



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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CAS EXTRA CREDIT UPDATE

Schools can now benefit when supporters buy and sell a house through the CAS Extra Credit Partnership program. Schools can earn up to \$2,000 - at no extra cost. To be eligible to earn a contribution for schools, participants must register with Tri-cordia Move before contacting a real estate agent. To register and for more information, go to the CAS Extra Credit Partnership web site at www.casciac.org.

CAS Extra Credit Partnership introduces the "Leader's Circle," a complete system that helps you build, manage and monitor your network of supporters who will generate funds for your school. Use the Leader's Circle to make the enrollment process fast, easy, efficient and tracked. For more information, email Dennis Carrithers at dcarrithers@casciac.org.

Enroll your school and register supporters who can start generating funds to help your school, everyday...all year long, at no extra cost or effort. Even while school is out for the summer, your supporters continue to shop and contribute to your school. Begin this spring and plan for an energetic campaign to have ready when school starts in the fall.

2003 FLANAGAN AWARDS ANNOUNCED

Janet Garagliano, chair of the Student Activities Board of Control (SABC), has announced on behalf of CAS and Big Y World Class Markets the recipients of the **2003 Thomas R. Flanagan Memorial Grants**. The following seven outstanding student activities programs have been selected for awards from the thirty-seven applications received from elementary, middle and high schools across the state.

- **Hamden High School** - *The Mentor Program* at Hamden High School involves approximately 100 juniors and seniors nominated by the school's four house leadership teams and trained to serve as mentors to over 650 freshmen and other students new to the school. The program focuses on the transitional issues that interfere with personal and academic achievement. It is in its first year.

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2003 GOLD KEY AWARD WINNERS

From left: Mike Savage, executive director of CAS-CIAC; Don Hoenig, auto race track owner/golfer; Rico Brogna, major league first baseman; and Jim Calhoun UConn men's basketball coach

In the presence of ninety of his friends, colleagues, and family members, Mike Savage was presented with the prestigious Gold Key Award at the Connecticut Sports Writers Alliance annual banquet on April 27th. In front of a crowd of over 400 people, Mike delivered a heartfelt and inspiring acceptance speech. In his usual self-effacing manner, Mike gave credit for his accomplishments to the many outstanding professionals with whom he has worked throughout his distinguished career. . .

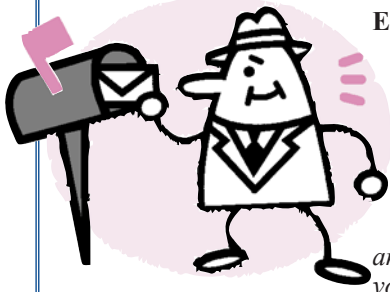
"I accept this award knowing full well that it is an acknowledgment of the dedication, hard work and successes of the leaders of the Connecticut Interscholastic Athletic Conference for over 80+ years. Like any organization its success results only from the great leadership it has had over the years and in our case we have been blessed with exceptionally talented leaders. . . people who have tirelessly worked to serve the best interests of some 90,000 Connecticut athletes each year. . . people who have dedicated their time and

efforts to maintaining the guiding principals of the CIAC. . . people who have fought in the courts, in the halls of the legislature, and with individuals of power and rank to promote an intelligent recognition of the proper place of interscholastic athletics in our high schools in Connecticut. And they have done so without fanfare or notoriety. Ladies and gentlemen, I have been blessed with the opportunity to work with the best and brightest educators in the state. These people don't get to serve in our leadership roles unless they have proven to their colleagues that they are highly principled individuals with strong leadership skills. I have a job which offers, on a daily basis, the opportunity to work with dedicated professionals who wish to champion only what is good, what is important, and what will have an ever lasting impact on the youth of this state."

Many thanks to the loyal friends and colleagues who took time out of their busy schedules to join us in honoring Mike on this important occasion.

LEGAL MAILBAG

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



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

Q. Dear Mailbag: I have always appreciated the discretion we principals have in suspending students. We round up the usual suspects, tell them what they're accused of, give them a chance to respond, and then suspend them for up to ten days. Recently, however, several affluent parents have demanded that their little darlings be represented by counsel in the pre-suspension hearing. I don't have a lot of experience with lawyers, but what little I have had has been bad. Can I tell these parents that suspensions are frontier justice, i.e. no lawyers?
- *Just Him and Me*

A. Dear Just: Your grammar notwithstanding, you are right. When the United States Supreme Court decided in 1975 that students have due process rights before they can be excluded from school, it stated that due process in a suspension hearing does not include the right to be represented by counsel. You can conduct suspension hearings with the student directly and you need not wait for F. Lee Bailey to arrive.

Q. Dear Mailbag: The Board slashed the budget for my school next year, and we are seeking to supplement our allocation. My assistant had an idea that would really bring in the bucks, but I am not so sure it will work. He wants to install pay toilets and have students pay either 10¢ per visit or a \$25 annual "comfort" fee. We already understand that we can't change the faculty bathrooms because of past practice, but the student bathrooms could be a goldmine. What is your recommendation for this creative, albeit unorthodox revenue measure?
- *Desperately in Need*

A. Dear Desperately: Desperate times call for desperate measures, but here your assistant has gotten carried away. Concepts of activity fees are evolving, and many school districts are turning to such fees to supplement meager increases in their budgets. It is necessary, however, to distinguish between the basic right to education (including transportation and, yes, toilet facilities) and supplementary activities. While school districts may require payment of an activity fee for participation in extracurricular activities, the state constitutional right to an education prohibits districts from imposing fees or other conditions on the basic right to an education.

Q. Dear Legal Mailbag: This month, we celebrated Earth Day, complete with an assembly. It was really cute how four of the students dressed up like Druids and lit a ceremonial campfire to honor the Earth Goddess Gaia, complete with incantations. I have already made my peace with the Fire Marshall, but now a local preacher is complaining that we are initiating students into pagan rites. We just wanted to spice up the typical "Oh Be Environmentally Conscious and Save the Earth," blah, blah, blah. Can I tell him to go to hell?
- *A Creative Soul*

A. Creative: You should tone it down, starting with your interaction with the local clergy person. A strategic retreat is advisable here, because your "ceremony" could well have crossed the line. In Bedford, New York a few years ago, some parents brought suit in part to challenge an Earth Day celebration. They claimed that the assembly was a religious observance honoring the Goddess Gaia, but the appeals court disagreed. You, however, have the added problem of "Druids" offering up fire and prayer. When I peer into the flames, I see a less theatrical production in your future (or litigation).

■ Mike Savage was honored with a "Distinguished Service Award" at the CAPSS Annual Meeting & Spring Conference held on April 25th at the Mystic Hilton. The award is given annually to an individual outside of the CAPSS membership who has served his/her community or state in exemplary fashion. In his acceptance speech, Mike thanked the superintendents for their long-standing support of CAS' work. "This honor comes as a result of the tremendously strong relationship that has evolved between CAPSS and CAS over many years," said Mike. "This relationship has developed through the direct efforts and leadership of Nick D'Agistino, our great American, the strong and respected counselor Frank Yulo, and now the up and coming David Larson as well as the many boards of directors who have provided CAS/CIAC with the guidance and support it needed in order to grow and accomplish its important work."

■ Last month, Governor Rowland announced that the state of Connecticut will receive \$1.1 million as part of a settlement reached with the Dominion Virginia Power Co. under the national Clean Air Act. In 1999, Connecticut, New Jersey and New York sued Dominion for emitting harmful air quality pollutants. Although the company's plants were operating in Virginia and West Virginia, unhealthy emissions were finding their way to our state. As part of the settlement, the largest ever under the national law, Dominion has agreed to update its pollution control equipment and pay \$5.3 million in federal penalties and \$14 million for various states' environmental projects. Connecticut's share will be used to retrofit hundreds of the state's school buses with pollution control equipment. Officials say that there are 6,000 school buses in the state. Plans are to use the money in urban areas first.

■ "Radio Daze," a recent report by the Center on Alcohol Marketing and Youth at Georgetown University, found that in 2001 and 2002, young people aged 12 to 20 were exposed to 8% more beer advertising, 12% more advertising for "malternative" beverages – such as Mike's Hard Lemonade and Smirnoff Ice – and 14% more advertising for hard liquor than adults. Wine advertisers, however, exposed youth to significantly less radio advertising than adults, showing that advertisers can target an adult audience without overexposing youths. In response to the study, Senator Christopher Dodd said, "These new findings. . . tell me that the industry advertisers need to do more to prevent the marketing of alcohol products to children. We intend to hold advertisers accountable." Senator Dodd has indicated that he might hold a hearing on this issue.



Three of CAS' 2002 Distinguished Administrators were honored at a reception at Central Connecticut State University on Monday, April 28th. Pictured above are Paul Cavaliere, Jr. (l), principal of Sage Park Middle School in Windsor and 2002 Middle School Principal of the Year; Karen Smith (center), principal of Derynoski Elementary School in Southington and 2002 National Distinguished Principal; and Rochelle Schwartz (r), principal of Northeast Middle School in Bristol and 2002 Middle School Assistant Principal of the Year. All three are graduates of the CCSU Department of Educational Leadership.

Parents who want information on how public schools are run, funded and measured can turn to a new guide. The Connecticut Policy and Economic Council and the Connecticut Association of Boards of Education worked together to publish "Our Children, Our Schools: A Family Resource Guide to Connecticut's Public Schools." The guide contains information on a variety of topics, including: why family involvement is important; the impact of early childhood experiences on students' success; measuring school quality; how schools are funded; the state's role in education; and ways for parents to be involved in their children's education. The guide blends practical information, such as questions to ask at a parent-teacher conference, with broader topics. To download a copy of the guide, visit www.schoolguide.org/pdf/cpec_schoolguide.pdf.

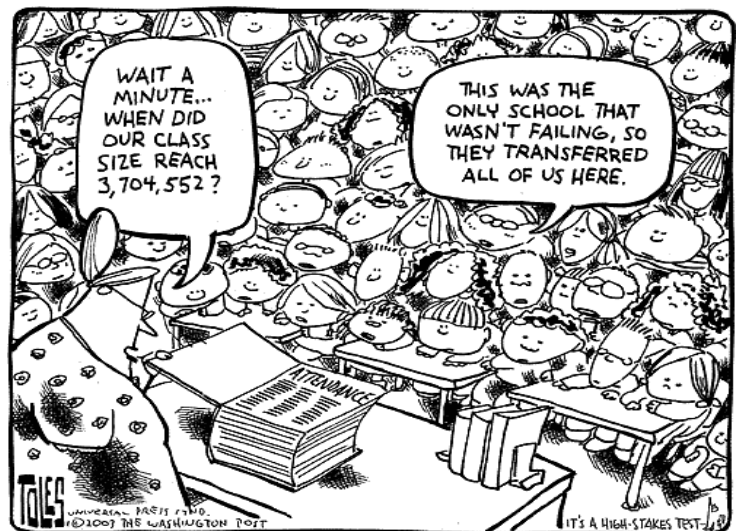
An alleged sexual assault of a student by a fellow student at a Connecticut elementary school last month has brought attention to the issue of juvenile sexual assault. According to Dr. John Leventhal, medical director of the child sexual abuse clinic at Yale-New Haven Hospital, one in five of all child sexual abuse victims are assaulted by juveniles. In Connecticut, 11% of the 315 arrests made in 2001 for forcible rape involved suspects under the age of 16. Furthermore, juveniles accounted for 123, or 16%, of the 756 arrests made in 2001 for various sex offenses such as forcible fondling. From 1998 to last year, the state's juvenile court system handled 1,009 sexual assault cases. The youngest offender was a 6-year-old boy, who was charged in 1999 with second-degree assault. According to a 2001 report by the U.S. Department of Justice, some children exhibit sexual aggression as young as 3 or 4 years old, but offenders typically exhibit such behavior between ages 6 and 9. Furthermore, victims of pre-adolescent offenders are usually girls ages 4 to 7 who are siblings or acquaintances of the attacker.

What does it cost school districts to replace teachers leaving the profession? A new study of teacher turnover in Texas estimates that once all the elements of wages, benefits, organizational costs related to termination, recruitment and hiring, substitute salaries, learning curve loss, and training are added up, it costs \$56,115 to replace a teacher who leaves the system. For more information, visit www.ascd.org/publications/researchbrief/volume1/v1n8.html.

A new position statement from the National Center for Fair & Open Testing (FairTest) claims that the *No Child Left Behind Act* will exacerbate, not solve, the real problems that cause many children to be left behind. FairTest cites unrealistic demands, punitive sanctions, inadequate funding, and an over reliance on standardized tests. FairTest calls for a reduction in the amount of required testing and the removal of "draconian penalties." FairTest also suggests the implementation of accountability systems that emphasize local, classroom-based student assessment information combined with limited standardized testing and a greater emphasis on building stronger relationships between schools and their communities. (www.fairtest.org/nattest/NCLB_Position_Statement.html)

The U.S. Department of Education has created a website that lists virtually all programs and competitions under which it has invited or expects to invite applications for new awards for FY 2003. The site also provides actual or estimated deadline dates for the transmittal of applications under these programs. The lists are in the form of charts -- organized according to the department's principal program offices -- and include programs and competitions the Department has previously announced, as well as those it plans to announce at a later date. Note: This document is advisory only and is not an official application notice of the department of education. Visit <http://www.ed.gov/offices/OCFO/grants/forecast.html>.

According to a little known report released last month, the most under-represented group of Americans at the nation's top colleges and universities is not blacks or Hispanics, but students from low-income families. Only 3% of the freshmen at the 146 most selective colleges and universities come from families in the bottom quarter of Americans ranked by income. About 12% of the students on these campuses are black or Hispanic. "There is even less socioeconomic diversity than racial diversity at the most selective colleges," said Anthony P. Carnevale, vice president of the Educational Testing Service and a co-author of the study.



■ Charter schools, regarded by hundreds of thousands of families as an alternative to low-performing public schools, rely heavily on young, inexperienced, uncredentialed teachers and often do not have the resources to provide the instructional help that many of their students need, a new study has found. The study, which was conducted by researchers at the University of California and Stanford University and draws on a national survey of charter school educators, suggests that some charter schools, particularly those serving low-income and minority students, may be replicating problems of the public schools they were intended to replace. "Unless government can equalize the resources available to charter schools, we may deepen the inequalities that advocates claim these schools would eliminate or reduce," said study leader, Bruce Fuller. Professor Fuller's earlier research on charter schools raised questions about whether charter schools improve achievement for low-income students. "Without attention to these inequities," Professor Fuller said, "charter schools could be another failed reform for working-class and low-income families."

Are vouchers working?

Two recent reports cast new doubts on whether school vouchers improve the academic performance of students.

■ Students in Cleveland public schools posted slightly larger academic gains than their peers attending private schools using a controversial voucher program, according to a new study. The state-commissioned study, which followed students from first grade through third grade, found that public school students started out far behind voucher students in reading and math, but eventually caught and surpassed them. Education researchers and public policy makers still are sure to discuss and dissect the report because it is the longest-running evaluation of a publicly funded voucher program in the United States. The Cleveland program gives more than 5,000 students up to \$2,250 a year toward tuition.

■ A report released last month suggests that school vouchers are not helping to improve the academic performance of students from low-income households. The new study, by Princeton University economists Alan Krueger and Pei Zhu, challenges the results of influential earlier research on a New York City school voucher program. The Princeton study found no significant increase in the math and reading scores of black students who took advantage of scholarships worth up to \$1,400 a year to attend private and religious schools. The new study contradicts a report released last year by researchers from Harvard University and Mathematica Policy Research, Inc. That report said that black students in NYC who attended private schools scored, on average, 5.5 percentile points higher than their public school counterparts.

■ Two recent studies provide evidence that high-stakes tests have brought about a modest amount of academic progress, especially for minority students. A study published this month in the *Educational Evaluation and Policy Analysis* journal, examined whether states that administer tests that have serious consequences – such as "exit exams" – did better on a nationwide math assessment than their counterparts bearing none at all. While there seemed to be little or no difference in the performance of white students, the study found that the more consequences a state imposed, the better its minority students typically did. In fact, for every additional layer of sanction or reward placed on schools, teachers and children, about 3.5% more black students and 3% to 4% more Latinos grasped the basics of 8th-grade math. No less importantly, the study found that do-or-die exams did not lead to more drop-outs. Still, there is no evidence that they improved graduation rates. Another study, conducted by researchers at the Hoover Institute at Stanford, found that national math scores between 1996 and 2000 rose an average of seven-tenths of 1% in states with no consequences, 1.2% in states that simply published the results in the newspaper and 1.6% in those that either rewarded success or penalized failure. "If I were gambling on whether to put in a high-stakes system or not, I would put one in," said Martin Carnoy, the Stanford University professor who co-wrote one of the studies. "There's some probability that I would be wrong. But if I were to put my money on something right now, I would try this."

■ More than 30 Federal agencies formed a working group in 1997 to make hundreds of federally supported teaching and learning resources easier to find. The result of that work is the FREE website at <http://www.ed.gov/free/>.

■ Fourth-graders in the United States score better in reading than many of their peers around the world, but the nation's poor and minority students still lag behind other U.S. learners, a new international study shows. Students in U.S. public schools outperformed those in 23 of 34 other countries in the project, known as the *Progress in International Reading Literacy Study of 2001*. Those countries ranged from top scorers, including Sweden and England, to such lower performers as Iran and Kuwait. Among the highlights: (1) 65 percent of U.S. students received more than six hours of reading instruction a week, compared with the international average of 28 percent. Almost all U.S. students attended schools that emphasized reading, while 78 percent of students internationally did; (2) Girls scored higher than boys in reading in all the countries; (3) Within the United States, white and Asian students led blacks and Hispanics. Each U.S. racial and ethnic group scored above the international average except blacks; (4) U.S. students in private schools scored significantly higher than those in public schools. Also U.S. students in high-poverty schools scored lower than their counterparts in low-poverty schools. <http://www.washingtonpost.com/wp-dyn/articles/A60076-2003Apr8.html>

Hiring a new teacher?

New research on beginning teachers, conducted by Harvard University's Graduate School of Education, shows that more than a third are hired after the school year starts and that most are jumping into jobs where they are expected to shoulder the same responsibilities as their more experienced colleagues. The findings of the *Project on the Next Generation of Teachers* suggest that teachers are hired hastily, and that the process typically relies heavily on reviews of the new hires' paper credentials, rather than on extended interactions with the school community or on any demonstrations of teachers' abilities.

Other findings include:

- While principals interviewed 88 percent of the newcomers, only half the teachers got an opportunity to interview with teachers at the school.
- Only 7.5 percent of the teachers were observed teaching a sample lesson as part of the hiring process; 35 percent got a chance to observe classes.
- 43 percent of new teachers said no mentors or more experienced colleagues observed them in the classroom the entire first year.
- More than half—56 percent—said they got no special help because they were new.
- Seventy-seven percent said that they shouldered the same academic and administrative responsibilities as those of veteran teachers.
- Contrary to the traditional image of new teachers as 22- or 23-year-olds fresh out of college, 46 percent of the teachers in the study sample had switched to teaching from other careers. The average age of the mid-career entrants was 38.

Coming at a time when many K-12 schools are facing teacher shortages, the project is poised to provide important clues on ways schools can keep their classes fully staffed. National estimates suggest that as many as 20 percent of teachers quit by the end of their third year of teaching. The study is available from the *Project on the Next Generation of Teachers* at the Harvard Graduate School of Education at http://www.gse.harvard.edu/~ngt/aera_conference.htm.

legal news & notes

■ The U.S. Department of Education has released a guidance on homeless students. The McKinney-Vento Homeless Assistance Act requires school districts to keep students in their school of origin, if at all possible, unless doing so is contrary to the wishes of the parents or guardians. The program was reauthorized under the *No Child Left Behind Act*. It addresses the problems that homeless children face in school, such as low enrollment, poor attendance and lack of academic success. Changes described under the guidance include: (1) School districts or schools cannot segregate homeless children in a separate school program within a school, based on homelessness alone; (2) Schools must immediately enroll homeless students even if the students are unable to produce the records normally required by non-homeless students for enrollment; (3) States and their school districts must ensure that homeless children are provided transportation -- at the request of parents or guardians -- to and from the school they attended prior to becoming homeless; and (4) School districts must designate a local liaison for homeless children and youths. To access the guidance, visit <http://www.ed.gov/PressReleases/04-2003/04082003.html>.

PROMOTING "KNOWLEDGE MANAGEMENT" IN SCHOOLS

In the new era of accountability in education, schools and colleges are not doing all that they can to use data and information for planning, operations, and management to yield more effective outcomes for students or institutions. A new report urges education leaders and school administrators to balance their investments in technology infrastructure with equally important efforts to integrate data and information into decision-making. The report notes that most educational institutions have some type of information system in place but fail to use and share data and information effectively because of any number of barriers, including, among others, (1) lack of staff, (2) lack of uniformity in data collection, and (3) distrust of data use. For knowledge management to flourish in education as it does in business, college leaders and school administrators must better understand and encourage those organizational environments, work practices, and infrastructures that maximize data and information use in decision-making and spread the word about the value of these approaches. "Knowledge Management in Education: Defining the Landscape," defines what effective knowledge management is, discusses where the knowledge management movement fits in the drive for greater accountability, and identifies the challenges facing many institutions and schools. To download the report, visit <http://www.iskme.com/monograph.html>

Since 1969, when the U.S. Supreme Court held in *Tinker v. Des Moines Independent Community School District* that high school students had a First Amendment right to wear black armbands to protest the war in Vietnam, none of the federal appellate courts had tackled the question of whether that decision also applies to elementary school students. Until now. Amanda Walker-Serrano, a third-grader at Lackawanna Trail Elementary School in Factoryville, Pa., filed suit against school officials claiming that they violated her First Amendment rights by prohibiting her from circulating a petition to her fellow students. The purpose of the petition was to oppose a school trip to the circus because of the mistreatment of circus animals.

Walker-Serrano's case, which was dismissed at the lower court level and then appealed to the 3rd U.S. Circuit Court of Appeals, raised the question of whether the 1969 decision in *Tinker* could be applied to the youngest students. The 3rd U.S. Circuit Court of Appeals, which upheld the lower court decision, ruled that while the *Tinker* test might be useful in the elementary school setting, it must be modified to allow school officials to exercise greater control over younger students.

"In essence, *Tinker* requires that schools have a legitimate educational or disciplinary justification for regulating student expression. That elementary schools require

a greater degree of control, or a different kind of control, over students might be accommodated within the *Tinker* analysis," wrote 3rd Circuit Judge Anthony J. Scirica. "That age is a crucial factor in this calculus does not necessarily mean that third graders do not have First Amendment rights under *Tinker*," added Scirica.

Scirica found that Walker-Serrano was never punished for collecting signatures on her petition, and that even if school officials had blocked her from continuing, they also "encouraged other expressions of Walker-Serrano's opposition to the circus" by allowing her to pass out coloring books and stickers that dealt with cruelty to animals at the circus to her fellow students.

As a result, Scirica found that any decision to stop her petition was "not based on animus to the position she expressed, but to the particular mode of expression in particular circumstances."

Walker-Serrano's lawyers argued that the petition did not cause disruption either on the playground or in the classroom.

But Scirica found that "a school must be able to regulate the times and circumstances a petition may be circulated in order to fulfill its custodial and pedagogical roles."

(Source: "Modified 'Tinker' Test Applied to Case Involving Grade School Students," By Shannon P. Duffy, The Legal Intelligencer, 04-16-2003)

Grant-Writing Resources Available

Districts can always use grant funds, but securing those funds can often be time-consuming and taxing. There are a number of resources available to make the grant-writing process easier.

- "Basic Elements of Grant Writing": Successful grant writing involves the coordination of several activities, including planning, searching for data and resources, writing and packaging a proposal, submitting a proposal to a funder, and follow-up. Visit www.cpb.org/grants/grantwriting.html for an easy guide to these basic elements of grant writing.
- "The Numbers Side of Grant Writing": During these tough economic times, learn how to secure funds by showing a grantor that you can properly handle and control costs while delivering the promised services. <http://www.pnnonline.org/article.php?sid=555>
- "School Grants": A collection of resources and tips to help K-12 educators apply for and obtain special grants for a variety of projects. <http://www.schoolgrants.org>
- "Philanthropy News Digest-K-12 Funding Opportunities": K-12 Funding opportunities with links to grantseeking for teachers, learning technology, and more. <http://fdncenter.org/funders/>
- "eSchool News School Funding Center": Information on up-to-the-minute grant programs, funding sources, and technology funding. <http://www.eschoolnews.com/resources/funding/>

The Ten Most Common Lunchroom Supervision Mistakes

10. Eating your own lunch shortly before or shortly after supervising the student lunch.
9. Sitting in nacho cheese.
8. Walking around the lunchroom with a napkin stuck to your shoe.
7. Sarcastically asking a group of students, "Gee, do you think you could make a bigger mess?"
6. Forgetting to wear earplugs.
5. Forgetting to wear a rain poncho.
4. Noticing what students are eating.
3. Noticing how students are eating.
2. Telling a student to "throw" away his trash.
1. Saying "yes" when a student asks if you like "see-food."

8TH ANNUAL ARTS BANQUET FEATURES ACTOR

ERIQ LA SALLE

Robert F. Carroll, Asst. Executive Director

The 8th Annual Connecticut High School Outstanding Arts Awards Banquet was held on April 2nd at the Aqua Turf Club in Southington. Nearly 1200 people filled the Aqua Turf ballroom to fete 225 outstanding artists from high schools across the state. Sponsored annually by Westfield Shoppingtowns, the program provides an opportunity to celebrate the arts and to publicly recognize the many talented young artists in Connecticut.

A highlight of the evening was the awarding of the Bruce Eagleson Memorial Scholarship. The award is named after Bruce Eagleson, a former executive for Westfield Shoppingtowns who spearheaded Westfield's involvement in the CAS arts awards program. Bruce died in the Sept. 11, 2001 terrorist attack on New York City. Westfield sponsors the award in his honor. The award this year went to Jennifer Kalisz, a senior from Bristol Central High School. She was one of 200 nominees for the top CAS award.

Westfield's chief operating officer, John Schroder, who met Kalisz for the first time that evening, thought so highly of her after seeing her work and learning of her life that he personally doubled the amount of her scholarship, awarding her \$10,000 rather than \$5,000. But his magnanimity did not end there. His impromptu gesture was followed by an announcement that, next year, the scholarship would be expanded to include two runners-up, each of whom would receive \$5,000. Beginning next year, Westfield will provide a total of \$20,000 in scholarships!

A second highlight of the evening was the presentation of the Celebrity Arts Award. This is an award given to a Connecticut native who has made a significant contribution to the field of the arts worldwide. It was presented for the first time ever to the Hartford native, actor Eriq La Salle. La Salle played Dr. Benton on the highly acclaimed TV drama ER, the #1 rated show on television for nine years. La Salle still has family here in Hartford and they were all at the Aqua Turf to see him receive the special award. Eriq recently moved from in front of the camera to make the feature film "Crazy as Hell."

La Salle is now an established director, producer and writer as well as a star. He has his own production company in Beverly Hills called Humble Journey Films. The logo for his studio shows a little boy facing mountains. La Salle says he chose the name because "no matter how successful you think you are, there are always more mountains you can climb." La Salle always wants to stay in touch with the lit-



Actor Eriq La Salle receives the 2003 Celebrity Arts Award from Associate Commissioner Betty Sternberg

tle boy in the logo because, "that little boy used to dream of telling stories, used to dream of being an actor, and used to dream of growing up and moving mountains." La Salle studied for two years at The Julliard School, New York's prestigious arts academy, before going on to receive a Bachelor of Fine Arts at New York University.

La Salle was introduced to his Connecticut audience by Denise Malnati, Chair of the CAS Arts Committee and teacher from South Windsor High School. After receiving his award from Associate Commissioner of Education, Dr. Betty Sternberg, he addressed the student awardees.

He gave one of the most inspirational talks ever given by a CAS keynote speaker. He concluded his remarks to the students by telling them, "To our future - our hopes and dreams rests upon your wings - Fly !!!"

Many thanks to Westfield Shoppingtowns for its generosity in sponsoring this program since its inception in 1994.



John C. Schroder, Chief Operating Officer
Westfield Corp.

Flanagan, continued from page 1

• **Holy Cross High School - Halloween Happening '03** aims to replicate the success achieved last year in creating a safe and fun place for neighborhood children and their parents to celebrate Halloween. Over 280 students from 30 co-curricular clubs and several athletic teams worked cooperatively to host over 400 children ages 1 to 10 from Waterbury's Town Plot neighborhood.

• **Northwestern Regional High School - Helping Others Promote Equality or H.O.P.E.** is Northwestern's Diversity Club. It meets weekly during the lunch waves and provides a forum for students to voice their concerns and seek solutions to the problems of prejudice and harassment. The club also sponsors a number of events each year including dinners to highlight various ethnic traditions, a celebration of the major religious holiday customs, and a candlelight vigil after September 11th.

• **Avon Middle School** - The Peer Support Group consists of middle school students both with and without disabilities. The group meets on a regular basis to provide social opportunities for all of the students. Activities designed to foster inclusiveness have included dances, sledding, bowling, Project Adventure, and overnight camp outs.

• **Windsor Locks Middle School** - Student Council members will research, plan, design, and build a creative *Interactive Playground* with activities for all ages. This playground will be an integral part of a school-wide Medieval Faire upcoming in May.

• **Griswold Elementary School, Kensington** - In an attempt to connect more children to outstanding children's literature and "turn reading into a companionable activity", Griswold Elementary will form a *Newbery Club*. This will be open to fourth and fifth graders who are interested in reading Newbery Award/Honor books for discussion and exploration.

• **Alcott Elementary School, Wolcott** - Eighty students, ages 5 to 7 years old, will be participating in *Second Step Violence Prevention*, a program that teaches specific pro-social behaviors such as problem solving, compromising, and conflict resolution. Coping techniques are introduced in a lesson and then reinforced throughout the school day.

The awardees will be recognized at a reception at the CAS Conference Center on May 13, 2003.

Educators Must Be Advocates

By Earle G. Bidwell, Assistant Executive Director

At a time when middle level education is under scrutiny and is facing challenges from shrinking budgets and federal legislation, it is imperative that teachers and administrators educate their various constituents and publicize the successes of proven middle level best practices. While most educators probably agree with this statement, few can afford the time to devote to promoting their programs. While acknowledging that the job of teacher and administrator is increasingly demanding, the writer maintains that advocacy is of critical importance and that every educator must make it a priority. Considering the fact that the degree of success in the classroom and the school is significantly affected by outside influences (parents, finance boards, local, state and national media and legislation just to name a few), it is incumbent on all of us to promote educators as "experts on schooling," to inform the public about what works and what doesn't, and to enlist the help and support of parents and community for the important work of teaching and learning.

Reflecting on the challenge of being a teacher or administrator in a middle school today, one can readily develop a pretty comprehensive list of things that affect the day-to-day business of schooling. A short list would include, but certainly not be limited to, school safety, No Child Left Behind Legislation, shrinking budgets, teacher certification, grade alignment, curriculum and instruction.

Think about school safety. The number one concern of parents is certainly the safety of their children. Criticism of middle schools, especially by parents, often revolves around safety issues. "My son is the victim of bullying" or "my daughter encounters bad language and harassment on the bus," are just two of many common complaints that take an enormous amount of administrative time. Many administrators report that the majority of their time is spent on safety and not educational issues. In order for this to change, efforts need to be made to inform the public about school safety. Being proactive by letting parents know the type of training that teachers and administrators have such as anti-sexual harassment instruction, anti-bullying education, training in dealing with blood born pathogens, counseling, first aid and CPR, bomb threats, fire and weather emergencies and drug / alcohol education can go a long way towards establishing educators as the professionals they truly are when it comes to the safety of children.

No Child Left Behind legislation is a daunting document for educators, yet even more so for non-educators. The media tends to focus on just a couple of areas of the legislation, namely accountability of teachers and schools, and choices for parents. Little is said or written about instructional time lost due to overzealous testing, support for national programs of questionable value, or the absence of standards for the delivery of instruction in teacher accountability. Furthermore, little attention is given to helping failing schools improve; rather the emphasis is on parents' rights to remove their children to better performing schools. The fact that this practice will lead to an even greater disparity between the privileged and the under-privileged is lost on most news media.

The growing teacher shortage is being exacerbated at the middle level by current certification regulations. There is little incentive for prospective teachers to consider the middle level when broader certifications allow them to work in the middle level with little or no understanding of early adolescent children or proven middle level best

practices. Middle level administrators are spending an increasing amount of their time and energies in securing and training teachers in middle level practices. The public needs to be educated to this looming crisis and grassroots support for change needs to be generated.

School and municipal budgets are among the few places in government where average citizens feel empowered to exercise their rights. These are also the areas that arguably have the greatest impact on educators' abilities to be effective. Class size, the number and quality of exploratory programs, in school and after school activities, materials and equipment, as well as common planning time and team activities are all subject to the public's understanding and support for school budgets. Much of the information on which taxpayers base decisions comes from non-educators such as taxpayers groups, local newspaper reporters and op-ed articles (few written by educators). It is essential that educators be proactive in letting the public know the consequences of shortsighted budget decisions.

After many years of increase in the number of communities embracing the middle school movement, there are several that are exploring the possibility of returning to the k-8 model. While there is no one superior grade configuration, (there are 14 different ones that include middle grades in Connecticut) several of the school systems considering change are doing so for other than educational reasons. The CAS position has been that a variety of different grade configurations can work, yet some are inherently more difficult or more costly to administer than others. Educators need to take a leadership role in the communities that are considering change in grade alignment to ensure that the middle school concept is viable in the proposed grade configuration under consideration.

Perhaps the most misunderstood and clearly the most important area of advocacy should be in educating the public to middle school best practices. Unfortunately it is often a well-kept secret that the middle school concept works! The research and literature fully support the philosophy, goals, objectives and delivery systems proposed in such publications as "Turning Points 2002" and "This We Believe and Now We Must Act." It is paramount that middle level educators take every opportunity to share these successes with parents and community members. Without this knowledge, it is all too easy for these groups to undervalue the necessity of maintaining the middle school model.

In all of these areas, middle schools will be influenced by outside entities and the public will get information. If educators do not supply the information, others will fill the vacuum. One needs only to read the editorial columns of the nation's newspapers. It seem that there is an editorial about failing schools in every newspaper, every week. What's more, in the absence of hard data, people will resort to their own memories. Virtually every citizen went to seventh grade and while experiences were mixed, it seems that all have an opinion of what schooling should look like based on what it was like when they attended.

With the current economy and political climate, promoting middle level education, establishing oneself as a recognized educational expert in the community and gaining support for team and school-wide initiatives is the job of every educator and will pay dividends both in time saved and in support for schools, teachers and programs.

Attention middle level educators!

Don't miss an opportunity to publish articles about your successes in "Impact," *Connecticut's Journal for Middle Level Educators*.

For deadlines and information, contact Earle Bidwell at ebidwell@casciac.org or (203)250-1111, ext. 3023

Attention NMSA Members . . .

There is still time to cast your ballot for East Region Trustee!

Ballots can be found in the April issue of "Middle Ground"

No Child Left Behind and the Blueberries

By Ralph White, Assistant Principal, Parish Hill Middle/ Senior High School

I confess that I am not a fan of the "No Child Left Behind" legislation. My skepticism is increased when I read how often the Bush Administration has chosen to spend much less than the total amount authorized by the legislature to carry out various programs. I was surprised to read, in the March issue of the Connecticut Association of Schools Bulletin (available at www.casctiac.org), Earle Bidwell's open letter to President Bush praising his support for "No Child Left Behind" (NCLB). However, since I know and respect Earle, I decided to think again about how NCLB can impact our educational system.

Mr. Bidwell praises NCLB for adopting the premise that "all children can learn". Through research we have discovered an increasing amount about how children learn. Consequently, we can point to the increase in our ability to create steadily improving conditions for facilitating this learning. Although this sentence may seem unnecessarily convoluted, this increase in our knowledge about how children learn results in an increase in the complexity of what we define as good teaching. We know that a teacher can not present information to all students in the same way and expect the same success.

In the same March issue of the CAS Bulletin is a story by Jamie Robert Vollmer about the difference between making premium blueberry ice cream and teaching children. Mr. Vollmer controlled his manufacturing process to select only the finest blueberries and guaranteed the production of only the finest product. A teacher responded. "'That's right!' she barked, 'and we can never send back our blueberries. We take them big, small, rich, poor, gifted, exceptional, abused, frightened, confident, homeless, rude and brilliant. We take them with ADHD, junior rheumatoid arthritis, and English as their second language. We take them all! Every one! And that, Mr. Vollmer, is why it's not a business. It's school!'" After recording his growing understanding that education is not like manufacturing, Mr. Vollmer maintains, "None of this negates the need for change."

This is where these two articles from the CAS Bulletin intersect. All children can learn and there is a need for change. The manufacturing model for education is no longer viable. Assembling large groups of children in one room and teaching them all the same way is no longer a viable approach. All that we have learned about how children learn tells how differently individual children learn. We need a model where children can be taught in individual ways and allowed to express their understanding in individual ways. This new model goes beyond the learning process itself to embrace a new model of classroom management that will allow children to learn in a variety of ways at the same time in one classroom and will allow the teacher to facilitate these ways without having some students spin off into their own off-task agendas.

This does not lead to the conclusion that anything goes. The conservative thinkers behind NCLB have a legitimate concern. Educators should be held accountable. However, requiring that every child attain a high level of learning and express that accomplishment in exactly the same way on a shared date is imposing the outdated and ineffective manufacturing process back onto the education process. This makes no more sense than teaching every

child in exactly the same way at the same time regardless of that child's particular strengths and learning style. Research can not support that juxtaposition.

Rather than condemn teachers for their failure to raise every child to a mastery level, we should praise most teachers for raising so many diverse learners so far under conditions that are so far from ideal. Yes, there are teachers in need of improvement. There are even a small number who should seek another career; many adults can name such a teacher from their own experience. I maintain the number of such teachers is very small, though, because teaching is too arduous and emotionally draining for someone who is not at least competent and basically likes children and teaching. Most such teachers leave the profession because they suffer as much, or more, misery as they produce.

However, as Mr. Vollmer maintains, "there is a need for change." Here is where the Bush administration's habit of under funding legislation is worrisome. Teachers do not choose to be ineffective. I have never met a teacher who said, "I want to be mediocre today." If they are to change and incorporate the steadily increasing body of knowledge about how children learn into their teaching repertoire, they need training. What manufacturer would spend tens of thousands of dollars on new, more efficient machinery and then tell his workers, "Figure out how to run these machines on your own and don't allow your productivity to drop while you are doing it." Of course, they would spend more thousands of dollars in training their workers to operate this new, expensive machinery effectively. So it is that schools will have to spend large amounts of professional development money to accomplish the lofty goal put forth in NCLB. Beyond this is the need for maintaining or replacing school buildings and hiring more teachers to bring down the number of students per teacher, which research has documented as one of the most effective ways to improve student learning. There is nothing that I have seen so far in the performance of the Bush administration that leads me to believe that I can have any realistic expectation for maintaining past levels of spending, much less spending additional amounts to achieve the improvements required by NCLB.

Now I return to our blueberries, with all their wonderful and amazing differences. Must the fat ones fit through the same hole as the thin ones? Must the auditory learner pass the same written test as the visual learner? Must the gifted one be bored by taking the same test and fail because he won't bother to pay attention to something that has so little interest for him, while the slow developer will fail that test because she won't be at that point in her educational journey until a year or two later than the decreed time? Will the school be held accountable because they were never able to fit an increasingly large percent of their wonderfully diverse students to this educational equivalent of a Procrustean bed? Must we ignore everything we have learned through research about how children learn by measuring their learning through a one-size-fits-all test? Or will the end result be that the states escape this dilemma by redesigning their examinations so that realistically all children can pass and the goal that all children can learn will be lost?

SCHOOL PRINCIPALS' PAYCHECKS REFLECT COST OF LIVING INCREASES

In 2002-03, elementary school principals on average earned \$75,291 a year, up approximately three percent, or \$2,177 over last year. The 2002-03 average salary for middle school principals was \$80,708, slightly more than a three percent increase over last year's \$78,176. This year the average increase was one and a quarter percent above the U.S. Department of Labor Consumer Price Index (CPI) for 2002-03.

The Educational Research Service (ERS) conducts the National Survey of Salaries and Wages in Public Schools each year. The results were released last month at the National Association of Elementary School Principals (NAESP) annual convention in Anaheim, CA. A summary of the results for elementary and middle school principals is published in the May issue of NAESP's Principal magazine and is available at <http://www.naesp.org/comm/p05-06-03o.htm>. ERS collects data from a varied sample of more than 500 school districts in the nation.

The typical elementary principal supervises a staff of 44, has an advanced degree, works nine hours a day and eight additional hours per week on school-related activities, and is increasingly

accountable for the academic achievement of the 425 students in his or her school. Research indicates that the shortage of candidates for principals' positions, which has become acute in recent years, is tied to insufficient compensation for the responsibilities of the job, accountability for factors out of their control, job-related stress, and fragmentation of their time.

The difference in salaries that school districts pay their educational administrators is linked to a number of factors, including the geographical region, the district enrollment, and the per-pupil expenditure level of the district. In California and the Far West region, for instance, the average elementary principal's salary is \$87,826 or 16.6 percent above the national average, while principals in the Southwest earn \$64,816 or almost 14 percent below the national average.

There can be a sharp contrast in the range of salaries. In a district where the per-pupil expenditure is less than \$6,000 per year, an elementary principal's annual pay can be as low as \$56,520. In a district where the per-pupil expenditure is \$9,000 per year or more, a principal can bring home as much as \$107,932 per year.

Tips for communicating with parents . . .

A Texas school administrator, the story goes, sent a flyer home to parents announcing a meeting for a new program.

The flyer contained terms like "cross-graded, individualized learning program," "concept of an open-ended learning structure," and "emphasis on a continuum of academically enriched learning using the identified intellectually gifted child as the agent of his own learning."

According to the story, a college-educated parent replied, "I haven't the faintest idea what you are talking about. Do you?"

Whether the tale is true or not, it still exemplifies a real problem: the lack of understandable, succinct language when communicating outside one's profession.

Jargon and acronyms are fine among your colleagues. They can shorten long, complex ideas into a single word or term. But to other people, jargon—combined with long, complicated sentences and "five-dollar" words—can bring communication to a standstill. Communication only works when the receiver understands the sender's message.

Clear, concise communication is important in any profession. It's particularly important for educators. Here are some reminders for good communication:

- U** Avoid jargon, acronyms, and other terms that only educators will understand.
- U** Use a five-cent word ("she gave the test") rather than a five-dollar word ("she administered the assessment").
- U** Use an active voice ("the teacher gave the test") rather than a passive one ("the test was given by the teacher").
- U** Write in a conversational tone. If you can't read your writing out loud without tripping over your tongue or taking time out to breathe, rewrite it.
- U** Put the most important part of your written story at the top. Don't make readers wade through the story to get to the main point. They may get bored reading the methodology and quit before coming to the results.
- U** Have someone else proof your writing. Chances are if he or she doesn't understand your meaning, others won't either.

(Source: January 2002 issue of SAI Report)

Unified Sports™-Give it a Try!

By Ann Malafronte, Director of Unified Sports™

Unified Sports™ has no cost to the school and makes such a positive difference in the lives of the disabled child!

Over four hundred youngsters participated in our fall season, including our elementary skills program, middle school Unified Sports™ soccer and high school Unified Sports™ soccer. High school numbers continue to grow as Unified Sports™ leagues offer additional opportunities for youngsters through weekly play. Middle schools have embraced this offering as a way to enhance the self image of each child that has a disability. Elementary numbers have, unfortunately, decreased. Volunteer coaches are increasingly hard to find, perhaps as each of us is asked to do more, both at home and at school.

Winter season brought 473 basketball participants to a record six regional high school sites and two regional middle school locations across the state. This affords an opportunity for disabled youngsters and their peers to be successful in modified sports! Canton High and Rockville High are new schools for us. Strides have been made in working with Bridgeport, Madison, Columbia, and Guilford to begin elementary programs in the future. My concern is that our elementary program is regressing in numbers each time we lose a volunteer coach! It is at the elementary level that skills are learned and important steps are made to accept each child as an integral part of the school program.

This fall, I was given an opportunity by Special Olympics to travel to Johannesburg and conduct a workshop on Unified Sports™ for the people of South Africa, using the CAS model. The outcome was that our concept was readily accepted and heartily endorsed by all participants. They were very excited at the thought of bringing together children of different backgrounds and abilities and using sports as the medium to allow differences to fade and friendships to begin.

Why aren't more schools in Connecticut trying Unified Sports™?

CIAC to sponsor Girls' Lacrosse in 2004

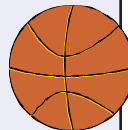
At its meeting On April 24th, the CIAC board voted to sponsor the sport of girls' lacrosse beginning in the spring of 2004. A girls' lacrosse committee has been formed and will be chaired by Dr. Jay Smith, principal of East Haven High School. The tournament format and division structure will be similar to those used by the boys' lacrosse committee.

■ **Pregnancy & Title IX:** A former Sacred Heart University women's basketball center is suing the school in federal court to force it to develop a comprehensive pregnancy policy for athletes under Title IX of the Education Amendment Acts of 1972. In her suit, Tara Brady asserts that male Sacred Heart athletes have fathered children with no interruption of their scholarship or team status, and that non-pregnant athletes have been accorded "medical redshirt" status, which allowed them to rejoin the team after returning to good health. Brady started at Sacred Heart, located in Fairfield, Conn., in 1999 with a full basketball scholarship. It covered virtually all her expenses and guaranteed her a summer basketball camp job with other team members. She became the squad's starting center and continued her athletic and academic progress uninterrupted until June of 2001, the end of her sophomore year. Then she discovered she was pregnant. According to the suit filed in U.S. District Court March 24, Brady told her coach, Edward Swanson, she intended to keep her baby. After consultation with university officials, Swanson told Brady she would be a "distraction" to the team and suggested she return home to Pennsylvania. After losing her scholarship and her place on the team, Brady continued to plead with Swanson to place her on medical redshirt status. Although her scholarship and team status were eventually reinstated, she alleges that, upon returning to the team, Swanson refused to speak to her during practices, requiring her to speak through an intermediary. Convinced she had no prospect of being treated fairly, Brady withdrew from Sacred Heart last July. The lawsuit includes an emotional distress count against Swanson, who is named as an individual defendant in Brady v. Sacred Heart University. (Source: *Pregnant Athlete Seeks Title IX Change*, By Thomas B. Scheffey, *The Connecticut Law Tribune*, 04-07-2003)

ERRATUM

The list of 2003 CIAC Girls' and Boys' Basketball champions published in the April issue of the BULLETIN was inaccurate. We greatly regret our error and extend our heartfelt apologies to those schools who were overlooked.

Congratulations to our 2003 champions. . .



GIRLS

Champion

LL - Manchester
L - Guilford
M - Career
S - Trinity Catholic

Runner-up

NFA
Hillhouse
N.W. Regional
East Granby

BOYS

Champion

LL - Bridgeport Central
L - Northwest Catholic
M - Trinity Catholic
S - Hyde

Runner-up

Notre Dame-W. Haven
Wilbur Cross
Kolbe Cathedral
Immaculate

■ **Obesity & Depression:** A study published in the April 9th issue of *Journal of the American Medical Association* found a startling level of despair among obese children, with many rating their quality of life as low as that of young cancer patients on chemotherapy. The research offers a sobering glimpse of what life is like for many obese youngsters nationwide. Obese youngsters are more likely to miss school than normal weight kids. They are teased about their size, have trouble playing sports and suffer physical ailments linked to their weight. Obesity researcher Kelly Brownell, who runs a Yale University weight disorders center, said the increasing prevalence of obesity hasn't made it any less stigmatizing. "It just breaks your heart," Brownell said, relating a story from a Yale patient who recalled being absent from school as a child and learning the teacher had told the class, "She's probably home eating." In the study, 106 children ages 5 to 18 were asked to rate their well-being on physical, emotional and social measures. The youngsters rated such things as their ability to walk more than one block, play sports, sleep well, get along with others and keep up in school. Obese youths scored an average of 67 points out of 100 – 16 points lower than a group of 400 mostly normal weight children. The obese children's scores were similar to quality-of-life self-ratings from a previous study of pediatric cancer patients.

Windham High mourns the loss of a legend

Mike Sypher, Sports Editor
Reprinted from the Willimantic Chronicle,

Some men just seem to walk a little different than others.

Ed Ferrigno was a man who walked with a his main mission in life was to promote all that Windham High School.

Sadly, that mission came to an end Monday when Ferrigno, the former athletic director at Windham, succumbed to cancer.

Whether he was stalking the sidelines while Windham High football Whippets, walking up a bleachers at athletic events to keep exuberant students in check, conducting a gym class or just strolling the halls at the school on High Street, Ferrigno was a preaching, out-reaching example of all that is good in secondary education.

"Ed was very proud of Windham High School," Windham athletic director Bob Haddad said this week of his former boss, coach and teacher. "He loved to do everything that was good at Windham. And Ed was a legend at Windham athletics on the map across the state of Connecticut."

■ **Novel Course Teaches Refs about Sex Abuse:** Referees of youth soccer in Wiltshire, England, have become perhaps the world's first to take training in spotting child abuse. "We're not just concerned with sexual abuse," said Mike Benson, secretary of the Wiltshire Football Association. "It is all sorts of abuse concerning children We get an awful lot of parents bullying children from the touchline." The course advises refs who suspect abuse to consult the association's child welfare expert, who then decides whether to alert social workers or police. [Referee, May 2003]

■ **Involuntary Steroid Use:** Few stories highlight the hazards of steroids better than one unfolding now in Germany. For years, the former East Germany fed these drugs to its Olympic athletes, usually claiming they were vitamins. Dramatic health problems are now emerging as these athletes age. In men the ailments range from impotence to damaged hearts and kidneys, and several world-class hammer throwers, who would be in their 40s or 50s, have died. Women have suffered problems such as ovarian cysts and infertility. On March 31, 197 of these athletes met the filing deadline for portions of a \$2.2 million fund created to pay their medical bills. In all, the East German government gave steroids to approximately 10,000 athletes. Officials estimate that as many as 1,000 have impaired health, and say many failed to file out of shame. [Newsweek, 04/14/CharacterCounts! Sports]

Ferrigno informed his colleagues in late January that he was undergoing chemotherapy treatment for his cancer. That did not stop him from asking for updates on the various athletic programs at the school or pursuing yet another of his passions, instructing others on the proper application of rules and regulations in basketball officiating.

Ferrigno's accomplishments included his induction into the Connecticut High School Hall of Fame, a stint as president of the High School Coaches Association, years of service on that organization's executive committee and his selection as the nation's Athletic Director of the Year by the National High School Coaches Association.

But his first love was his family, a family that includes his wife, Jean, sons Ed Jr., Jim and John, daughters Laura and Joanie and.....Windham High.

"He was a person who would always speak the truth," said Haddad. "Even if it was something you didn't want to hear, he would say it. But he would always say it in the most positive way.

"One of his best attributes was you could disagree with him. You could yell, shout, argue and really get into it with him. But by the very next day, you were right back to square one with him. That was a fine quality of his. He never held a grudge. He just always wanted the best for his staff, his athletes and his school."

(This article has been edited for length.)



IN MEMORIAM:

Edward N. Ferrigno – teacher, coach, athletic director and friend – died last month, leaving behind an exceptional and distinguished record of service to Connecticut athletics. Ed's passing is a tremendous loss to the CIAC staff, to Ed's colleagues, and to the student-athletes whose lives he enriched.

MIKE SAVAGE WINS PRESTIGIOUS "DISTINGUISHED AMERICAN" AWARD

At its annual Scholar-Athlete Awards Banquet last month, the Southeastern Connecticut Chapter of the National Football Foundation honored CIAC Executive Director Mike Savage with its "2003 Distinguished American Award." Over two hundred people, including eighteen scholar-athletes, attended the well-organized and elegant affair at the Mohegan Sun on April 10th.

The banquet is held each year to honor one "scholar-athlete" from each of the nineteen high schools that comprise the Southeastern CT Chapter. The scholar-athlete selection is made based on demonstrated success on the football field, in the classroom, and in leadership roles within the community.

William Huntington, a senior at Montville High School, was selected as the "captain" of the scholar-athletes. As captain, Will was asked to address the crowd on behalf of all the scholar-athletes. His very articulate remarks, which are printed below, reflected a maturity and wisdom well beyond his eighteen years.

Mike Savage was one of seven adults to be honored and was the recipient of the chapter's highest award. Among the other recipients were New London High School football coach Ed Sweeney and football official Terry Randolph.

In accepting his award, Mike congratulated the scholar-athletes on their achievements and encouraged them to be aware that with great accomplishments come higher expectations and greater responsibilities. "You will have opportunities that have yet to be imagined," he said. "You will be the ones that your generation will expect to lead this nation, to make it better for the generation that will follow you."

In concluding his acceptance speech, Mike stated, "I dedicate this Distinguished American Award to all the coaches, athletic directors, and school leaders and especially to the scholar athletes who will carry forward the ideals and goals of the CIAC and the important values for which it stands. I know that this award, while presented to me, is symbolic of the work of the thousands of volunteers that have provided leadership and assistance toward that end and I graciously accept it on their behalf."

Remarks made by Will Huntington, Senior, Montville H.S., 4/10/2003:

"First, I would like to congratulate all of the award winners here tonight. It is an honor to be in the presence of so many hard working, dedicated people.

I would also like to thank the Southeastern Connecticut Chapter of the National Football Foundation Hall of Fame for inviting us.

It is a privilege to accept this award on behalf of all the student-athletes. I am truly honored to represent such a fine group of young men. This award symbolizes everything we have worked for over the past four years. It is proof that athletic participation can enhance academic performance. The value of a good education cannot be understated, but there are lessons learned on the football field that are difficult to learn in the classroom.

With that in mind, I would like to thank all the coaches who have sacrificed endless hours on the field to help mold us into the young adults we are today. Their loyalty to the game and to their players is extraordinary. They have taught us how to be leaders and how to be resilient. They have taught us that - although defeating a quality team like Bloomfield in the state playoffs is an unbelievable experience - winning and losing isn't everything. And, from our coaches we have gained lifelong friends...people we know we can look to for advice.

I would like to thank all of the teachers who have guided us through thirteen grueling years. They have challenged our minds, pushing us to reach our highest potential. They teach because they love being with kids and because they want to see their students succeed. The education our teachers have given us is priceless and we are forever indebted to them.

But we owe the most thanks to our parents. They are there

continued on page 12

INVESTORS IN CT YOUTH



- Baden Sports ●
- Big Y Supermarkets ●
- Bob's Stores ●
- Coca Cola ●
- CT Lighting Centers ●
- CT Sun ●
- CtCare ●
- IGA Supermarkets ●
- Konica ●
- Kukulsi Bros ●
- Martin Screen Printing ●
- McDonald's ●
- Rawlings ●
- Spalding ●
- Sports Image ●
- Topcoder ●
- Toyota ●
- Tricordia ●
- US Air Force ●
- US Marines ●
- Westfield Corporation ●

Dr. David Clune, Superintendent of Schools
Wilton Public Schools
395 Danbury Road
Wilton, CT 06897

April 4, 2003

RE: School Starting Time

Dear Dr. Clune:

I would like to offer the following remarks which may help clarify some CIAC issues which might arise during your hearing on school starting times.

1. The CIAC has discussed the impact of later starting times on high school interscholastic athletic programs. It believes that decisions to alter the time high schools are in session should be made based on what the most recent research claims will benefit student learning styles and achievement. High school students should have the opportunity to learn in an optimum learning environment. While some students succeed academically within the existing and traditional school day, research overwhelmingly shows that switching to later school start times does create a more optimal learning environment.

2. High school sports and extracurricular activities have been perceived barriers to later start times. It is the position of the CIAC that sports are an extremely important component of a high school student's education. However, interscholastic athletic activities can continue to be offered, with appropriate accommodations, within any reasonable school day structure. The greatest impact on sports will be within the late fall sports season when daylight savings time ends. However, early school dismissal for fall sports teams may well be a reasonable accommodation and compromise for the benefit of more sustained learning opportunities over the duration of a full year.

3. The CIAC will continue to offer student athletes the same opportunities for sports participation as it has historically done regardless of individual school district decisions on school starting times. Further, it will continue to schedule its state tournaments in ways which will not interfere with classroom instruction. While it is not always possible to achieve, it is a goal of the CIAC board of control to schedule its activities so as to not interfere with "student time on task."

4. The CIAC maintains NO control over athletic leagues or conferences. While FCIAC can decide which schools will be members of its league, it is extremely unlikely that it would remove Wilton from the league because it desires to change the high school time schedule. Only if Wilton tried to alter league policies or schedules would there be a reason for such action and, I believe, that is unlikely to happen. The CIAC believes that athletic leagues will continue to promote their activities in a manner which will support sound efforts to enhance optimum learning opportunities. To do less would be to elevate high school athletics to an importance greater than that which is its true purpose. The CIAC believes that decisions that will advance excellence in interscholastic athletics and academics can be achieved without the exclusion of one for the other.

Please let me know if I can be of further assistance. We wish you well as you further explore ways to respond to the growing research on adolescent sleep patterns and the role that research will have on student learning.

Sincerely,

Michael H. Savage, Executive Director

Scholar-Athlete, *continued*

through the good and the bad, the touchdowns and the fumbles. They stand beside us, not only during the awards, but through the rough times as well. Parents serve as our role models, always seeming to know the right thing to do. As we move on to the next stage in our lives, we will be separated from our parents for the first time. I know that they have prepared us for the step we are about to take. Without our parents' guidance

we would not be where we are today.

Vince Lombardi once said, "Football is like life; it requires perseverance, self-denial, hard work, sacrifice, dedication and respect for authority." I think those words sums up each and every one of us. I wish all of the scholar athletes the greatest of luck in all of their future endeavors. I know everyone will continue to do great things. Thank you."

The Connecticut Association of Schools
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