

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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MARCH 2004

AUCLAIR AND JANSSEN NAMED 2004 CAS PRINCIPALS OF THE YEAR!

The Connecticut Association of Schools proudly announces that **Dr. Jerome Auclair**, principal of Darien High School and **Carol Janssen**, principal of Catherine McGee Middle School, Berlin, have been named the 2004 *High School Principal of the Year* and *Middle School Principal of the Year*, respectively.

The Principal of the Year Program, sponsored annually by CAS and NASSP, was established to bring recognition to exemplary school principals and to increase public awareness of the critical role that principals play in the education of our youth. The program recognizes outstanding principals who have succeeded in providing high quality learning opportunities for students. These administrators have demonstrated excellent leadership skills, a commitment to their staff and students, service to their communities, and contributions to the overall profession of educational leadership. The winners are chosen by the CAS Awards and Recognition Committee, a selection committee consisting of active and retired principals and assistant principals.

Jerry Auclair

A 37-year veteran educator, Jerry has been a tireless worker and leader in public education in Connecticut. Says Darien High School senior Katherine Albutt, "In my thirteen years of schooling, I have never worked alongside a principal who is more qualified to be Principal of the Year than Dr. Jerome Auclair."

"I am deeply honored to serve as a representative of the many outstanding high school principals in the State of Connecticut," says Jerry.

"For the past 28 years I have always taken great pride in being a high school principal. I also realize that many of my colleagues deserve recognition for their commitment to a difficult, but highly rewarding job. Some of us find our way into the spotlight, while others do great things each day in relative obscurity and without recognition. That this award can help to promote a more positive image for the principalship makes it even more special for me."

Jerry is viewed by his faculty as a gifted administrator who possesses both a strong mind and compassionate heart, delicately balancing a warm personality with a strong professional focus. Darien Superintendent Mary Jo Kramer describes him as both "an educational leader who consistently seeks ways to improve teaching and learning" and a "warm, caring individual whose convictions and commitment are a source of inspiration to all."

Jerry's drive for academic excellence and his insistence on both high standards and imaginative engagement help create a culture of learning that is innovative and supportive and that allows students to fully develop and explore their individual talents. He is working with his staff to refine

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CAS and Dunkin' Donuts Serving Up \$50,000 for Local Students

The Connecticut Association of Schools and Dunkin' Donuts Franchisees of Connecticut are pleased to unveil a \$50,000 scholarship program to benefit Connecticut high school seniors. This is one of the largest scholarship programs of its kind in Connecticut.

The Connecticut Dunkin' Donuts Franchisee Scholarship Program, which will be administered by CAS, will award 50 separate \$1,000 scholarships to "well-rounded" high school seniors: those who excel academically, demonstrate leadership qualities, and have been involved in activities within their schools and communities.

The Dunkin' Donuts Scholarship Program demonstrates the franchisee's long-standing commitment to supporting youth and education-based programs in the community.

"With the rising costs of higher education, the traditional means of paying for college – financial aid, student loans and part-time jobs – are often not enough to cover tuition, fees and technology needed for school," said John Coughlin, Dunkin' Donuts Franchisee and Chairman of the Dunkin' Donuts Hartford Advertising Committee.

"The Dunkin' Donuts Scholarship program helps lessen the burden of affording college for families, allowing the students to concentrate on getting a quality education.



We are proud to be able to give back to the communities that support us," continued Coughlin.

"A degree in higher education is critical to success in today's highly competitive job market; an educated workforce is also critical to the long-term success of our state. Unfortunately, due to skyrocketing costs, a degree remains out of reach for many families," said Michael Savage, Executive Director for CT Association of Schools.

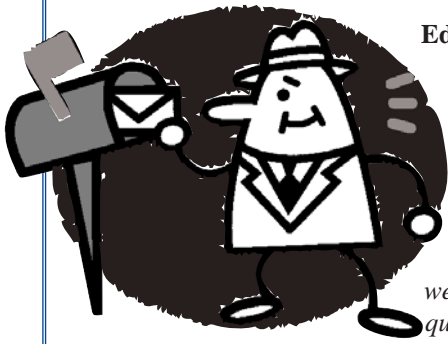
"I commend Dunkin' Donuts on the vital contribution they are making through this scholarship program to the future of our youth and our state."

An applicant to the Dunkin' Donuts Scholarship Program must be a Connecticut resident and must be a high school senior who plans to enroll at least half-time in a baccalaureate degree program at an accredited college or university, an associate degree program at an accredited junior or community college, or a certificate program at an approved vocational or technical institute

Eligible students may pick-up an application form at Dunkin' Donuts locations throughout the state. Applications must be postmarked by April 30, 2004 for consideration.

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

Q. Dear Mailbag: A worrywart mom is driving me nuts with her constant complaints about the conduct of other students at the bus stop. Her latest claim is that her little darling is upset because some of the students play craps while they wait for the bus. I have told her repeatedly that we don't do bus stops and that her son should just ignore the other students. She has threatened, however, to write an exposé for the local paper about the wild times at the corner of Dogwood and Fern. Do we have to worry about student conduct at bus stops?

- *Even Money You Say No*

A. Dear Even: Regulating the conduct of students on the way to and from school is a touchy subject. You can't be following students around in the community, but the bus stop is different. Waiting for the bus at the designated bus stop is a school-related activity, and you can and should exercise some control over students at the bus stop. You should tell students that they are subject to school discipline for misbehavior while waiting at the bus stop for the school bus. If you receive reports of student misconduct at the bus stop, you should investigate and take appropriate disciplinary action.

Q. Dear Mailbag: A parent recently told me that his son has complained that his teachers are boring, and now the dad wants to sit in for several days on his son's classes to see for himself. When I told the boy's teachers of this request, they went ballistic and two of them flat-out refused to permit the visitation. The dad won't be dissuaded, and he appeared in my office today and demanded access. Can the teachers just tell him to pound sand?

- *Being Squeezed*

A. Dear Squeezed: Neither the teachers nor the parent has the right to decide whether parent visitations will be allowed. Rather, that decision is up to you and the superintendent. There may be appropriate circumstances to permit a parent to visit a class for a short period of time, but evaluating teacher performance is not one of them. I think that you should talk to your superintendent about establishing guidelines for and limitations on such visits. School districts are free to permit or to prohibit such visits. If any visits are permitted, however, you should apply reasonable guidelines to all parents equally to assure fair and consistent treatment of such requests.

Q. Dear Mailbag: With the tight budget, our request for ten new computers was just cut from the budget. One of the parents at my school has done very well with the recent run-up in the stock market, and she has offered to give us \$10,000 to buy the computers. Before she writes the check, however, she just wants me to sign a commitment that we will spend the money for computers at our school. Can I?

- *Ready to Sign*

A. Dear Ready: You should be careful here. Most school districts have a policy on accepting gifts, and you don't want to get ahead of your superintendent on this one. Such gifts can even raise legal issues. Some years back, the statutes were changed to impose upon boards of education the duty to assure an appropriate learning environment in their schools, including an "equitable allocation of resources among its schools." As a matter of public policy and legal obligation, we must be careful that all schools have roughly equal resources, no matter how rich the parents at a particular school.

■ The Connecticut Special Education Council, an off-shoot of the state Parent-Teacher Association, has recently been established to provide parents of special education students with a statewide "voice." The group will serve as an advocacy body through which members can share resources and address concerns to the legislature. The council plans to host a website with links to information about issues and concerns which are unique to parents of children with special needs.

■ As a result of the delay in the reporting of the Connecticut Mastery Test scores, students applying to the state's vocational-technical schools will face a more in-depth interview than in the past. The vo-tech schools have traditionally ranked applicants according to their 8th grade CMT scores, school records, and interview results. However, problems in scoring the tests mean those results won't be available for the schools to consider. Instead, applicants will be selected based on their academic and attendance records as well as a more in-depth interview. Other options, such as using 6th grade CMT scores, administering another standardized test, or delaying admission decisions, were ruled out.

What do CT employers look for in new-hires?

The Hartford school board recently asked local business leaders what skills they would like to see in new employees. Here are some of the responses:

- "We need people who can talk, who have a good attitude,"

John Motley, President
Travelers Foundation

- "We need drug-free [applicants]."

Jean LeVecchia, Vice President of Human
Resources, Northeast Utilities

- "We need people with work ethics; people who arrive on time and take the appropriate time for lunch."

Elease E. Wright, Senior Vice President of
Human Resources at Aetna

- "I want kids who can think, not kids who can cram for an exam."

Edward Lewis, Managing Director at CIGNA.

(Source: *Hartford Courant*, 2/4/04)

ct news & notes

■ Prior to the 2002-2003 school year, the State Department of Education issued a CAPT calendar through school year 2007-08 which accommodated new reporting timelines as required by the *No Child Left Behind* legislation. Since issuing the calendars, the SDE has made various adjustments to provide districts with scheduling flexibility while maintaining the required processing and reporting schedules. The revised calendar for the 2005 CAPT administration appears below. Revised testing schedules for school years 2005-06, 2006-07 and 2007-08 will be issued during the 2004-05 school year.

CAPT-2 Revised Calendar

	2005
Science Performance Task	February 21 to March 25
CAPT Administration	March 28 to April 15
Interdisciplinary Writing 1	March 29
Response to Literature	March 30
Interdisciplinary Writing 2	March 31

A nouncing. . .

An Institute on the NEASC Standards for Continuous School Improvement:

A 3-Day program on Higher Expectations and the Mission-Driven High School

April 27 ♦ June 23 ♦ June 24

8:00 a.m. to 3:00 p.m. each day

The Connecticut Association of Schools
Cheshire, Connecticut

*Sponsored by CAS and
The LEARN Regional Educational Service Center*

Facilitators: Dennis Carrithers, CAS ♦ Scott Brown, LEARN

Featuring. . .

- ♦ The Paradigm of the Mission-Driven High School
- ♦ Preparing Your School for Meeting the Standards
- ♦ Evaluating & Improving Your Mission Statement
- ♦ Creating A Customized School Action Plan
- ♦ Mini-Workshops on Best Practices for:
 - School-Wide Rubrics
 - Collaborative Assessment of Student Work
 - Advisee/Mentor Programs
 - Senior Exhibitions

Bring a team of up to five teachers/administrators
Per Team Cost for Institute, Lunches, Materials: \$500

*For additional information, contact Dennis Carrithers at
dcarrithers@casciac.org*

national news & notes

■ The Boards of Directors of the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) have announced plans to conduct a comprehensive study to determine the advantages and disadvantages of a merger of the two national associations. The study will be conducted by an independent research group. It will be designed to examine all facets of the management and administrative, financial, and governance structures of the two associations and determine the fiscal, programmatic, personnel and governance implications of a merger of this type. The respective organizations emphasize that a study of this type does not imply that the end result of such a review will be a merger. It is anticipated that a final report to the respective boards will provide detailed and objective data, which will serve to allow the NAESP and NASSP boards to make an informed determination as to the feasibility of moving forward in considering a merger into one national organization. A deadline for the completion of the study has not been determined as of this date.

■ In response to growing opposition to the strict testing requirements of NCLB, the U.S. Department of Education announced last month that the test scores of recent immigrants who do not speak English will no longer be considered in determining whether a school is meeting annual targets for academic progress. Under the changes, students who do not speak English will have a year – during which they will presumably learn the language – before they must take the standardized tests in reading and math. Schools may administer English proficiency, language arts and math exams to immigrant students in that first year, but the scores will not count toward a school's academic ranking.

■ The Kaiser Family Foundation released a new report reviewing more than 40 studies on the role of media in the nation's dramatically increasing rates of childhood obesity. The report concludes that the majority of scientific research indicates that children who spend the most time with media are more likely to be overweight. Contrary to common assumptions, however, most research reviewed for this report does not find that children's media use displaces more vigorous physical activities. Therefore, the research indicates that there may be other factors related to children's media use that are contributing to weight gain. In particular, children's exposure to billions of dollars worth of food advertising and marketing in the media may be a key mechanism through which media contributes to childhood obesity. The report cites studies that show that the typical child sees about 40,000 ads a year on TV, and that the majority of ads targeted to kids are for candy, cereal, soda and fast food. For more information, visit <http://www.kff.org/entmedia/entmedia022404pkg.cfm>

■ The truly great scientific discoveries -- gravity, laughing gas, Velcro -- always seem to happen by accident. Take the case of Dr. Kenneth Allen, whose latest findings indicate that we should perhaps overturn one of the most sacred laws of primary education: the prohibition on chewing gum in the classroom. Allen, a professor of dentistry, is an unlikely champion of Bazooka and Double Bubble, and yet he has recently shown, if inadvertently, that a pack-a-day chewing habit may help account for the difference between the honor roll and summer school. Dr. Allen divided his students into two groups; members of one group were asked to chew gum while studying a particular lesson while members of the other group were forbidden to chew gum while studying the same lesson. To his surprise, the gum chewers scored, on average, a B-minus on a test of the materials while the abstainers managed only a C-plus. Read about his study at www.newyorker.com/talk/content/?040209ta_talk_mcgrath.

... more national news & notes

NASSP has recently released *Breaking Ranks II: Strategies for Leading High School Reform*. This report, developed in collaboration with the Education Alliance at Brown University, gets to the nitty-gritty of education reform and provides a blueprint for principals and school leadership teams to systemically improve high schools and raise student performance. *Breaking Ranks II* is a grassroots guidebook to school improvement whose timing corresponds perfectly with high-level policy discussions on the shortcomings and needs of the nation's high schools. With the support of the Bill & Melinda Gates Foundation, NASSP will be providing a free copy of *Breaking Ranks II* to every high school principal in the country. NASSP member principals should receive their copies this month while non-members can expect to receive their copies in September.



■ Latinos are generally more positive about public education and school improvement than African Americans and whites, according to a new survey from the Pew Hispanic Center and the Henry J. Kaiser Family Foundation. More than half of Latino respondents say they would give U.S. public schools a grade of A or B, and 45 percent believe schools have improved in the last five years, compared with 31 percent of African Americans and 25 percent of whites. At the local level, more than three-quarters of Latinos say teachers have a good understanding of their child's academic strengths and overall development, and nearly all Latino parents (95 percent) say it is important that their children go to college. However, Hispanic students are still not performing as well as their white peers. Survey respondents cited several reasons: Latino parents do not push their kids to work hard (53 percent); schools are too quick to label Latino students with behavior or learning problems (51 percent); and white teachers are unable to bridge cultural divides (47 percent). When asked about education reform, 67 percent of Latinos agree that states should set performance standards for schools, and 75 percent support the use of standardized tests. To learn more, visit www.kff.org/kaiserpolls/pomr012604nr.cfm.

■ While Americans' life expectancy rose again in 2002, the infant mortality rate also rose slightly in what may be a statistical blip, the National Center for Health Statistics reported last month. Overall life expectancy in the United States reached a new high of 77.4 years, up from 77.2 in 2001. Life expectancy increased

for men and women, and for blacks and whites. But infant mortality increased from a rate of 6.8 infant deaths per 1000 live births in 2001 to a rate of 7.0 per 1000 births in 2002. It was the first year since 1958 that the rate has not declined or remained unchanged. The report showed that deaths from SIDS continued to fall. The rise in infant mortality may have been just a blip, according to statisticians who said figures from the first 9 months of 2003 were beginning to suggest this was the case. Overall the NCHS recorded 27,977 infant deaths nationwide in 2002, up from 27,568 in 2001, out of about 4 million births a year. Among adults, deaths from heart disease, the No. 1 killer, fell 3% and deaths from stroke, the No. 3 killer, also fell 3%. Deaths from cancer, the second leading cause of mortality, fell 1%. But mortality rates rose for Alzheimer's, influenza and pneumonia and septicemia. The annual death rate decreased slightly from 855 deaths per 100,000 people in 2001 to 847 deaths per 100,000 in 2002. (Reuters Health Information 2004, Feb 12, 2004)

■ A Center on Education Policy survey has revealed that few students who are eligible to leave their underperforming schools for better ones have exercised their option to do so. In fact, only 2% of students eligible to transfer did so this school year. The survey's findings suggest a range of factors for students' lack of mobility, from parents' uneasiness about moving their kids to widespread problems high performing schools have in opening up spots for transfers. The center also found that many parents have embraced the offer of tutoring for their children. This is a provision of NCLB that kicks in when schools fail to make enough progress for three straight years.

■ NASSP is inviting proposals from public middle level and high schools serving large numbers of low-income students and underrepresented minorities to apply for a \$3,000 mini-grant to implement a school-developed initiative aimed at strengthening ties between schools and their neighborhoods and communities. The deadline for submissions is April 16, 2004. For more information on the Metlife Foundation Bridge Builders' Grant, visit: http://www.principals.org/awards/bridge-builders_grant.cfm

■ Philadelphia high schools are struggling with a new problem in student behavior: rising tensions between heterosexual and openly lesbian girls. Nationwide, lesbians increasingly are declaring their sexual orientation and publicly displaying their affection for each other at younger ages, and Philadelphia appears in step with that trend. The phenomenon has led to embarrassing moments in some cases and physical clashes in others. Accusations of intimidat-

tion have surfaced on both sides: from lesbians who say they are being harassed and from heterosexual girls who say they have been grabbed and bothered.

■ A high school senior's choice for a work-study job was a little too racy in the eyes of her superintendent. Laura Williams, 17, took a job about a month ago as a hostess at a Hooters restaurant, the national chain known for its scantily clad waitresses. Superintendent Michael Moore has asked Williams to quit, saying the job is not appropriate for a work-study program. "I have questions in my mind because of the advertising and sexual connotations," Moore said. Vocational education programs at the high school allow students to leave the campus early each day to work at retail, administrative, service and other jobs. Students earn credits for the courses based on their supervisors' evaluations of their work ethic and performance.

What makes teachers stay?

The attrition of both new and experienced teachers is a great challenge for schools and school administrators throughout the United States, particularly in large urban districts. Because of the importance of this issue, there is a large body of empirical literature that investigates why teachers quit and how they might be better induced to stay. Here are two studies which offer two varied findings.

■ National and local research indicates a teacher's decision to stay at a school largely depends upon the principal and his or her leadership in the school. Therefore Charlotte Advocates for Education (CAE), a local education fund, sought to understand the relationship between principals and teacher retention by studying local principals, particularly those in high needs schools, who have been more successful in retaining teachers while also increasing student achievement. Key finding can be found at www.advocatesfored.org/principalstudy.htm. In addition, the report includes specific recommendations for addressing principal recruitment and hiring, principal preparation and support, as well as the recommendation to re-examine the traditional leadership structure within our schools.

■ Authors of a new study suggest another important factor: the quality of school facilities. They investigate the importance of facility quality using data from a survey of K-12 teachers in Washington, D.C. and find that facility quality is an important predictor of the decision of teachers to leave their current position. Learn more at www.edfacilities.org/pubs/teacherretention.html.

. . . even more national news & notes

■ A decision last month by the Canadian Supreme Court to outlaw the use of the strap by teachers has left the United States and a lone state in Australia as the only parts of the industrialized world to allow corporal punishment in schools, according to anti-paddling activists. While 28 U.S. states have outlawed paddling over the past three decades, the practice remains commonplace across much of the Bible Belt. In Mississippi, the nation's top paddling state, nearly 10 percent of students are paddled every year, according to statistics collected by the federal Department of Education. In poorer parts of the state, where a higher proportion of children are from minority and single-parent families, the use of corporal punishment is even more frequent.

■ In New Jersey, a school official is contemplating peddling the naming rights to the district's only school on eBay, reports Kristen A. Graham. "We understand what's going on in the educational marketplace," said superintendent John Kellmayer said. "In 10 years, this is going to be a fact of life. We're aggressive enough to start this now." Aggressive, creative or crazy: Take your pick. Kellmayer and Bruce Darrow, school board president and "director of corporate development," preside over a district that is banking not just on government aid but on selling naming rights, snagging sponsorships, and launching other money-generating ventures to fund its future. "We're working people," Darrow said. "But we've got to get our kids on equal footing, and we have to be innovative."

■ Black students are still more likely than white students to be disciplined at school - three decades after American education documented the disparity. The difference

in discipline and punishments is blamed on stereotypes, culture, poverty and behavior. According to an analysis of school discipline data in Ohio, three-fourths of 40 Southwest Ohio school districts disciplined African-Americans at higher rates than whites last year. The Cincinnati Public Schools expelled African-American students at twice the rate of whites last year, and gave blacks out-of-school suspensions at triple the rate of whites. Furthermore, a state report released in January said that black public school students across Kentucky accounted for 22% of disciplinary actions even though they made up just 10% of the student population.



New teachers are vital members of the teaching workforce. The demand for new teachers has been climbing steadily since the 1990s and is

expected to continue in the foreseeable future given the increases in teacher retirement and student enrollment, lower pupil/teacher ratios, and rising teacher attrition rates. A new report from Public Education Network shares the opinions and perspectives of beginning teachers on their first years in the profession. This publication is an excellent tool for developing authentic and targeted teacher mentoring and professional development programs and effective teacher recruitment efforts. It can be downloaded at www.publiceducation.org/PENreports.asp.

Suburban Legend

A new report released by The Manhattan Institute refutes the myth that suburban areas provide a more wholesome environment in which to educate children. According to the results of a survey of 20,000 students, suburban students engage in just as much sex, drugs and fighting as city kids do. Americans generally believe that these behaviors are more common in urban schools than in suburban schools. These perceptions have helped drive more families to the suburbs, but, according to the study's authors, Jay Greene and Greg Forster, these perceptions are not rooted in fact. The study found the following:

- Two-thirds of suburban and urban 12-graders have had sex;
 - 74% of suburban 12th graders and 71% of urban 12th graders have tried alcohol more than three times;
 - 22% of suburban 12th graders and 16% of urban 12th graders say they have driven while drunk.
 - More than 40% of 12th graders in suburban and urban schools have used illegal drugs.
 - 62% of suburban 12th graders have smoked cigarettes, compared to 54% of urban students.
 - 14% of suburban 12th graders have been pregnant; 20% of urban 12th graders have.
- Says Greene, "People who think they've escaped these kinds of societal issues by moving to the suburbs - we think they're mistaken. The suburban schools aren't safe havens."

Membership directory pages available for download. . .

We in the central office appreciate the feedback that we have received from various members regarding our decision not to print a membership directory this year. Please be assured that the directory pages are still available to you if you wish to download them from the CAS-CIAC website. In fact, not only are the complete membership directory pages available by level (i.e., elementary, middle and high school), so too are "abbreviated" pages containing school/principal contact information and athletic director contact information only. This way, members can choose which specific types of directory information they need on a regular basis and download/print only that information.

To download directory pages and/or contact lists, visit www.casciac.org and click on the "search directory" button in the upper left hand corner of the screen (or simply go to www.casciac.org/memberschools/search.cgi). Then select from the menu of options for "Printable Directory Pages."

Tax Tip

From "Ask Dow Jones," By Tom Herman

Q. Is there a plan to extend the annual \$250 deduction that teachers can take for school supplies? I believe it expires after tax year 2003.

A. You're right that this provision is scheduled to disappear at the end of this year. But Congress probably will extend it eventually because it's a popular provision and enjoys strong White House support. It's too soon to know when that might happen, especially with all the latest worries about mounting budget deficits. Thus, all eligible teachers should be sure to take advantage of it this year, while it lasts. Here's how it works:

The provision applies to teachers and other educators who pay for books, computer equipment and other classroom supplies out of their own pockets. The IRS says you can subtract up to \$250 of qualified expenses when figuring your 2003 adjusted gross income.

This deduction is available whether or not you itemize deductions. That means you can take it even if you claim the "standard" deduction, as nearly two out of three taxpayers typically do each year.

Who's eligible? It applies to educators in public and private elementary and secondary schools. Also, you must work at least 900 hours during a school year as a teacher, instructor, counselor, principal or aid, the Internal Revenue Service says.

For more information, call 800-829-4477 and select Topic 458. Or go to the IRS Web site (www.irs.gov) and type "Topic 458" in the search box. Meanwhile, save your receipts.

Principals of the Year,

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Darien High School's academic expectations for all students, including an independent research requirement. They are also working collaboratively on designing programs to take optimal advantage of an impressive new facility scheduled to open in September of 2005.

As an educational leader, Jerry has distinguished himself in his abilities to find and build upon the strengths of others, to generate innovative solutions to old problems and to channel others to discover new ways to achieve goals. He successfully implemented an innovative "teacher-coach model" which provides opportunities for beginning teachers to work with veteran teachers in a formalized, supportive and reflective environment. The program, which required an enormous investment of time and resources, has resulted in a more collaborative work environment which has significantly improved the quality of professional experiences of both new and experienced teachers.

Jerry's successes as a building administrator are best described by English Department Coordinator Marcia Kleinman, who calls him an "extraordinary principal." "Dr. Jerry Auclair possesses a rare and wonderful blend of qualities," says Kleinman. "Among them are his educational expertise, his organizational competence, his natural inclination to listen, his willingness to give space to other perspectives, his respect for all members of the school community, and his commitment, always, to constructive enterprise."

Jerry has compiled a nearly unparalleled record of service to CAS-CIAC. During his twenty-eight years of service, Jerry has served as treasurer, vice president and president of CAS; chair of the Officials Committee, the Citation Committee and the Nominating Committee; a member and treasurer of the CIAC Board of Control; NASSP state coordinator; and CAS representative on the Connecticut Committee on School Approval, the NASSP Region I Board of Directors, and the NASSP Committee on Large Schools.

CAS-CIAC Executive Director Mike Savage says this of Jerry. "Jerry is one of those rare individuals who has devoted his whole strength and soul to this association. The magnitude of his contributions and the depth of his commitment defy expression. He has served in nearly every critical leadership position within both CAS and CIAC. He is unquestionably one of the most dedicated, unselfish, passionate and committed leaders that will ever occupy a place in the association's history."



Carol Janssen

Having spent twenty years as a middle school principal, Janssen enjoys the challenges of trying to find ways to meet the unique needs of young adolescent learners.

Berlin Superintendent Richard Paskiewicz credits Janssen with "transforming" McGee into a cohesive school community which is responsive to the educational needs of all of its students. "When Carol arrived at McGee, she faced a number of challenges. The school had major environmental issues, staff morale problems, unaddressed student population needs," said Paskiewicz. "She turned the school around. There is a whole new atmosphere and I am so gratified to hear the positive comments that are made within the community."

Upon learning of her award, Janssen remarked, "I was quite surprised when I received the phone call notifying me that I had been selected as the Middle Level Principal of the Year. It is probably a cliché to say that my great and unexpected good fortune in being named the Middle Level Principal of the Year for Connecticut is one of the high points of my career. Still, I want to say it. When I think of the number of outstanding principals in the state of Connecticut who might have achieved the honor, I am genuinely overwhelmed."

Since her arrival at McGee in 1997, Janssen has worked tirelessly to implement new programs, review existing curricula, streamline the middle school schedule and strengthen the bond between the school and its community. She designed and implemented a flexible schedule that allows for common grade level planning periods, expanded exploratory courses, and a daily morning meeting for all students. Always "curriculum-conscious," Janssen developed a yearly curriculum map to ensure that McGee's academic offerings are challenging, integrative and pertinent. Her successes are reflected in her students' improved Connecticut Mastery Test (CMT) scores.

Language Arts teacher Pamela Kiniry calls Janssen a "devoted and energetic educator," praising her ability to generate community support for and involvement in school programs. "Carol's efforts to unite and engage the entire school community in the act of educating children are tireless," says Kiniry. "She has brought a positive attitude that has deeply affected the school environment."

A faithful and passionate leader, Janssen has been the driving force behind a number of successful initiatives at McGee. Under Carol's leadership, McGee has created a peer tutoring program, engaged in a myriad service learning initiatives, secured grants for enrichment activities, implemented a homework hotline, and developed a direct messaging system to facilitate communication between parents and teachers. Furthermore, McGee has engaged in a number of inter-district initiatives which have provided students with innovative learning opportunities in diverse settings. Among them was the award-winning Town-to-Town C.A.R.E.-A-VAN (Caring Adolescents Reaching Everyone) project which grew from a sister school program with neighboring Slade and Roosevelt Middle Schools in New Britain. Also known as the "Diversity Bus," the C.A.R.E.-A-VAN drew national media attention when it traveled around the United States, sharing ideas about diversity with dozens of middle schools throughout the country.

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CANHS CORNER . . .

The Connecticut Association of National Honor Societies was established in 1998 under the auspices of the Connecticut Association of Schools (CAS) in accordance with its goal to provide more opportunities for student leadership. For further information about CANHS, an affiliate of the National Honor Society, contact Don Gates, principal of Portland High School, at (860)342-1720.

Over eighty NHS and NJHS members from Connecticut traveled to Orlando, Florida this past November to join over one thousand others from around the United States and Puerto Rico at the National Conference. Thanks to the workshops they attended and the networking they engaged in, they came back full of ideas about fundraising and service projects that they can use in their chapters.

The workshops were varied, interactive, entertaining, and informative. Upperclassmen were particularly interested in those titled "Planning for College Success" and "Merit Scholarships – How to Win Them". Others were motivated to make their NHS chapter the "premier" service organization not only in their school but in their community as well.

Advisors had their own workshops on topics relating to the operation of their chapters.

The Outstanding Service Project Awards showcased several of the best service projects organized by state and local NHS chapters over the past year. They included one chapter who collected used cell phones to be redistributed to the elderly for the purpose of contacting the emergency services and another that helped their community clean up tornado damage.

Two Connecticut teams competed in the Scholars' Bowl competition. After taking a preliminary multiple-choice test, the teams competed against each other in the tournament until only one was left. Questions covering a wide range of topics were read, and the top teams were quick to buzz in with answers that even confounded the question readers and judges.

One of the last events for the students was a preview of next year's national conference, which will take place November 12-14 in St. Louis, Missouri.

-- Michael T. Bojko, CANHS Officer

CREATING THE TIME TO BE AN INSTRUCTIONAL LEADER

By Mike Buckley, Ph.D, Assistant Executive Director

Connecticut's principals are working more and enjoying it less, at least that's what the preliminary returns from the CAHSP Professional Studies Committee's survey of the high school principalship seems to indicate. They are working more because there's simply more to do – and the accountability factor for academic achievement has never been greater. Yet they perceive that much of their work does not connect directly with improving instruction, and that accounts for the dissonance influencing job satisfaction. This dilemma cannot be solved by working more hours – too many principals are already working sixty to seventy hours per week (or more). But it can be influenced by allocating more of those hours to instruction and reallocating (or eliminating) some of the non-instructional tasks presently in the way.

Is improving instruction a priority? Absolutely! Read the postings for the principalships that are open in CT right now. Every one purports to seek an instructional leader, yet how many of these positions are structured in such a way that the managerial – and survival – realities don't take precedence? If a candidate were to say during the interviewing process that, in order to meet this expectation, she would have to spend a minimum of fifty percent of her time out of the office and in classrooms, observing instruction, conferencing with teachers and students about instruction - in other words doing what it takes to be an instructional leader – would this be a boost to her candidacy? And presuming this doesn't see her out the door, what happens when that drop-in parent reacts vehemently to not being able to see the principal on the spot because her morning has been set-aside for an intensive observation cycle? You see, how you spend your time communicates your priorities.

Last year, CAS introduced to Connecticut school leaders a California consulting firm called *The Breakthrough Coach* that promised to help principals "work less, play more, and still get the job done in a normal school week." Their clients are high performing school principals working sixty to





Malachi Pancoast, president of *The Breakthrough Coach*, offers strategies to help principals "work less, play more, and still get the job done in a normal school week."

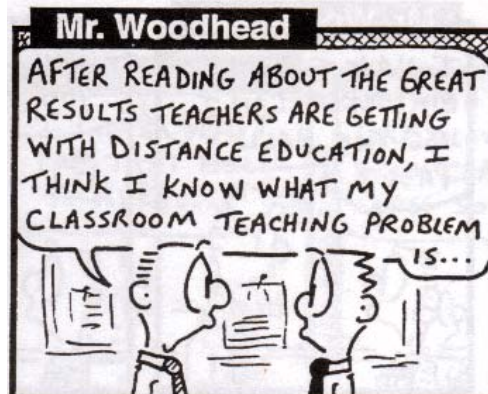
seventy hours per week, unable to be in classrooms like they need to, unable to develop their staff like they want to, under pressure to raise test scores, and having very little time for themselves personally. Sound familiar? To date over 70 teams of school leaders and their secretaries have participated in this training and their feedback has been enthusiastic. It seems to be working. They are reporting to us that they are allocating more of their time to instruction, so we're bringing TBC back. Their next training session is scheduled for August 5 & 6, 2004. For more information visit the CAS web site or call me. I'd be glad to give you a list of CT participants to contact for their evaluation.

LEGISLATIVE ALERT

Senate Bill No. 151, an Act Concerning School Test Times, which would allow school districts to administer the tenth grade mastery test for the 2003-2004 school year to students as early as 8:30 a.m., was passed by the Senate on March 4th. The House declined to take action on it. At the time of this writing, CAS representatives were assured it would pass and the governor would sign it. The exemption will be automatic. The bill also allows schools to apply for a waiver from prescribed test times for the 2003-2004 and 2004-2005 school years. Districts will have to apply to the state and plan a hearing on sleep deprivation and an exemption will be granted.


Member schools are encouraged to take advantage of the legislative resources available through the CAS-CIAC website. Visit the CAS legislative action center at www.casciac.org/legalerts.shtml to keep abreast of important education-related legislation. The site provides "legislative alerts" and direct access to bills currently "in the hopper."

 www.casciac.org  <small>The Connecticut Association of Schools • Connecticut Interscholastic Athletic Conference</small>	
IMPORTANT BILLS <small>Click On Bill Number for Complete Information</small>	
HB05104	AN ACT CONCERNING MASTERY TEST ADMINISTRATION.
HB05313	AN ACT REQUIRING CHARITABLE ORGANIZATIONS TO FILE REPORTS RELATIVE TO EXPENDITURES.
HB05344	AN ACT CONCERNING CHILDHOOD NUTRITION IN SCHOOLS, RECESS AND LUNCH BREAKS.
HB05352	AN ACT CONCERNING FEES FOR CRIMINAL HISTORY RECORDS CHECKS FOR VOLUNTEERS OF NONPROFIT ORGANIZATIONS THAT BENEFIT CHILDREN.
HB05429	AN ACT CONCERNING CERTIFICATION OF MARITAL AND FAMILY THERAPISTS.
hearing 3/5	
HB05575	AN ACT CONCERNING FLEXIBILITY OF HIGH SCHOOL GRADUATION DATES.
Hearing 3/5	
HB05576	AN ACT CONCERNING SCHOOL PHOTOGRAPHERS.
Hearing 3/5	
HB05577	AN ACT ENCOURAGING INTERNATIONAL STUDIES PROGRAMS.
Hearing 3/5	
HB05578	AN ACT CONCERNING EQUIVALENT CREDITS FOR GRADUATION.
Hearing 3/5	
HB05579	AN ACT CONCERNING UNIVERSAL PRESCHOOL.
Hearing 3/5	
HB05582	AN ACT TO PREVENT CHRONIC SCHOOL ABSENCE AND TRUANCY.
Hearing 3/5	



**The
52nd Annual
Meeting
of the Connecticut Association
of Schools**

May 13, 2004
CAS Conference Center



Principals' Center Mentor-Mentee Programs Continuing. . .

The Principals' Center's third workshop for mentors and mentees was held recently at the CAS Conference Center.

Attendees had a choice between a media and legal program. Ann Baldwin and Diane Alverio, Media Marketing Consultants, led a program on how to address the media and public relations, with mock interviews included. Attorney Julie Fay of Shipman and Goodwin, LLC, presented a program on special education issues associated with the "No Child Left Behind" legislation.

The Principal's Center's Mentor Mentee Committee, chaired by Paul Cavaliere, principal of Sage Park Middle School in Windsor, is planning a series of workshops for mentors and mentees on April 29th at CAS.

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THE BULLETIN

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WELCOME TO THE TRENCHES!!!

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

At the January meeting of the CAS Assistant Principals' Committee, a cross section of assistant principals from CAS member schools gathered to hear from and interact with a panel of "veterans" – assistant principals successfully through their first year in the role. The panel included Bruce Barmak of Enfield High School, Deborah Benoit of South Windsor High School, Linda Carson of Tyl Middle School in Montville, Phillip Piazza of Newington High School, and Donna Schilke of the Smith Middle School in Glastobnbury. Participants were asked to identify (1) something they knew now that they wished they'd known at the start of the year; (2) a significant first year challenge; and (3) a source of satisfaction or joy that they're finding in this challenging position.

Some of the things "I wished I'd known" included:

- how valuable it is to make time for the staff;
- that there's often more than one way to do things - and my way is not always "right" or "best";
- how much there is to do and how hard it is to get to those things most associated with being an educational leader;
- not to rush into things, that everything doesn't have to be done immediately;
- learning that it sometimes helps to take some extra time, that sometimes things become clearer;
- the value of keeping good records (phone logs, notes on students, summaries of incidents, etc.);
- how important visibility is and how much work gets done while "out and about" (also, to have it happen, you have to schedule it);
- that it's okay to be human, to not have all the answers, and to have some fun.

Relative to the first-year challenges experienced, the following were put forth:

- imposing a structure on and setting priorities within a day that is much less defined than that of a classroom teacher;
- from the several who changed schools as well as roles, learning a new culture as well as a new job;

- involving parents in productive ways – and dealing with their needs as well as those of their students;
- tolerating the ambiguity of many situations where there's no clear right or wrong answer;
- overcoming an age bias with some senior staff and being taken seriously;
- managing many more relationships with both adults and students as well as the huge time commitment;
- managing the stress level (without showing it); and
- figuring out how hard to push to bring (some) teachers up to the needed level of competence.

And in response to the question "Why would you take a job like that?" the following sources of joy and/or satisfaction were offered:

- creating partnerships between students and teachers and parents and teachers and seeing it work;
- seeing so many wonderful things going on in the classroom;
- the excitement and challenge connected to the unpredictable nature of the day;
- the opportunity to connect with more students than those formerly assigned to me as a teacher;
- the opportunity to make a difference, to have a positive impact in a larger arena, particularly with regard to climate – the AP is the climate person!;
- the challenge of being a school administrator in these times;
- the realization that the assistant principalship is an important job in and of itself, not just a way station on the road to becoming a principal.

Following the panel and discussion, there was a brief organizational meeting of the Assistant Principals' Committee. The committee meets monthly, each time with a focus topic, and organizes a state-wide conference in the spring. It also serves as a support network for its members and is an excellent place to bring an issue or question. For more information or to join, contact Mike Buckley at CAS, 203-250-1111, or mbuckley@casciac.org.

American Diploma Project Would Replace SAT's

By Tom Galvin, CT Principals' Center Director

Washington Post education writer Jay Mathews recently reported on the formation of the American Diploma Project by the Education Trust, the Fordham Foundation and Achieve, Inc. According to Mathews, the American Diploma Project would increase graduation requirements to include two years of algebra, geometry, data analysis and statistics and four years of English, building strong speaking and writing skills. A major research project similar to those done in private schools would be required. All students would have to pass the above to graduate. Further, states would be expected to test students in these areas and these assessments would eventually replace SAT's and ACT's for college admission. "We are arguing for equity of expectations," said Matt Gardal, the executive vice president of Achieve, Inc.

Their point of view that current tests are not tough enough, e.g. 93% of all Massachusetts seniors are able to pass the MCAS in order to graduate, rings true to those who work with our highest achieving students and who uphold standards for these students that go far beyond state test expectations. The question is: should these standards apply to all students not just the highest achievers?

This example of "raising the bar" raises a host of questions for those who work in the schools. Are we able to have all of our graduates meet these standards, even with resources provided? Who would disagree with all of our current graduates meeting these expectations? Who would argue that all our graduates are currently learning to their full potential? And aren't assessments of what students learn in high school a better way to determine college entrance than SAT's?

Doesn't this sound familiar? Haven't colleges and universities in many foreign countries been basing college admission on content assessments of high school work for a long time? But is this the direction that the American people want education to take? And – will they be asked?

If the typical American high school is to require all of its students to follow a rigorous academic curriculum which will prepare them for college or university, there should be a full, healthy discussion of whether this is a goal that the American people agree with – or even know about. Is it inevitable in such a system that students not ready for or interested in such a rigorous curriculum will be relegated to second class student status – perhaps with separate diplomas? Is this a better way to organize high school graduation? This needs discussion.

In the same article, Matthews quotes Alfie Kohn who argues against the "get-tough talk," but agrees that our high schools need improvement. He goes on to say our high schools are "too impersonal, too authoritarian, too competitive, too segregated, too driven by grades or tests, too focused on forgettable facts and isolated skills." Perhaps this is where our attention should be focused, giving national attention to the internal improvement of our current institution before we add more external cliché driven expectations.

LOOKING BACK . . .

Ever wonder about how the organization evolved from a modest operation concerned mainly with the governance of interscholastic athletics into a powerful organization that is a recognized and respected force in Connecticut education? Would you like to learn some of the who's, what's and when's that constitute CAS-CIAC's rich history? Each month, this new column will offer you a glimpse of the association's past by chronicling some of its major –and minor – milestones.

Early 1900s:

The CIAC's predecessor . . . Connecticut principals first responded to the need for athletic regulation by attempting to use an existing organization called the Headmaster's Club. Not much is known about the club, except that its purpose appeared to be that of providing high school principals with opportunities to meet informally to discuss common problems. Around 1910, the Headmasters wrote a code of eligibility whereby they tried to define conditions under which a student of a member school could participate on a sports team. Their efforts failed because they did not have the organizational structure to monitor and to supervise the rules which they had written. A group of headmasters felt that a new structure was needed. On May 5, 1921, they formed the Connecticut Interscholastic Athletic Conference, an institutional association, as opposed to an organization of individuals.

(Source: "A History of the Connecticut Inter-scholastic Athletic Conference and the Connecticut Association of Secondary Schools 1921-1986: Their Influences on Interscholastic Activities and the Structure of Connecticut's Professional Organization for Secondary School Principals," By John F. Shine, Ph.D.)

Ways to Know You Have Become A Techno-Addict

OR

Twelve Ways to Know You are Working in the 90's!

- Your reason for not staying in touch with your family is that they do not have e-mail addresses.
- Keeping up with sports entails adding ESPN's homepage to your bookmarks.
- You have a "to do list" that includes entries for lunch and bathroom breaks and they are usually the ones that never get crossed off.
- You have actually faxed your Christmas list to your parents.
- You consider 2nd day air delivery painfully slow.
- You find you really need PowerPoint to explain what you do for a living.
- You think that "progressing an action plan" and "calendarizing a project" are acceptable English phrases.
- You think Einstein would have been more effective had he put his ideas into a matrix.
- You ask your friends to "think out of the box" when making Saturday night plans.
- You think a "half-day" means leaving at 5:00 p.m.
- And it is really sad but true ... you get excited when it's Saturday so you can wear tennis shoes to work!

(Source: TASSP)

Middle Level Certification Proposal

By Earle G. Bidwell, Assistant Executive Director

In response to major concerns about a growing teacher shortage at the middle level, a sub-committee of the Connecticut Association of Middle School Principals (CAMPS) was created to address the problem and propose solutions. Working with CAS Assistant Executive Director, Earle Bidwell, a distinguished panel consisting of CAS Middle Level Principals of the Year, Carole Iwanicki (1996-1997), Michael Rafferty (2000-2001), Preston Shaw (2001-2002) and Richard Huelsmann (2003-2004) began to address the issue two years ago. They subsequently uncovered some key facts relating to how certification regulations impact the problem, and developed a proposal to ease the shortage through modifications of those regulations. The plan is intended to create a larger pool of certified, qualified middle level teachers without compromising Connecticut's high standards for teachers. Here is a summary of their findings and recommendations, which have been proposed to the Connecticut State Department of Education.

The Problem

The shortage of certified, qualified middle level teachers in Connecticut is likely to grow in the next few years. According to "Statistics on Teacher Preparation in Connecticut, 2001-2002" published by the Connecticut Department of Higher Education, only 3% (89 of 3,330) of newly trained teachers in Connecticut teacher training programs were certified for middle grades. With such a low number of Connecticut trained middle level teachers, the bulk of new teachers will be coming from the elementary and high school ranks, from out of state or from an alternative route. In the case of elementary trained teachers, many are certified up to and including grade 6 but most lack subject area endorsements in more than one subject and lack specific middle level training. As for high school teachers, their subject area certification allows them to teach all middle level grades without having any training in adolescent development or middle school pedagogy. While No Child Left Behind Legislation (NCLB) Legislation reinforces the need to have certified and highly qualified teachers in every classroom, it also ignores the need to have teachers who know "how"

as well as "what" to teach to middle schoolers.

Another unintended outcome of the current Connecticut and NCLB certification regulations is that teaching teams, an underpinning of exemplary middle level practice, are endangered as the number of teachers with multiple endorsements declines and the number of teachers with little or no training in how to work with young adolescents increases. All this is happening at a time when NCLB is raising the achievement bar, and the need for high quality instruction is crucial.

One might logically conclude that with the shortage reaching critical mass, prospective teachers would be flocking to the middle level. This is not the case. The fact is that students are staying away in droves and once flourishing middle level programs at Connecticut colleges and universities have been reduced to a handful of under-enrolled ones. It is not surprising when one considers that the content requirements for middle school and high school are practically the same yet a high school certificate qualifies one to teach six or seven grade levels where a middle level certificate only covers three or four. Similarly, at the elementary level, a certificate covers more grade levels than a middle level certificate. So where are the teacher candidates? Many are training for elementary grades "Of newly certified educators in 2001-2002, approximately 34% were in elementary education, which is currently not a shortage area."¹ The designated shortage areas include bilingual education Pre-K-12, consumer home economics Pre-K-12, mathematics 7-12, music Pre-K-12, library media specialists Pre-K-12, Spanish 7-12, and comprehensive special education Pre-K-12.

What results from all of this is that legislation and regulations intended to secure and retain highly qualified teachers in every classroom are running counter to proven, research based, best practices relative to who should teach in the middle. To fill the gap, middle schools are forced to turn to teachers from other levels who do not have middle level training or to people who have been certified through an Alternative Route to Certification (ARC) program. These candidates may have strong

subject area credentials but have little training and no experience in a classroom at any level. Meanwhile, there are highly qualified middle level teachers with years of experience who now must teach only one subject in isolation because of certification expectations that often require content knowledge well beyond the needs of middle level curriculum. Furthermore, single subject endorsements inevitably lead to large teams (research shows that small teams are more effective) or to the abandonment of teams altogether; this to the detriment of student achievement.

The committee is recommending two proposals; the first of which is to strengthen middle level teaming while retaining high standards for content skills.

Proposal I

Proposal I calls to amend certification Regulation 10-145d-428 (Cross Endorsements) to allow certified teachers or those holding a certificate of eligibility for a middle level subject to obtain additional endorsements for a middle level subject upon successful completion of the appropriate Praxis II Exams.

Rationale

At the heart of middle level best practices are "small communities of learners."² The literature indicates that this practice promotes:

- school safety
- positive relationships with knowledgeable, caring adults for each middle school child
- whole child experiences
- interdisciplinary and integrative curricula opportunities
- teachers who are experts in teaching emerging adolescents
- increased student achievement and well-being³
- small communities of teachers and learners that depend on a preponderance of multi-certified middle school teachers.

Anticipated Outcomes

Allowing certified middle school teachers to obtain an additional endorsement by passing the Praxis II will:

continued on page 12

elementary school news

SCHOOLS NEED TO GIVE ATTENTION TO SCIENCE CURRICULA

Dr. Robert F. Carroll, Asst. Executive Director

Mary Fitzpatrick, a scientist with a local pharmaceutical company, recently moved into a mid-sized Connecticut community with her three children. She calls the principal of her third-and fifth-grade daughters' school to say that she is very upset about the quality of science education they are receiving. She tells the principal that she is mobilizing a group of parents that are coming to the school to get a better understanding about the district's science curriculum and get proof that their children are being prepared to successfully take the CAPT and will meet the district's graduation competencies in science. The principal senses this issue is not going away anytime soon.

CAS sees that Connecticut's educational landscape has changed forever with the *No Child Left Behind* (NCLB) federal education act. Among other issues, NCLB has reaffirmed the critical role of science education by making it a national priority - as Ms. Fitzpatrick is making it a local issue. Connecticut is also making science education a state priority.

A growing number of large and small science-related companies and other educational organizations in Connecticut are coming together to accomplish two goals: (1) to support districts in the use of proven practices to improve science achievement, and (2) to advocate for access to meaningful and challenging science learning experiences for all students.

Connecticut companies participating in this partnership include Travelers Property Casualty, along with Bristol-Myers Squibb, Purdue Pharma L.P., United Technologies Corporation, Bayer Pharmaceutical, CT State Department of Education, CT Association of Public School Superintendents, CT Association of Schools (CAS), CT Parent Teacher Association, CT Science Teachers Association, CT Science Supervisors

Association, Greater New Haven Chamber of Commerce, SACIA: The Business Council of Southwestern Connecticut, and CT Academy for Education in Mathematics, Science & Technology, Inc. (CT Academy). An aggressive statewide effort is underway to get more than 40 companies to join the partnership over the next three years.

Partnering companies are encouraged to support for three years a local school district that is important to their business or has indicated its readiness to improve science education. The company's support will help the school districts identify the strengths and weaknesses of its elementary and middle school science program through a NSF-funded evaluation tool and to provide long-term technical assistance services including teacher/principal professional development opportunities.

The multiyear support includes the evaluation tool and on-going technical assistance program that builds upon administrators' skills to analyze system and student performance data, establish priorities, assess instruction, drive improvement, and measure program effectiveness relative to student achievement. School-based improvement activities include coaching, modeling, reflecting, and planning to build upon teachers' skills to connect curriculum, instruction, and assessment to strengthen the link between instructional leadership and classroom implementation. The CT Academy has consultants who will work with each partner district to facilitate the planning and implementation of a K-8 Science Improvement Program.

For more information about how your school district can participate in the Partnership to Improve Science contact either Richard Cole or Dan Casey at the CT Academy for Education at 860-346-1177 or email to dcasey@ctacad.org.

PRESIDENT MEET THE NAESP CANDIDATES . . .

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“Education gives students hope. As principals we must provide for all students the on-going assurance of that hope. Our NAESP Principals' creed states that "we accept the challenge of the research showing that quality education in every school depends upon the expertise, dedication and leadership of the principal in that school." I accept the challenge to assist principals in living our creed.

As your president-elect, I will encourage and lead Principals to communicate with our legislators and to work diligently to influence legislation that provides adequate funding for the mandates we must carry out. We must embrace the spirit of "No Child Left Behind" while at the same time communicating with our elected officials the ramifications of this legislation. We must tell our stories, the ones we know best, from working day to day with the children in our schools.

I am ready to serve you as your next president-elect of NAESP as we work together to keep the promises in the principal's creed alive. My term of office will focus on "Instilling Hope" for principals and for children.

I would appreciate your support and your vote.”



Susan (Sue) Masterson

“I have served thirty-two years in public education, the last twenty-one as a building level principal in schools of various socioeconomic levels and ethnic populations. As the principal of a school which has numerous home languages, an enrollment of over 1,000 students, and located in the fifth largest school district in the nation, I have significant and wide-ranging expertise to share with principals and will continue to offer input on policies and programs offered by NAESP.

I am a long-time member of NAESP and I am a dedicated worker. I have served on the NAESP Resolutions Committee and the NAESP Nominating Committee, as well as an NAESP State Representative and Federal Relations Representative. For the past three years I have had the wonderful opportunity to serve as a board member of the National Association of Elementary School Principals. This experience has helped to clarify and emphasize the role of the elementary school principal. As President-Elect of NAESP, I will work to strengthen the position of the elementary and middle school principalship. Together we can make a difference for the children of this nation. I appreciate your support and vote.”



Bruce A. Voelkel

Certification, *continued from page 10*

- maintain high standards of scholarship for cross endorsements as well as for entry into the profession;
 - promote dual certification among those who have already been trained in middle school methods and pedagogy;
 - relieve the growing shortage of qualified teachers at the middle level;
 - provide superintendents and principals the flexibility to assign teachers to grade levels and teams based on their overall strengths as well as their subject area specialty;
 - allow teachers who have already demonstrated proficiency in teaching and learning to be assigned to shortage areas; and,
 - help CT schools meet the "highly qualified" standards required of all teachers in NCLB legislation through rigorous testing.
- provide flexibility for superintendents to effectively staff and manage school enrollment "bubbles" as they move through the grade levels;
 - allow certified teachers to continue to work as they pursue additional endorsements (the Bureau of Certification could establish a minimum number of courses and/or CEUs for a provisional endorsement with appropriate timelines for completion of all training);
 - promote teaching in areas of shortage among those in surplus areas who might otherwise leave the profession;
 - take advantage of a pool of qualified, recognized middle level practitioners who can provide meaningful, practical, researched-based CEU training to candidates for middle level endorsement;
 - provide access to the middle level endorsement for teachers who did student teaching at other levels.

The second proposal is intended to address the need for preparing teachers from other levels to teach in the middle. As with the first proposal, a practical solution that will not compromise standards is a primary consideration.

Proposal II

Proposal II calls to amend Sec. 10-145d-428 (3) to allow certified teachers to obtain the training specific to middle level education methods and instruction through a combination of education courses and continuing education units (CEUs) over time. These teachers will also need to demonstrate proficiency in content areas through course work or Praxis II.

Rationale

The teacher shortage is not universal. There is currently a surplus of otherwise competent and qualified teachers who do not have credentials to teach in areas of shortage. Providing these teachers with reasonable opportunities to retrain can relieve current and future teacher shortages.

Anticipated Outcomes

Allowing certified teachers to obtain middle school training through a combination of continuing education units and course work would:

- maintain the high standards for subject specific certification while promoting cross-endorsements for otherwise qualified teachers;

Summary

Through implementation of the aforementioned adjustments to certification regulations, Connecticut's high standards for certification can be maintained, shortages in critical areas of middle level education can be significantly reduced, small communities of learners in middle schools can be maintained and greater flexibility can be afforded superintendents and principals in teacher assignments.

The combined CAMSP and Center for Early Adolescent Educators Boards urge you to share this information with central office personnel, school boards and community groups to raise awareness about the growing teacher shortage at the middle level, and to share what we feel are practical remedies for securing and retaining highly qualified teachers in all middle level classrooms.

¹* Source: State Department of Education

² Jackson, Anthony W. and Gayle A. Davis (2000) *Turning Points 2000, Educating Adolescents in the 21st Century*, New York: Teachers College Press and Erb, Thomas O. (2001) *This We Believe and Now We Must Act*, Westerville Ohio: National Middle School Association

³ Feldner, Robert, et.al *The Impact of School Reform for the Middle Years* Phi Delta Kappan (March 1997) Bloomington, Indiana

Time Saving Tips for Teachers

1. Eat lunch for breakfast.
2. Save instructional time when you return student papers by simply throwing them all over the floor in the classroom yourself.
3. Grade papers, knit sweaters, and build hardwood patio furniture during faculty meetings.
4. Use a hands-free cell phone to make bad news phone calls to parents at the same time as you discipline their child.
5. Keep your gradebook in your head.
6. Try to handle each piece of paperwork from the office only once and only long enough to place it in your classroom recycling bin.
7. Instead of sending misbehaving students to the office, give each a list of errands to run for you, and send them on their way.
8. Monitor your food and liquid intake so you only have to use the bathroom once a day.
9. To cut down on paper grading, give fewer, but larger assignments. One large assignment might be to have students grade all of the other large assignments that will eventually start piling up on your desk.
10. Stop wasting your time reading lists of time saving tips.

(Source: *Learning Laffs Newsletter*)

Carol Janssen, *continued from page 6*

A respected leader in middle level education in Connecticut, Janssen has been an active and energetic member of CAS since 1982. She currently serves on the Connecticut Association of Middle School Principals' Board of Directors, the Center for Early Adolescent Educators' Advisory Board, the Middle Level Program Committee, the CT Principals' Center Mentor-Mentee Committee, the CIAC Field Hockey Committee, and the CAS Financial Development Committee.

CAS Executive Director Mike Savage describes Carol as a "deeply loyal and committed member of our association." "She has given generously of her time and considerable talents, always acting without pretense and with great passion and a strong sense of purpose," says Savage. "Her level of involvement is all the more commendable given the time constraints of today's busy administrator."

LEGAL BRIEFS

■ Religious Accommodation

Two high school students, Montgomery and Nakashima, were members of their school's basketball team. The students attended a school for Seventh Day Adventists, the Portland Adventist Academy (PAA), and were practicing members of the Seventh Day Adventist religion themselves. Their school was a member of the Oregon State Activities Association (OSAA), an organization of public and private schools that administered the interscholastic activities of its members.

One of the tenets of the boys' religion was to observe the Sabbath from sundown on Friday through sundown on Saturday. PAA and its student body observed the Sabbath by refraining to participate in competitive activities, including sporting events, during this time period each week.

When the PAA boys' basketball team qualified for the tournament round of games, the school asked OSAA to accommodate their observance of the Sabbath when it arranged the tournament game schedule. OSAA stated that if PAA qualified for a game that fell on a Saturday and would not be able to play, they would have to forfeit that game. Furthermore, OSAA amended its rules so none of its members could switch game times to avoid forfeiting a game, and by refusing to allow any member to enter a tournament knowing it would need to forfeit a game before the tournament's conclusion.

In February 2000, Montgomery and Nakashima appealed the denial of their request to OSAA. The voluntary organization that reviewed all of the decisions made by OSAA, the Superintendent of Public Instruction (SPI), denied their appeal. The students sought judicial review in the court system.

DECISION: Reversed; returned for further proceedings.

State law prohibited two kinds of discrimination in education programs: The first proscribed acts that unreasonably treated people differently, and the second prohibited actions that were fair in form, but had a discriminatory impact upon a certain person or group. The law expressly prohibited disparate treatment if differentiation was unreasonable. Likewise, it also required those who suffered a disparate impact to show the actor had been unreasonable. Thus, OSAA could defend its actions for treating PAA students differently if its actions in formulating its policies were deemed reasonable.

In other words, OSAA could justify a disparate impact in this case by showing it was necessary to the operation of OSAA to implement the policies they had written.

The SPI did consider whether OSAA intentionally differentiated among groups in its treatment of PAA versus its other school members. It rejected the notion that OSAA had engaged in disparate treatment discrimination. However, SPI did not evaluate or rule on the disparate impact question -- whether OSAA's policies, although neutral and fair on their face, were discriminatory in effect. It also did not consider whether the religious accommodation PAA was requesting was a reasonable one.

The case was to be returned to SPI for a determination of these matters. (*Reprinted from "School Law Bulletin, August 2003"*)

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SCHOOL CHOICE SUBCOMMITTEE MAKES FINAL RECOMMENDATIONS

Following an inquiry from New Haven Superintendent Reginald Mayo concerning the limited athletic opportunities available to students attending "schools of choice" and, in particular, those attending Sound School in West Haven, the CIAC Board of Control formed a select committee of superintendents, principals, and athletic directors to review the existing CIAC Transfer Rule. The ad hoc committee was charged with reviewing the CIAC's current rule to determine whether or not it should be revised in light of the expanding school choice options in Connecticut.

The "school choice committee" met on January 30, 2003 and February 13, 2004 for approximately two hours on each occasion, resulting in the following proposals which will be forwarded to the CIAC board for its consideration.

1. The CIAC should rewrite the school choice regulation contained in its code of eligibility so that it uses the state department of education's definition of 'schools of choice.' Regional vocational technical and regional vocational agricultural centers should be added to the existing regulation. CIAC non-public schools should not be included in the CIAC school choice definition since they are not listed as a school of choice by the state department of education.
2. The Sound School of New Haven should be viewed as an anomaly by CIAC since it is the only known state vocational agricultural center which does not sponsor interscholastic athletics programs. Sound School is located in the Wilbur Cross high school district. Therefore, by New Haven Board of Education edict, all athletes attending Sound School will have the right to participate in the Wilbur Cross High School's inter-scholastic athletic program under the same CIAC and school district eligibility regulations that apply to students in all other schools. In addition, all Sound School athletes will have the choice of playing for Wilbur Cross High School or for the public high school which they would normally attend if school choice legislation were not in effect. Sound School athletes shall comply with all eligibility requirements of the school where they elect to play. Sound School athletes may not represent more than one school during the year unless the conditions in Rule II.C. (Transfer rule) are satisfied. Also, as is required under existing CIAC regulations, Sound School athletic transfers may only take place once during grades 10, 11 and 12 except that (a) students who choose to return to the school to which they would have been normally assigned by the board of education or would have been able to attend through established procedures will retain their eligibility; and, (b) if a new charter, regional cooperative, inter-district satellite, magnet or other public school open choice option receives state approval subsequent to the year of the transfer, athletes may transfer to that school without loss of eligibility.

The committee's proposals are expected to be acted upon by the CIAC board at its next meeting on March 18th.

NEW SPORTS RECORD BOOK AVAILABLE:

The National Federation has recently published the 2004 edition of the National High School Sports Record Book. This outstanding 208-page publication is a compilation of all-time high school records for individuals, teams and coaches from around the nation. It would make an outstanding addition to your school library. To order, call the NFHS Customer Service Department at: 800-776-3462



CONCUSSION INFORMATION AVAILABLE ON-LINE:

The NFHS Sports Medicine Advisory Committee recommends the following Internet resource for important information regarding concussions in sports: http://www.impacttest.com/dload/Newsletter_2004_Q1.pdf

RESEARCH SHOWS BENEFITS OF "UNIFIED" SPORTS:

The *City of The Cure Our Children Foundation*, a nonprofit foundation dedicated to children, has published extensive research showing that full integration of disabled children into existing school and community sports and recreation teams is feasible and helpful for all children. In addition to a wide-range of original research, interviews were conducted with prominent disabled sports experts and healthcare professionals. And, in determining the positive aspects of integration, the research also reveals many diverse, little known options for disabled participation in sports and recreation activities. (www.cure-ourchildren.org/sports.htm). Since its inception in 1992, the CIAC Unified Sports™ Program has provided thousands of disabled students with opportunities to train and compete side-by-side with their non-disabled peers. For additional information about the Unified Sports™ Program, contact Ann Malafrente at amalafrente@casciac.org.

NEW BILL PROTECTS STUDENTS FROM STEROIDS:

The Connecticut State Legislature's Public Health Committee has introduced a bill to prohibit a coach from providing performance-enhancing compounds to students. *An Act Concerning Performance-enhancing Compounds in School* can be viewed at www.cga.state.ct.us/2004/tob/s/2004SB-00166-R00-SB.htm.

AGENTS AND STUDENT ATHLETES:

The commissioner of the Connecticut Department of Consumer Protection has asked that the CIAC share with its high school principals the statutes and regulations concerning agents for student athletes. These statutes, which may have some applicability to students in grades 11 and 12, attempt to regulate the activity of athlete agents and, thus, protect the interest of collegiate and pre-collegiate athletes. Among other "prohibited acts," the regulations strictly bar an athlete agent from "entering into an oral or written agent contract or professional sports services contract with an athlete before the athlete's eligibility for collegiate athletics expires" and from "giving, offering, or promising anything of value to an athlete, his guardian or to any member of the athlete's immediate family before the athlete's eligibility for collegiate athletics expires." To view state statutes concerning athlete agents, visit www.cga.state.ct.us/2003/pub/Chap400i.htm.

COACH CAN SUE FOR DEFAMATION:

An Illinois appeals court, reversing a district court's dismissal, ruled in December that a Lake Forest High School physical education teacher can sue a Lake Forest resident for defamation. The suit alleges that the resident's remarks in letters to school officials urging his removal as head football coach cost him his coaching job. In addition to writing letters calling the plaintiff a "buffoon" and a "joke," the defendant led a successful petition drive to have the coach ousted in the fall of 2000. In its ruling, the appeals court noted that the defendant had written two letters praising the plaintiff's coaching abilities in 1997 and 1998, and only began writing negative letters to school administrators after his son began competing with the coach's son for the quarterback position. The court ruled that this was evidence that the defendant had acted with "actual malice."

MORE NEWS ABOUT OBESITY . . .

DOCTOR'S GROUP URGES SCHOOL SODA BAN TO FIGHT STUDENT OBESITY

The American Academy of Pediatrics has issued a policy statement urging that soft drinks be eliminated from schools to help tackle the nation's obesity epidemic. The statement also asks that pediatricians work with their local schools to ensure that children are offered healthful alternatives. The academy suggests that doctors contact superintendents and school board members and "emphasize the notion that every school in every district shares a responsibility for the nutritional health of its students." Some schools already limit contracts with vendors of soft drinks and fast food, though the soft drink industry has fought efforts by some states to mandate such restrictions. Legislation limiting the amount of fatty foods and sugary drinks that could be sold in Massachusetts schools -- and would have banned soda sales in the facilities -- was introduced last year. Although some schools rely on funds from vending machines to pay for student activities, the statement by the pediatricians says elementary and high schools should avoid such contracts and that those with existing arrangements should impose restrictions to avoid promoting overconsumption.

TODAY'S KIDS HAVE SHORTER LIFE EXPECTANCY

Kids today have a shorter life expectancy than their parents, for the first time in 100 years, according to Dr. William Klish, professor of pediatrics at Baylor College of Medicine.

The reason? Obesity. Some 37 percent of kids are overweight, so they are on pace to be significantly fatter than today's adults. "We are in the middle of an epidemic that may have profound health effects for our children," said Dr. Klish.

But why are they fatter? The reasons are complex, but two likely causes involve weakness in school-based sports.

First, P.E. is fading away in schools. It was once common, but now only Illinois mandates it

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Who's Counting?

Source: *Athletic Business*, June 2002

\$95,420,000

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

\$6,443,000

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

Legal Briefs, *continued*

■ Title IX & Retaliation

Roderick Jackson was the girls' basketball coach at Ensley High School in Birmingham, Ala., as well as the school's physical education instructor. He believed his school was treating his team unfairly because of his student athletes' gender -- so he brought his concerns up with school officials. He told them his team was being denied equal funding and access to sports facilities and equipment as compared to the boys' teams at the same school. The school responded by suddenly giving him negative performance evaluations and finally removing him from his coaching position. Although he was allowed to keep his teaching position, Jackson deemed his removal from the coaching job a retaliatory action and a violation of law.

Title IX is the statute that specifically bans sex discrimination by educational institutions receiving federal funding. The law does not specify which types of behavior constitute unlawful discrimination, but over time, the courts have enunciated which categories of discriminatory treatment fall within its parameters. These categories are: violations of equal athletic opportunity, sexual harassment (both teacher-student and student-student), and pregnancy discrimination, among others. If Jackson's team was indeed treated unfairly as compared to the boys' team, the school probably violated Title IX of the Education Amendments of 1972.

But was the schools' alleged retaliation against Jackson also illegal?

The Birmingham School Board claimed in court that Jackson had no case: It argued Title IX does not create a private right of action for retaliation. In other words, the board believes that, even if the school is deemed to have retaliated against Jackson, the statute does not allow him to sue the board for damages, or even prohibit the school from retaliating in this way.

The trial court and the 11th U.S. Circuit Court of Appeals agreed with the school board. Jackson appealed to the U.S. Supreme Court and the high court has yet to decide if it will take the case.

The question before the high court will be: Does Title IX prohibit not only sex discrimination itself, but also retaliation against those who complain about sex discrimination? Would it exceed the statute's authority to rule that Title IX encompasses retaliatory employment actions within its contours?

At least two federal appellate courts and several federal district courts have held that Title IX can and does proscribe retaliation within its terms. Moreover, the Supreme Court has ruled before that implied bans on retaliation exist even when they are not specifically included in the text of federal statutes. As a result, nearly every federal anti-discrimination statute other than Title IX either explicitly bans retaliation within its text, or has been interpreted by the courts as prohibiting it. As to Title IX, the question lingers; the Supreme Court must decide if it will add this law to the panoply of those that make the act of retaliating against a whistle-blower illegal.

Since there is a split in the circuit courts on the issue, there is a good chance the Supreme Court will take the case. I'll be tracking the story for you -- please stay tuned. (Reprinted from "The School Law Bulletin," Dec. 2003)

2004 NFHS Sports Rules Changes

■ **GYMNASTICS:** The National Federation of State High School Associations (NFHS) Girls' Gymnastics Rules Committee changed the vaulting table recommendation it made in 2002 to a requirement for the 2005-06 high school girls' gymnastics season. Beginning with the school year 2005-2006, a gymnastics VAULTING TABLE must be provided for all competitions. The height must be 45 1/4 -49 1/4 inches measured from the floor to the center top of the table. The VAULTING HORSE will no longer be legal equipment in gymnastics competition after the year 2004-2005.

The committee made several additional changes, including changes to sections of Rule 5 regarding coaches' inquiries. Rule 5-1-4 was changed so that inquiries can only be submitted within five minutes after all scores for that team are recorded for an individual event. This change provides for better time management than the previous rule, which allowed inquiries until five minutes after all scores were recorded for the event.

Rule 5-1-5 was changed to allow coaches the ability to check the completed judges' score summary sheets without a deduction. This change provides coaches with more information than merely the tally sheet, while allowing judges to retain the shorthand notes section of the scoresheet.

■ **SOCCER:** The National Federation of State High School Associations (NFHS) Soccer Rules Committee adopted several rules changes which will be in effect for the 2004 season. The most important change made was a clarification from the 2003 rules meeting regarding goal post padding. "Last year, we permitted goal post padding for the first time," said Tim Flannery, NFHS assistant director and liaison to the NFHS Soccer Rules Committee. "This year, we clarified that rule by adding the specifications for the padding." That clarification is of Rule 1-4-1, and states that the padding must be commercially manufactured and properly secured. In addition, it will have to be white, with a maximum thickness of one inch and a minimum height of 72 inches. No markings other than a single manufacturer's identification or logo may appear on the goal post padding. Since presently there is no clarification of the goal post padding rule, this addition will be a factor in risk minimization.

Another major rule change involved Rule 4-1-1, which was changed to include that shinguards must be age- and size-appropriate. Previously, the rule only required that they be age-appropriate.

The committee also adopted several rules changes pertaining to substitutions. A line in Rule 3-3-1(d)2 was changed to allow a team to make a replacement for an injured player whether that player was specifically attended to on the field or after he or she was helped off the field. Since there are often minor injuries in which play is stopped and the player seeks to leave without needing to be attended to on the field (as in a bleeding situation), this proposal would allow the coach to replace the injured player or opt to play short. Furthermore, an addition to Rule 3-3-3 states that the team not in possession of the ball may substitute an unlimited number of players on a corner kick if the team in possession of the ball is also substituting [provided the substitutions have checked in per 3-4-1(d)]. This addition will increase both effective playing time and participation because currently there is not a good reason for disallowing substitutions for the defenders of a corner kick in which the kicking team has already chosen to substitute. This rule change will help avoid repetitive, unnecessary substitution stoppages.

■ **FIELD HOCKEY:** National Federation of State High School Associations (NFHS) Field Hockey Rules Committee adopted a change in Rule 10-1-2 in order to clarify player positioning on penalty corners. The new rule states that, during contact, all attackers except the player taking the penalty corner should be on the field with sticks, hands and feet not touching the ground inside the circle. Further, the committee mandated that there should be a maximum of five defenders, including the goalkeeper, behind the back-line with their sticks, hands and feet not touching the ground inside the circle.

Additional rules changes in each of the above sports can be found on the National Federation website (www.nfhs.org).

... more ciac news

OBESITY, continued from page 14

K-12. Colorado and South Dakota don't require it in any grade.

Second, elitism in youth sports is reducing exercise among kids. Young children can easily find sports programs like Little League, but as they grow older, the opportunities narrow to the top athletes.

One solution is simply to create teams for all skill levels. "In most European countries, there is a sports club for everyone," said sports industry consultant Ken Reed. "If you are a premier athlete, there is a team for you. If you are an athletically challenged kid, but still love the game, there is also a team for you." (Source: Pursuing Victory with Honor e-newsletter, February 2004)

OBESITY BREEDS SOCIAL/EMOTIONAL PROBLEMS

Many overweight kids are bringing social and emotional problems -- as well as potential health problems -- to school with them. "On the first day of school, two of my extremely overweight boys couldn't squeeze into their desks," a fourth-grade teacher in Vermont told me. She arranged to have larger desks brought from a middle school, but the damage had been done. "The embarrassment for these children has endured," she says, noting that, despite her best efforts to prevent crude remarks, some students persistently call the boys "chubby" or "fatboy." Such firsthand accounts are supported by a study by Richard Strauss of the Robert Wood Johnson School of Medicine. By the time obese children are 13 or 14 years of age, Strauss reported in *Pediatrics*, their self-esteem is significantly lower than that of normal-weight children. According to Strauss, kids' low self-esteem often shows up as constant sadness, loneliness, and nervousness and in destructive behaviors such as smoking and using alcohol. A study by researchers at Duke University's medical school also shows a link between chronic childhood obesity and psychiatric disorders. Following an eight-year review of nearly 1,000 children, researchers reported that the obese teens in the study were 2.5 times more likely than the non-obese teens to meet diagnostic criteria for oppositional defiant disorder, depression,

anxiety, attention-deficit/hyperactivity disorder, and various phobias.

FAST FOOD A CULPRIT IN OBESITY EPIDEMIC

A new study by Children's Hospital Boston showed that nearly one-third of U.S. children aged 4 to 19 eat fast food daily, which likely packs on about 6 extra pounds per child per year. Furthermore, fast-food consumption among children has increased fivefold since 1970. The study included 6,212 youngsters representing all regions of the country and different socioeconomic levels. The highest levels of fast-food consumption were found in youngsters with higher household income levels, boys, older children, blacks, and children living in the south. The lowest levels were found in children living in the West, rural areas, Hispanics, and those aged 4 to 8. The study appeared in the January issue of *Pediatrics*.

NEW REGION 15 PHYS ED PROGRAM FOCUSES ON LONG-TERM HEALTH

Regional School District #15 (Southbury/Middlebury) is addressing the nation's obesity crisis head-on. As part of a new physical education curriculum in the region, students will have to look up the calorie content of certain foods and then calculate what it would take to burn them off. Then they'll have to go do that exercise and burn off those calories during gym class. The goal of the new curriculum is to inspire students to form healthy routines that will stay with them throughout their lives. Instead of having units broken down into different sports, the curriculum will teach subjects like muscular development, circulatory fitness, management and prevention of injuries, weight management and flexibility. In the end, physical education will focus less on teaching skills for different games and sports and more on encouraging healthy lifestyles. Says Region 15 Athletic Director Joe Velardi, "We want students to see how exercise and healthy living can fit into their daily routines and, hopefully, they will start applying that outside of school."

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 ★