage" incidents as aggravated assault, instead of simple assault, as previously. The stricter law, on the heels of the Massachusetts hockey dad trial, mandates 18 months in jail or a fine of \$10,000 for adults who become violent at youth sports events. [*The Orange County Register*]

○ **CIF southern section to eliminate personal recods:** The California Interscholastic Federation Southern Section has proposed eliminating certain personal records from its books to discourage teams from running up the score to attain them. The move comes after a girls' water polo game in which Redlands' Beth Harberts scored a record 20 goals against Apple Valley. "If the motivation is to set the record, then I have to question why we publish the record," said Commissioner Jim Staunton. "We [the CIF-SS] need to be consistent. If we're going to talk the talk, we should walk the walk and not encourage incredibly lopsided victories." [*The Orange County Register*]

○ **A new trend?:** In January, the coordinator of Adolescent Substance Abuse Services at Danbury Hospital informally surveyed 18 local students whom she had treated about a new trend among youths of mixing energy drinks with alcohol. She asked them, on a scale of 1-10, how frequently it was being done. They responded by giving her a score of 20. They further told her that students often bring sports drinks to school and typically mix them with vodka or grain alcohol. According to Mothers Against Drunk Driving representative Andrew Woods, these "cocktails" are used as an energy boost or an added kick before study sessions or athletic events. [*Danbury News-Times*, 1/22/02]

○ **A star on and off the court:** Vin Baker, the 6-foot-11, 250-pound power forward for the NBA's Seattle Supersonics, has donated \$27,000 worth of gym equipment to his alma mater, Old Saybrook H.S. The equipment will be used to furnish a new fitness room which will serve students at every level of fitness and will offer everything from free weights to aerobics and Jazzercise classes. This is not Mr. Baker's first gesture of magnanimity. Over the years, he has given the high school funds for an illuminated scoring table for basketball games and glass backboards for some of the basketball hoops. [*Hartford Courant*, 2/11/02]

○ **Minor league baseball steers middle schoolers away from tobacco:** Connecticut's minor league baseball teams have announced an ongoing effort to educate middle-school students about the dangers of tobacco. The program, designed by Brian Maloney, general manager of the Norwich Navigators, will involve ballplayers from the Navigators as well as the New Britain Rock Cats and the New Haven Ravens. The athletes will conduct an hour-long presentation in nearly 100 schools across the state, reaching 15,000 children. The campaign is directed at middle school students because research has indicated that youngsters in CT pick up the tobacco habit as early as age 11. The players – who present a powerful image of youth, health, vitality and talent – are expected to tell their own stories about their experiences with tobacco and why they didn't take up the habit. [*Bristol Press*, 2/1/02]

○ **Women tackle football:** Part of the growing effort to encourage that "a broad spectrum of sports experiences should be made available to all of our diverse communities," the National Women's Football League and the Women's American Football League, both still in infancy, are competing to raise the profile of tackle football for women. Though past leagues have failed, some believe the timing is right.

About 3,000 women now play tackle football. [*Los Angeles Times*, 2/24/02]

○ **Background checks gain popularity:** A number of youth sports agencies affiliated with the National Alliance for Youth Sports have begun conducting background checks on their volunteer youth coaches. Preliminary screening of five randomly selected parks and recreation departments found only one whose coaches' records were perfectly clean, and one at which 40 percent of coaches had criminal records. [*The National Youth Sports Coaches Association (NYSICA) e-news*]

○ **Jogging your way to a higher I.Q.:** The findings of a study recently presented to the Society for Neuroscience gives further support to the argument that exercise may benefit the brain as well as other parts of the body. The study was conducted at a university in Japan and found that individuals consistently scored higher on intellectual tests after participating in a running program. The participants jogged for 30 minutes, two to three times a week for 12 weeks. They demonstrated a "clear improvement in prefrontal function," but their scores began to fall again when they stopped their running routine. [*Georgia Tech Sports Medicine & Performance Newsletter*]

## WRESTLING COACHES DEBATE TITLE IX

The National Wrestling Coaches Association and university groups have filed a lawsuit against the Department of Education, claiming the agency's interpretation of Title IX discriminates against men's sports teams.

In the suit filed against the agency in federal court here on Jan. 16, the National Wrestling Coaches Association and organizations representing students and alumni at three universities argue that a 1996 rule by the education department was adopted illegally and is unconstitutional. That rule, in part, says that schools must count actual athletes, not spots available on teams, to prove gender equity.

To comply with that rule, some schools have been forced to cut men's sports teams to ensure proportionate numbers of male and female athletes, the plaintiffs say.

Forcing "a male athlete off a team or cutting an entire men's team solely because not enough female athletes have an interest in athletics is gender discrimination per se—with absolutely no corresponding benefit to women," the lawsuit charges.

The suit does not challenge Title IX of the Education Amendments of 1972, passed by Congress to ensure that schools and colleges receiving federal funds were giving equal educational and athletic opportunities to both men and women. Many individual lawsuits have been unsuccessfully brought against the universities that cut men's teams, but the one filed last week targets the education department and its 1996 regulation.

"We hope this lawsuit will lead to a more reasonable way to enforce Title IX, one that protects women without harming men," said Mike Moyer, the executive director of the Wrestling coaches' association, based in Lancaster, Pa.

[Source: *Education Week*, Joetta Sack, 1/23/02]

## ... more ciac news

### Sports Positions Women to Succeed

By Patricia Kitchen

*Reprinted from The Hartford Courant, February 25, 2002*

National Security Adviser Condoleezza Rice is in a position to know it. So is former Clinton Cabinet member Donna Shalala.

And so is Sue Wellington, president of Gatorade, a division of the Quaker Oats Co.

Know what "it" is? It's the value of playing a competitive sport as a young woman, and how that turns into a tool that helps pave the way in any male-dominated business.

And no, it's not just so you can sit in on the latest gabbing about Olympic winners and losers. The main benefit is that you really "get" what competition is all about: the multiple arts of taking risks in the face of uncertainty, getting and giving team help, pushing hard even when you're behind and things seem hopeless.

All these things abundantly serve both men and women in their careers.

New research shows that a majority of successful businesswomen did more when they were kids than just shake pompons on the sidelines at sporting events; they were active out on the field, court, the diamond.

Of 401 female managers polled -- all making at least \$75,000 a year - 81 percent had competed in organized sports after grade school.

They were active on school teams, in intramurals or recreational leagues.

The telephone survey, conducted in December, was commissioned by Oppenheimer Funds and its parent, MassMutual Financial Group.

The most popular sports? Basketball, played by 23 percent of those who said they competed; followed by volleyball, 22 percent; softball, 17 percent; tennis, 15 percent; track and field, 10 percent; and soccer, 8 percent. (And just an FYI: Rice was a competitive ice skater; Shalala played varsity field hockey; and Wellington was captain of the Yale swim team.)

"You learn to assume different roles: Sometimes you're a leader, sometimes you're a contributor," says Janet Wyse, Oppenheimer Funds' manager of advocacy programs, who supervised the research.

Growing up in the fine outdoor weather of the Los Angeles area, and with her dad's encouragement, Wyse became an athlete who did it all: field hockey, volleyball, soccer swimming, tennis.

One lesson involved her frustration at not being named a starter on her field hockey team. But her coach "helped me realize that

with more time and experience, I, too, would get my shot. And, I did ... the next season. That lesson really hit home for me the first few years I was working. I would get easily frustrated when I didn't get to take the lead or manage a project, but after several successful projects under my belt, I was promoted to a manager role."

The Oppenheimer Funds findings mirror research done by the Women's Sports Foundation, based in East Meadow, N.Y.

The correlation between playing sports and success in the business world makes perfect sense, says Marjorie Snyder, associate executive director. You learn adaptability. In a competitive event "you don't know what's going to happen until it's done. That's the way life is ... The environment changes, and you must change if you're going to win."

So maybe you missed the boat when you were in high school or college, but Snyder says it's never too late. That's what local volleyball leagues and nighttime softball are all about.

Maura Breen, senior vice president and chief marketing officer for retail markets at Verizon Communications, tells of playing for about a year on an after-work women's hockey team near her home in Fairfield, Conn.

Professional women and moms with various degrees of skating proficiency came out for it. The only downside for her was that the group got started late, at 10 p.m.

Although she bowed out because of the hour, the group is still going strong.

But Breen, who works in the White Plains office, already knows the value of athletics. Like her sisters, she played competitive tennis in high school, in large part because, she says, her dad "believed women needed to learn to be competitive."

Like about one-third of the women in the survey, Breen says she doesn't have a regular at least three-times-a-week workout program these days, just "running for the train or running for the plane."

But she points to the many female athletes we've seen compete in the Olympics as great role models for girls and young women.

What's important, says Snyder of the Women's Sports Foundation, is to expose girls to athletics early on. "Give them the message, not just that it's OK, but that it's a cool thing to do."

*Patricia Kitchen is a columnist at Newsday.*

### NCAA PRESENTS INSPIRATION AWARDS

INDIANAPOLIS---The NCAA named Maggie Maloy of Defiance College (Defiance, Ohio) and Sam Paneno of the University of California, Davis, student-athletes who overcame life-altering situations, recipients of its inaugural Inspiration Award, which was presented at the NCAA Honors Dinner on Sunday, January 13, in Indianapolis.

The Inspiration Award, created by the NCAA Honors Committee, is presented to a current or former NCAA varsity letter winner or to a coach or administrator currently associated with intercollegiate athletics at an NCAA institution who, according to the criteria, "when confronted with a life-altering situation, used perseverance, dedication and determination to overcome the event and now serves as a role model to give hope and inspiration to others in similar situations."

The victim of a violent crime in high school and a serious car accident while in college, Maloy earned all-conference honors in cross country and track and field at Defiance College, graduating in May 2001 with a degree in communication arts. In September 1994, as a 15-year-old at Galion (Ohio) High School, Maloy was abducted during a cross country training run, raped twice, shot five times and left for dead in a ravine. Today, two bullets remain in her right lung and one bullet remains in her head as a reminder of the attack.

In her junior year at Defiance, Maloy experienced another trauma when she lost control of her car on an icy roadway and was struck on the driver's side of her vehicle by an oncoming van. The accident left Maloy with her pelvis broken in three places and threatened her ability to walk let alone compete in intercollegiate athletics. Following months of immobilization and rehabilitation, Maloy managed to return to class and was able to resume her competitive career.

A native of Galion, Ohio, Maloy currently serves as an inspirational speaker to community groups and youth organizations, using her experiences to show how people can overcome obstacles and succeed in life.

Paneno, a two-year varsity letter winner in football at the University of California, Davis, had his leg amputated following an injury suffered on September 11, 1999, in UC Davis' second game of the season and his first start. Paneno had rushed for 114 yards and two touchdowns in that game before suffering a dislocated knee in overtime. Severe complications arose with the injury, which resulted in doctors amputating Paneno's right leg just below the knee nine days after the initial injury. Following his release from the medical center, Paneno returned to UC Davis, where he supported his teammates from the sidelines the remainder of the football season.

*continued on page 12*



## ciac news

## Survey Finds Sports a Mixed Blessing

The Women's Sports Foundation's "Health Risks and the Teen Athlete" report examined the connections between participation in sports and adolescent health risks. Its survey found both positive and negative behaviors associated with sports participation, and variations in them by level of involvement. Among the findings were:

- P** Female athletes were less likely to use illicit drugs than female nonathletes.
- P** All female athletes -- and highly-involved athletes of both genders -- were more likely to drive a car after drinking than nonathletes, though, in general, female athletes were more likely to wear a seatbelt.
- P** Athletes were less likely to attempt suicide than nonathletes.
- P** Highly-involved athletes of both genders were somewhat more likely to binge drink than nonathletes, though drinking alcohol itself was not linked to participation in sports.
- P** Female athletes were more likely to attempt weight loss than nonathletes, though athletes of both genders were less likely to describe themselves as overweight.
- P** While female athletes overall and highly-involved male athletes were more likely to use anabolic steroids than their nonathletic counterparts, male athletes overall were no more likely to use steroids than male nonathletes.
- P** Athletes were less likely to smoke cigarettes but more likely to use chewing or dipping tobacco.

Read more at <http://www.womenssportsfoundation.org>.

NEW YORK (Reuters Health) - Women who participated in organized sports as children and adolescents are more likely to be physically active as adults and therefore, less likely to be obese, study findings indicate. Dr. Catherine M. Alfano of the University of Memphis, Tennessee, and colleagues interviewed 209 African-American women and 277 white women about their participation in sports as youngsters and as adults, and measured the women's body mass index (BMI). "Results of this study supported the hypothesis that women with higher levels of past sports participation would have lower current BMIs and greater levels of physical activity," the authors write. However, these same women did not have healthier diets than their peers who had less active childhoods, Dr. Alfano's group reports in the current issue of the journal *Preventive Medicine*. "If future studies confirm these relationships, the promotion of girls' involvement in athletics may be an avenue to prevent obesity, which is essential given the difficulty of obesity treatment," Dr. Alfano and colleagues conclude.

**Boundless**, continued from page 8 and anyone interested in making his/her community a better place for all children.

**S** Improve the lives of children and families in your community by starting a fully integrated, universally accessible playground where children of all abilities can laugh, play and grow together.

**S** Hear about opportunities for Boundless Playgrounds' technical, design and support services funded through a grant from the Hartford Foundation for Public Giving to make a Boundless Playground a reality for the children in your community.

**S** Meet other organizations that you could partner with to bring a Boundless Playground to your community.

**S** Learn what makes a playground fully integrated and universally accessible playground vs. an "accessible" playground that only meets minimum ADA standards.

**S** Experience the magic of Hartford's first fully integrated, universally accessible playground with a tour of The Learning Corridor's Boundless Playground, which opened in November 2001.

Free parking and refreshments. Seating is limited. Please call Boundless Playgrounds to reserve your space: 860-243-8315.

## Inspiration, continued

A native of La Cañada, California, Paneno is a requested public speaker who shares his story of perseverance and determination and the fact that he has four prosthetic legs at his use-a sprinting leg, a surfing leg, a jogging leg and an all-purpose leg. He graduated from UC Davis in December 2001 with a degree in psychology and plans to attend law school this year.

For more information on the NCAA Honors Program, visit [http://www.ncaa.org/awards/honors\\_program/index.html](http://www.ncaa.org/awards/honors_program/index.html).

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