



# 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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## BIG Y CONTINUES SUPPORT

Big Y World Class Markets Vice President Dan Lescoe has announced the company's plans to continue support of the annual nutritional newsletter and the Flanagan Mini-Grant Awards Program. For the past 4 years, Big Y has generously provided funding for these two very important programs.

Each year Big Y underwrites the cost of producing a nutritional newsletter which is distributed to all schools in Connecticut. Big Y also supports the very popular Flanagan Awards Program, which rewards high schools, middle schools and elementary schools whose volunteer projects have positively benefited individual communities. In the 1999-2000 school year, 74 schools applied for Flanagan Grants. Four high schools, four middle schools and five elementary schools were recognized for their outstanding student activity programs at the annual meeting in May.



CANHS Executive Director Don Gates

## CAS hosts first NHS advisor training workshop

- See page 5 -

## Board Adopts Change in Transfer Rule

### New regulation effective immediately

The CIAC Board of Control, at its regular meeting of October 19, 2000, voted to add a 19th exception to Section II.C of the Code of Eligibility, commonly referred to as the Transfer Rule. This new exception makes it possible for a student who has transferred to a new school without a change of address and who does not meet any of the other conditions for exemption from the transfer rule to play a sport he had played in a prior school during grades

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## PRINCIPALS' CENTER SPONSORS MENTORING PROGRAM FOR NEW ADMINISTRATORS



CAS Executive Director Mike Savage (l) and Commissioner Ted Sergi

As the problem of administrator shortages has become more critical, the Connecticut School Administrator Mentor Project has grown increasingly important. Sponsored by the CT Principals' Center, the program pairs a new principal or assistant principal, the "mentee," with a veteran administrator, the "mentor." In its 3rd year, the project is designed to enhance the quality of school leadership by assigning experienced administrators to provide guidance and support to new administrators.

Sixty-eight mentees and an equal number of mentors participated in this year's introductory session on October 11th at the Hawthorne Inn in Berlin.

The program began with a spirited and thought-provoking address by Education Commissioner Ted Sergi. He welcomed the new administrators "into the ranks," congratulating them on choosing a profession which brings the "good feelings and sense of satisfaction that come from impacting

young lives." "The feelings of satisfaction that come from being in the classroom are multiplied when you reach administration. That is why you are here. Why else would you be doing a job with no thank-yous, no trophies, no help?," said Dr. Sergi.

Dr. Sergi optimistically called public schooling the greatest social mechanism for improving the quality of life and offered the following exhortations on how to improve public education:

- EXPECTATIONS — "As you enter a new building, do it with the belief that students can achieve more than ever before, that this generation of students can be better than we were."

- BE A LEADER — "Push a major school improvement initiative every year. At the very least, have a new idea that the school can come together and rally around."

- HAVE A CLASSROOM PRESENCE — "You must be in the classroom at least 45 minutes each day, watching instruction, providing instruction. If you are not in the classrooms or in the hallways talking to students everyday, your priorities are out of line."

- MINORITY ACHIEVEMENT GAP — "The minority achievement gap is unacceptable. We don't expect a 0% gap, but we should all work towards it. We should expect achievement to go up for all students. Public schools can be the great equalizer."

- THE PERSONAL TOUCH — We need schools to be smaller and more personal. We need to have direct contact

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## connecticut news & notes

■ **Enrichment and Acceleration Rather Than Remediation.** The University of Connecticut Chapter of Phi Delta Kappa (PDK) is sponsoring a dinner meeting on the Accelerated Schools Project (ASP), one of the country's major educational reform programs. Originally located at Stanford University and founded by Dr. Henry Levin, ASP moved in July, 2000 to the Neag School of Education at UConn and is housed in the Neag Center for Gifted Education and Talent Development. The Center was created and is lead by Dr. Joseph Renzulli, a national leader in gifted education. Dr. Renzulli will introduce Gene Chasin, the new director of ASP. There will be a presentation on the goals and achievements of ASP and how the new relationship with UConn will benefit educators at both the national and world levels. There will be an opportunity for questions and discussions about this exciting project and how educators can involve their schools. The meeting is Tuesday, November 28, 2000 at Zenny's Restaurant in Storrs. For details, contact Ginny Grzymkowski, president of the UConn chapter of PDK, at 860-429-5655 or at [giny@neca.com](mailto:giny@neca.com).

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■ The State Board of Education has issued a position statement on measuring success which cautions against placing too much emphasis on CMT and CAPT scores. According to the document, "[CMT and CAPT] results do not provide a comprehensive picture of student accomplishments. There is a danger that overemphasizing state test scores to evaluate a student's, a school's or a district's performance can result in an inappropriate narrowing of the curriculum and inappropriate classroom instructional practices. Focused preparation for state tests should be a small fraction of a year-long comprehensive curriculum that balances the competencies assessed on the state tests with other critical skills and objectives. Teaching isolated skills for test preparation or using repetitive tasks that go far beyond reasonable practice do not represent good instruction. In addition, no one assessment – state or local – should be the sole basis for promotion, graduation or other important decisions in the education of a student." The position statement, which is posted on the SDE website at <http://www.state.ct.us/sde/commish/msrngsuc.html>, urges educators to find ways to measure and celebrate student achievements that are other than academic.

### FBI drug program offered to schools

The Federal Bureau of Investigation has developed an informational program designed to reinforce and supplement local drug awareness programs (such as D.A.R.E.) that are currently in place in Connecticut public schools. This effort, called Drug Demand Reduction Program (DDRP), features presentations to assemblies, classes, sports teams, and health classes regarding the identification and results of illegal drug usage and the violence of the drug culture. Special Agent Francis S. McCarthy of the Connecticut office of the FBI is available to visit your schools and to make a presentation, which includes a display of facsimiles of illegal drugs and deactivated weapons used in the drug world. Last year, Agent McCarthy spoke to 16 middle school and high school audiences in ten school districts, including Bethel, Branford, Bristol, East Hampton, New Haven, North Branford, Plainville, Torrington, Waterbury and Woodstock. The Bureau would like to extend this program to additional schools and districts this year. Interested superintendents or school principals should contact Special Agent McCarthy at (203) 503-5103 to arrange for a presentation.

### KUDOS TO STATE ED OFFICIALS CSDE receives national recognition

The Connecticut State Department of Education received a 1999-2000 "Partnership Award" from the National Network of Partnership Schools at Johns Hopkins University. The awards program recognizes educational entities — such as state education departments, school districts and schools — for forming exemplary partnerships involving schools, families, and communities. Congratulations to Commissioner Sergi, his staff, and the state board of education on a much-deserved award!

### Student Survey Reveals Interesting Trends

East of the River Action for Substance Abuse Elimination has conducted six surveys in Ellington, Somers, Vernon and East Hartford since 1996. The surveys examine why students choose to use or not to use substances. The results show that alcohol, tobacco, marijuana use and binge drinking are overwhelmingly the major substance use issues facing youth in grades 6 through 12, regardless of economic or demographic factors. Illegal drug use, other than marijuana use, is relatively low. Students report they use to relax, deal with stress or cope with problems. Concern over health effects is the reason given by students who do not use. To learn more about this survey, contact ERASE at (860) 568-4442 or [erase@snet.net](mailto:erase@snet.net).

### State study shows poor air quality at schools

A report prepared for a legislative committee concluded that many public schools have poor air quality which is making teachers and children sick. The report, issued in September by the Connecticut Academy of Science and Engineering to the Legislature's Environment Committee, says that leaky roofs and moldy carpets cause air pollution. There are no state guidelines for keeping the air in schools clean. Poor air quality can lead to symptoms ranging from eye, nose and throat irritation to headaches and lethargy that can "degrade the whole teaching/learning experience," according to the report. While 68 percent of schools in the state report indoor environmental problems, the state provides no money to schools to fix the most common culprits such as aging roofs, cracked foundations and poorly designed ventilation systems, the report concluded.

■ Many thanks to those CT administrators who give generously of their time to represent CAS on national boards and committees. Among them are:

- Al Cormier, Guidance Director, Woodstock Academy, Member of the Executive Board of the National Association of Student Councils
- Rose Marie Cipriano, Principal, Plainville HS, Region 11 Rep on the NASSP Committee on International Programs
- Linda C. Berry, Principal, East Hampton H.S., Region 1 Rep on the NHS/NJHS National Council/Scholarship Board
- Don Gates, Principal, Portland H.S., Member of the NASSP/Prudential Spirit of Community Awards Committee
- Dr. Gladys Labas, Principal, Maloney H.S., Member of the NASSP Urban Schools Roundtable

■ Congratulations to Kathleen Higgins, principal of John B. Sliney School in Branford. Kathy has been named to the Harvard University Principals' Center Board. The 27-member board comprises educational leaders from around the country, including leaders of elementary and secondary schools from urban, rural, and suburban public schools, as well as headmasters of independent schools. Founded in 1981, the Harvard Principals' Center is an internationally recognized institution dedicated to promoting excellence in the art and craft of the principalship. Kathy also serves on the advisory board of the Connecticut Principals' Center.



## national news & notes

### ■ Parents Want More Taught in Sex Ed

Numerous questions continue to surround the issue of teaching sex education in schools. Should classes be separated by gender? At what age should students receive sex education? What should be covered in class? A recent study by the Kaiser Family Foundation found that parents want schools to discuss more issues and spend more time on sex education. Although most sex education classes cover the basics of reproduction, HIV/AIDS, and abstinence, nearly 90 percent of parents want their ninth through twelfth graders learning about all aspects of sex in class, including birth control and safer sex. Almost all parents (97%) want schools to cover what to do if raped and how to talk to parents about sex. In addition to wanting more issues discussed, parents and educators want more time spent on sex education. Sixty-five percent of parents want half a semester or more spent on sex education. Forty-seven percent of teachers and 42 percent of principals believe that too little time is spent on sex education in their schools. (Source: Dateline NAESP, October 2000)

### ■ Peer Pressure Adds Stress to Test-Taking

Peer pressure does play a role in a student's academic success. But the influence of peer pressure is stronger at younger ages than what is commonly believed. An analysis by The Heritage Foundation of 12,000 students who took the 1998 National Assessment of Education Progress (NAEP) reading exam found that 4th graders are far more likely than 8th graders to say their friends belittle those who try to do well in school. In analyzing the 1998 NAEP data, this report concludes that the typical fourth grader would see her score drop some 19 points, or just

### How E-Rate Money Was Spent

**\$ Smaller districts received smaller E-rate awards per student than larger districts. Districts with at least 25,000 students were awarded an average discount of \$56 per student in Year 2, compared with \$30 for districts with between 3,000 and 7,999 students.**

**\$ Smaller districts were also less likely to apply for E-rate discounts than larger districts. Some 97% of districts with at least 25,000 students applied in Year 2 of the program, compared with 77% of districts with fewer than 3,000 students.**

**\$ Urban districts receive a greater share of the E-rate discounts than rural districts. Half of the total E-rate dollars awarded in Year 2 went to districts in cities, which account for one-third of the nation's students.**

**\$ Districts that are at least 50 percent minority account for about one-third of the nation's students, but received 65 percent of the total E-rate dollars awarded in Year 2.**

**\$ Five states accounted for 42 percent of the total E-rate dollars awarded in Year 2: California, New York, Illinois, Texas, and Georgia. Alaska, the District of Columbia, New Mexico, and Kentucky received the most on a per-capita basis.**

under 8.5%, if her peers made fun of academic achievers. For the typical 8th grader, NAEP scores drop by only about 2.7%. This result is independent of the effect of the other factors, including race, income, parental education, home reading materials, and gender. The study, *The Peer-Effect on Academic Achievement Among Public Elementary School Students*, can be viewed at [www.heritage.org/library/cda/cda00-06.html](http://www.heritage.org/library/cda/cda00-06.html). (Source: Dateline NAESP, October 2000)

### FBI Releases Violence Prevention Guide for Schools

The Federal Bureau of Investigation has published *The School Shooter: A Threat Assessment Perspective*, a 46-page report designed to help schools develop procedures for dealing with school violence. The resource presents a model procedure for threat assessment and intervention and includes a chapter on key indicators that should be regarded as warning signs in evaluating threats. The report suggests that information about an individual who has made a threat can help assessors reach an informed decision about the danger the student poses. The authors urge assessors to consider the following four areas to determine whether an individual has the motivation, the means, and the intent to act on a proclaimed threat: (1) student's personality; (2) family dynamics; (3) school dynamics and (4) social dynamics and the student's role in those dynamics (i.e., an adolescent's beliefs and opinions, choice of friends, activities and entertainment, attitude toward drugs/alcohol/weapons) The report proceeds to list types of behavior, personality traits and circumstances in each of these categories which should be regarded as warning signs. In an introduction to the report, Attorney General Janet Reno discourages the practice of "profiling," encouraging officials to use the threat assessment model judiciously so as not to unfairly label or stigmatize children. The full report can be accessed at <http://www.fbi.gov/library/school/school2.pdf>.

■ **Free E-Mail Newsletter.** For those interested in the happenings on Capitol Hill, the National PTA has just what you're looking for. *This Week in Washington* is a free, e-mail newsletter that provides updates on legislative matters concerning children. The newsletter reports on activities in Congress and the Supreme Court, and includes information on grant and award programs. To sign up for this service, go to [www.pta.org](http://www.pta.org), click on the "Bulletin Boards & More" button, and go to the "National PTA e-newsletters" section.

■ The number of American children who have an incarcerated parent is rising, according to U.S. Justice Department statistics. Almost 1.5 million children under age 18 had a parent in federal or state prison in 1999—an increase of more than 500,000 children since 1991. Most imprisoned parents—93%—are men, as are most prisoners. Still, the report from the Bureau of Justice Statistics shows that more than 126,000 children with incarcerated parents have a mother in prison, a 98% increase since 1991.

■ The National Teachers Hall of Fame, which annually honors five teachers who have demonstrated commitment and dedication to educating children, is accepting nominations for the 10th class of educators to be inducted into the Hall of Fame in 2001. Candidates must be certified public or nonpublic classroom teachers with at least 20 years experience teaching in grades preK-12. Anyone may nominate a teacher by completing a nomination packet. Nomination forms are available at <http://www.nthf.org/nominate.htm> and must be submitted by January 6, 2001.

### CAS OFFICERS: 2000-1001

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Vice President.....Allen Fossbender, Joel Barlow HS  
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### THE BULLETIN

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## ... more national news & notes

### ■ Free online SAT prep

The College Board has launched the SAT Learning Center™ at [www.collegeboard.com](http://www.collegeboard.com). The online center provides students with a place where they can explore the structure of the SAT, learn how to tackle each type of question, and ask questions about the test. The site is the only place online a student can review actual SAT questions from recent tests, along with full explanations of the answers to the sample questions. The site averages about 12,000 page views per week.

■ According to the National Association of Elementary School Principals' most recent 10-year study of the principalship, the average principal controls only 26% of his or her school's budget.

■ Last month, U.S. Secretary of Education Richard Riley released the findings of the Report on State Implementation of the Gun-Free Schools Act for the School Year 1998-99. According to the report, fewer students are being expelled for bringing firearms to school — 3,523 students during the 98-99 school year, compared to 3,658 in the previous year. This represents the third year that expulsions have decreased. According to the report, the majority of the expulsions— 59%—were for handguns brought to school; 12% were for rifles or shotguns; and 29% were for bombs, grenades or starter pistols. Most expulsions, 57%, were in high schools, 33% were in junior highs and, like the previous year, 10% were in elementary schools. To view the entire report, visit [www.ed.gov/offices/OESE/SDFS/GFSA/gfsa9899.doc](http://www.ed.gov/offices/OESE/SDFS/GFSA/gfsa9899.doc).

■ On October 4th, the Department of Education awarded \$42.3 million in grants to help school districts create smaller learning communities in large high schools across the country. Known as the Smaller Learning Communities Program, the grants will help high schools with 1,000 or more students to plan, develop and implement strategies that personalize the learning environment for students. Two **Connecticut** school districts were awarded grant money, with the New Haven Public Schools receiving a planning grant of \$109,518 and the Stamford Public Schools winning an implementation grant of \$594,389. President Clinton has asked Congress to fund the program at \$120 million in the FY 2001 budget.

■ The proportion of Americans who have completed high school or its equivalent has risen to an all-time high, according to a U.S. Census Bureau report released in September. The Census Bureau's findings show that more than four-fifths of the nation's adults age 25 or older—83 percent— had earned high school diplomas or passed the General Educational Development test as of early 1999, a finding that conforms to the trend of rising educational attainment over the past century. U.S. Department of Education figures show that in 1940, just 24.5 percent of Americans 25 or older had completed high school. (Source: Education Week, 9/27/00)

“All of you want to do well. But if you do not do good, too, then doing well will never be enough.”

--Anna Quindlen

### Survival Guide for New Teachers

The U.S. Department of Education recently released a 28-page guide to help new teachers through their first years of teaching. Its emphasis is on the relationships new teachers form with their colleagues, university professors, and their students' parents. Available online at [www.ed.gov/pubs/survivalguide/index.html](http://www.ed.gov/pubs/survivalguide/index.html), the guide is divided into sections that examine these relationships: Working with Parents, Working with Veteran Teachers, Working with Principals, and Working with College and University Education Professors. The guide also includes reflections from award-winning first-year teachers and links to other sites of use to first-year teachers.

## HIGH SCHOOL 43rd ANNUAL CONFERENCE A SUCCESS

By Tom Galvin, Assistant Executive Director



Luncheon Speaker  
Dr. Peter DeLisle

The High School Program Committee, chaired by Bob Pitocco, was heartened by the positive response of the attendees at the High School Leadership Conference on October 12th. The question of whether or not to continue the full day conference format has arisen and the committee will be reviewing the results of a professional development survey sent to all high school principals recently in deciding upon future formats and programs.

The good response to the conference will help the committee in setting future directions.

The Conference had two keynote speakers. The morning was begun by Dr. Ivan Fitzwater of Trinity University, San Antonio, who delivered a very positive message to administrators on their important role in encouraging good teaching. He concluded his presentation with one of his own poems "Only a Teacher," in which the title as a humble refrain was juxtaposed with the reality of the importance of teaching such as "the future of the world is in my classroom."

Dr. Peter DeLisle of the University of Illinois delivered an address after lunch. Pointing out that learning is "deadly serious" but that it is also important to be a "little playful," he encouraged administrators to engage in an open dialogue about what is going on in their schools, to be critically reflective, so that the changing needs of schools are addressed.

Break out sessions included both Drs. DeLisle and Fitzwater, Ted Hall, the principal of Souhegan High School in Amherst, New Hampshire, Dr. Phil Streifer of the University of Connecticut, leadership teams from the Bristol Public Schools, led by superintendent Dr. Anne Clark, and Joel Barlow High School, led by Dr. Allen Fossbender and the Avon Humanities team led by Dr. Mike Buckley.



Participants enjoy an animated and engaging address by Peter DeLisle.



## CAS HOSTS FORUM FOR NHS ADVISORS

On October 16th sixty-five honor society advisors gathered at the CAS office for the first-ever NHS Advisor Workshop. The Connecticut Association of National Honor Societies (CANHS) Executive Director Don Gates organized the event in an effort to provide advisors with an opportunity to develop their leadership skills and to share ideas and experiences with their peers. The conference was enthusiastically received and plans are already underway for the next such event.

Following a welcome and introductory remarks from Don, participants listened to a panel presentation from four CANHS executive board members, Robert Krom, Susan Ventresca, Mary Beth Jordan, and Don. The panel discussions focused on topics such as community service, the role of the faculty council, and membership responsibilities. The morning program also included small group meetings and an information sharing session.

In the afternoon, advisors participated in engaging, interactive sessions with guest speakers Linda Berry and Rich Mills. Linda, principal of East Hampton High School and Region 1 Representative on the NHS/NJHS National Council/Scholarship Board, gave an overview of what is happening at the national level, provided guidance on completing scholarship forms, and talked about what selection committees are looking for when choosing scholarship recipients. Rich, an attorney with the Hartford law firm of Shipman and Goodwin, discussed freedom of information issues related to NHS selection procedures.

Many thanks to Don Gates for putting together an informative and worthwhile program.



Advisors listen attentively to Attorney Rich Mills

Save  
the  
date!

- ◆ **Jan 30, 2001:** "NEASC New Standards and the Urban School." Dr. Pamela Gray Bennett, NEASC High School Director. Weaver High School, Hartford
- ◆ **March 14, 2001:** "Administering the Urban School." Dr. Diana Lam, superintendent, Providence Public Schools. Wilbur Cross H.S., New Haven

Interested in attending? Contact Tom Galvin (203.250.1111 / [tgalvin@casciac.org](mailto:tgalvin@casciac.org))

### Mentor Conference, *continued from page 1*



Principals' Center Director Tim Doyle talks with mentor Virginia King



Attorney Christine Chinni tackles tricky legal issues

with our students. Students must feel connected to their schools. Make the effort to call a student by name."

- **CHANGING LANDSCAPE OF LEADERSHIP** — "Leadership is not more difficult; it is simply different. Leadership today must be more collaborative, more team-oriented. We need teachers and we need parents to help us make decisions. The days of the school leader as the lone renegade, virtuoso, gun-slinger are over."

- **CHARACTER EDUCATION** — "We need to raise people of character. Our goal should be to raise students incapable of harming one another. But we shouldn't stop there. It's not just about not hurting one another; it's about helping one another. We need to teach kids they have an obligation to help others."

- **ASSESSMENT: KEEPING IT IN PERSPECTIVE:** "Do not allow unreasonable, harmful drill and practice of CMT and CAPT. Don't overdue. There are student achievements that are other than academic; we must celebrate those. Be advocates for non-academic accomplishments, such as community service, behavior, the arts. Find ways of documenting student achievement without using scores."

- **IDENTIFY SUCCESSORS:** "We are not identifying enough young people to follow us. Look around your school; identify that person who can do our job in the future."

Following the commissioner's address, mentees participated in an engaging workshop on legal issues, presented by Attorney Christine Chinni from the Hartford firm of Shipman and Goodwin. Attorney Chinni discussed a number of the most common legal challenges faced by today's school administrators, including teacher termination and student discipline.

While mentees were engaged in the legal session with Attorney Chinni, mentors received guidance on mentoring skills and practices from Dale Bernardoni, principal of the Wintergreen Magnet School in Hamden. Dale discussed a number of important issues including strategic planning, journal/portfolio collection, and the value of self-reflection.

The Connecticut School Administrator Mentor Project is supported by funds from the State Department of Education.

"Leadership is not more difficult; it is simply different. Leadership today must be more collaborative, more team-oriented. . . . The days of the school leader as the lone renegade, virtuoso, gun-slinger are over."

-- Ted Sergi

## Former Commissioner gives testimony on principal shortage

**Editor's Note:** The following are excerpts from testimony presented to the Connecticut Commission on Teacher and School Administrator and Minority Recruitment at a legislative hearing on September 27th. The remarks were prepared by Vincent Ferrandino, former Connecticut Commissioner of Education and Executive Director of the Connecticut Association of Elementary School Principals.

... "Through decades of discussions of school reform and improvement, the principal's role has been strangely absent. Thus, the shortage we face is a bittersweet dilemma that has at least raised the public's consciousness. I believe it is helping to build an understanding that we cannot have excellent schools without excellent principals. . .

... "In December of 1998, [NAESP] published: *A Ten Year Study, The K-8 Principal in 1998*, in which two out of three principals surveyed had serious concerns that public education won't be able to attract top-notch candidates to their jobs in the future. The portrait of the principal we have from this report reinforces the reasons for the shortage. Principals reported enormously expanding responsibilities -- everything from marketing to fundraising to security to social work. And they reported having less authority for the kinds of things that are basic to improving any company -- hiring, firing, and budgeting. Their top difficulty as managers was a fragmentation

of their time. These people make decisions by the minute while working with an enormous array of issues and populations. The lack of real control of their time and little ability to focus on their main job responsibility -- being a leader of instruction -- is a management dilemma that would hinder the leader of any organization. . .

... "According to NAESP's latest 10-year study of the principalship, mentioned earlier, the average principal controls only 26% of his or her school's budget. . .

... "Let me assure you, though, that this profession may be dwindling, overworked, and underpaid. But principals still love their jobs! I know it's difficult to believe. Our 10-year study found that they are very optimistic. They have good relationships with their constituent groups and derive a great deal of satisfaction from their jobs. I spend a lot of time with principals and this is absolutely true. They like being in charge and putting their personal beliefs to work. They know that they are helping

children; they love to see them learn and succeed; they enjoy seeing teachers grow and be successful; they enjoy the challenge. They simply need more time to devote to their most important work -- being the school's leader of instruction. . .

... "One area that I consider to be in need of great improvement is the nature of the working relationships, if any, that principal certification/preparation programs at the university level have with local districts, administrators, and administrator organizations. It is crucial for those who prepare principals to know what is happening in schools today and to understand the great variety and number of challenges that principals face on a daily basis. Principals and other administrators must take a more active role in advocating for their profession -- by volunteering for advisory committees, teaching at local colleges and inviting professors and students to visit their schools, becoming active in the legislative process at all levels, and taking advantage of opportunities to address organizations that have an influence on education policy. As our world grows smaller, such relationships should be extended to the international arena in the form of exchange programs, organizational membership reciprocity, and joint conference presentations.

## Improving School Governance

A new report by the Educational Research Service and the New England School Development Council says that state laws should be changed to define more clearly the roles and responsibilities of superintendents and school board members. The report advocates changing state laws to limit school board work to policymaking and long-term planning, clearing the way for superintendents to manage day-to-day operations. It also favors amending states' open-meeting laws to allow boards and superintendents to evaluate their work in private. The report offers the following recommendations for changing the way school boards and superintendents work.

- ⇒ Develop state laws that clearly outline the roles and responsibilities of school board members and superintendents, allowing board members to focus on policies and planning, while superintendents manage the schools.
- ⇒ Change laws that bog school board members down in the minutiae of day-to-day operations or prevent them from meeting in private to evaluate their work as a team.
- ⇒ Mandate orientation programs and continuing professional development for school board members and superintendents.
- ⇒ Create national standards for superintendents that would revamp certification and graduate school programs.
- ⇒ Overhaul graduate education programs to provide aspiring superintendents with the skills to work as a team with board members and the community.
- ⇒ Establish a National Center for Board/Superintendent Leadership that would serve as a resource for leadership reform and provide professional development.

The study, *Thinking Differently: Recommendations for 21st Century School Board/Superintendent Leadership, Governance, and Teamwork for High Student Achievement*, is available at [www.nesdec.org/Thinking\\_Differently.htm](http://www.nesdec.org/Thinking_Differently.htm).

### ■ How Important is One Vote?

- In 1649, one vote caused Charles I of England to be executed.
- In 1776, one vote game America the English language instead of German.
- In 1868, one vote saved President Andrew Johnson from impeachment.
- In 1875, one vote changed France from a monarchy to a republic.
- In 1876, one vote gave Rutherford B. Hayes the presidency of the United States.
- In 1923, one vote gave Adolf Hitler leadership of the Nazi Party.

(Source: *Ann Landers*)

## NASSP Scholarship Deadlines

Two major scholarship programs for seniors are available again this year from NASSP.

- **The Principal's Leadership Award** is designed to recognize a senior student leader and place him or her in competition for one of 150 awards of \$1,000. Nomination packets were mailed to schools in October. Deadline for submission is Dec. 8, 2000.
- **Now in its 55th year, the NHS National Scholarship** recognizes outstanding senior chapter members each year. Chapters may nominate two individuals to compete for one of the 200 awards given annually. Scholarship packets will be mailed to schools this month. Deadline for submission is January 26, 2001.



## . . . more middle school news

### Newsletter Notes. . .

■ **TEAM:** Elliot Middle School students have a new pilot program called TEAM (Together Everyone Achieves More). The program is designed to provide opportunities for selected students to develop and enhance social skills with a supportive environment. About thirty students are offered the opportunity to work in small and large group activities, many of them at the Deer Lake Outdoor Education Center. Among the areas emphasized are goal setting, decision making, teamwork, conflict resolution and leadership. The program is led by Jean Mensies, Student Assistance Counselor.

*Jared Elliot M.S. Newsletter, Clinton CT.*

■ **Expectations:** "We should be treating our schools like our homes, treating students as if they were guests, and expecting students to treat school like a home they are guests in." David Harringer, Principal, Lyme-Old Lyme H.S.

■ **Gifted and Talented Website:** The State Department of Education has a website link to gifted and talented education. The site is accessible by clicking on <http://www.state.ct.us/sde>

■ **Original Biographies:** CNHMS Students have written a book based on their interviews of World War II, Korean War and Vietnam War veterans. Biographies of the veterans are featured in the work. The completed books will be presented to the veterans at a ceremony at the school in November.

*Capt. Nathan Hale M.S. PTO News*

### Learning Links

- Anti-bias Curriculum for Middle Level: *Healing the Hate: A National Bias Crime Prevention Curriculum.* [www.edc.org](http://www.edc.org)
- Positive Communication Tool for Parents: An award winning newsletter to help parents teach children to make healthy decisions. <http://bridge-comm.com>
- Eating Disorders and Learning for teachers, coaches and counselors: [www.4women.org](http://www.4women.org)

Eleven years after publishing the original "Turning Points," a landmark publication in the field of middle grades education, the authors have released a sequel, *Turning Points 2000*. While it is largely an affirmation and extension of the recommendations set forth in the first publication, *Turning Points 2000* places greater emphasis on teaching and learning and the principal's role in ensuring that the focus of reform efforts is directed toward improving curriculum, assessment, and instruction. The publication, which is distributed jointly by The National Association of Secondary School Principals (NASSP) and the National Middle School Association (NMSA), can be ordered online at [www.principals.org](http://www.principals.org) or [www.nmsa.org](http://www.nmsa.org).



#### The Turning Points 2000 Recommendations

- ★ Teach a curriculum grounded in rigorous, public academic standards for what students should know and be able to do, relevant to the concerns of adolescents and based on how students learn best.
- ★ Use instructional methods designed to prepare all students to achieve higher standards and become lifelong learners.
- ★ Staff middle grade schools with teachers who are expert at teaching young adolescents, and engage teachers in ongoing, targeted professional development opportunities.
- ★ Organize relationships for learning to create a climate of intellectual development and a caring community of shared educational purpose.
- ★ Govern democratically through direct or representative participation by all school staff members, the adults who know the students best.
- ★ Provide a safe and healthy school environment as part of improving academic performance and developing caring and ethical citizens.
- ★ Involve parents and communities in supporting student learning and healthy development

### KEIGWIN LIGHTS UP WITH LEADERSHIP



Left to right: Karen Nocera, Sue Gonzalez, Mercedes Clay, Arthur Director, David Director, Patricia Charles

The Keigwin Annex Middle School in Middletown is the winner of the first CAS Arthur Director Leadership Award. The school was selected for its impressive application of the themes presented at the CAS Annual Leadership Conference at Quinnipiac University. Under the direction of advisors Sue Gonzalez and Karen Nocera, the school leadership team collected over \$1,184 for Pennies for Patients with Leukemia and assisted with a Red Cross blood drive.

In a ceremony at the school in October, Keigwin Principal Patricia Charles introduced the student council and explained that these activities are just a part of ongoing service learning projects undertaken by students at the school. CAS Assistant Executive Director Earle Bidwell spoke to the qualities of leadership displayed by the Middletown students and thanked them for their efforts.

Mr. Arthur Director, founder and CEO of Connecticut Lighting Centers, the sponsor of this year's leadership conference, presented a plaque commemorating the event. Mr. David Director, president of Connecticut Lighting, presented a check to support the school's ongoing leadership efforts.

In accepting the awards, student leader Mercedes Clay stated, "To continue the commitment to being leaders in our school and community, we have several activities planned. These include a food drive, Toys for Tots, hoop drive, Relay for Life and raising money for the Red Cross. Last year students raised over \$1,200 for patients with leukemia. Dances are also planned for Keigwin. As you can see, we have already worked very hard. We have a very active Student of the Month program in which students do a minimum of 4 hours community service as part of the criteria. We hope to continue the standard set by last year's students and exceed your expectations."

What is perhaps most remarkable about Keigwin's accomplishment is that it is a sixth grade only school!

## Virus Uncovered by CAS

By Earle G. Bidwell, Assistant Executive Director

The Connecticut Association of Schools has uncovered an insidious type of virus that infects a number of Connecticut school administrators. It is not a new strain of flu from an exotic land; nor is it one that wipes out all their computer files. It is one that seems to affect their performance on the job and the way they are viewed in their communities. It is a virus that appears to be caused by informal professional development and networking.

During an especially busy ten-day period in October, this writer hosted four committee meetings, attended the CAS Board of Directors meeting, two awards ceremonies in Connecticut towns, a Principal Center Program at the Hawthorne Inn and a dinner meeting of the Hartford Area Middle School Principals. During this stretch, I noticed interesting phenomena. The same administrators seemed to be showing up at various meetings at the CAS office and around the state. Thinking that there might be a story here regarding principals and assistants not attending to their responsibilities, I went undercover and watched, listened and took notes. Here are my findings.

These principals and assistant principals all seem to be infected with a virus. The virus is characterized by improving test scores, motivated students, supportive parents, inspired teachers and job satisfaction. How could this be? Here were some of the most respected administrators in the state attending a daytime mentor meeting on Thursday, a two-hour dinner meeting the following Monday night and a 4:00 p.m. committee meeting on Tuesday. Who was minding the store? Who was getting the work done back at school? Here are a few actual case studies to illustrate the point

Observing one principal who seemed to be everywhere, I concluded that he must have an incredible assistant principal so I looked in my CAS Membership Directory only to discover that he was principal in a small northeastern community and he didn't have an assistant. I also noticed that he talked quite a bit to his colleagues but seemed to listen even more.

I then spotted a new assistant principal at the Hartford area dinner who had also been at the mentor meeting. Surely, he must not be attending to business.

Who could be doing all the discipline and the accompanying paperwork? I listened very carefully and discovered that to date there had only been three suspensions at this school of over 800 students and that their discipline system had been learned through a visit to a middle school south of Hartford.

Finally, at a celebration for this year's CAS Middle Level Principal of the Year, I was shocked to learn that in addition to all of the CAS meetings he attended, he had been to Washington to accept awards from NASSP, served as a National Blue Ribbon evaluator in three states and administered a 1999 CAS School of the Year.

I then began to look for commonalities and discovered that they, as well as the others, shared some things in common. First, they got out of their buildings. Second, they freely shared their ideas, programs and successes. Third, they were good listeners who appeared genuinely interested in learning from others. Fourth, they appeared to genuinely love interacting with colleagues.

So finally, here was the answer. A professional development and school improvement virus that could only be caught outside of their buildings and communities affected these administrators. How clever! Here they were, right under my nose, interacting, sharing, getting new ideas, and taking home new programs and all at no cost. In truth, this kind of viral in-service not only is free, it pays, as CAS underwrites expenses for administrators who serve on committees and boards.

Now the secret is out. For years, successful administrators have been sharing ideas and programs under the guise of service to various professional organizations. Of course, there are still traditional high quality professional development programs sponsored by CAS, national conventions by NASSP, NMSA, ASCD, NELMS and others that are indispensable to growth and development, but successful administrators clearly are networked to others in informal ways as well.

If there are readers, who despite the evidence, wish to avoid this virus, here are a few easy steps. 1. Don't look at the names of the authors of articles in newsletters and journals. It will help avoid the temptation to call them for fur-

## Big Y Shoppers Earn FREE Equipment for their Schools

October 23, 2000 (Springfield, Massachusetts)  
 -- On October 30, 2000, Big Y World Class Markets' shoppers will start earning points toward FREE educational supplies and equipment for their schools through Big Y's Education Express program. This is an innovative program created to help community schools earn the world's finest educational equipment and materials. When Big Y shoppers use their Express Savings Club card to purchase a variety of specially marked Educational Express items in our stores, these purchases earn points for the school of their choice. Schools can then redeem their points for any of the 200 most-requested teaching materials educators and students need most -- anything from computers and software to books to sports equipment.

"At Big Y, we believe in the importance of educating all children. We are committed to our communities and our children with programs such as Homework Helpline and Education Express," Donald D'Amour, CEO of Big Y World Class Markets, said.

ther information. 2. Discontinue your Internet service, or, at least, delete any bookmarks to administrative chats or information sites. 3. Refuse to take phone calls from colleagues in other districts. Direct them to your voice-mail, or better yet, have a secretary take a written message. This will avoid the inadvertent question or request for help. 4. Above all else, don't volunteer for any CAS committees, stay away from workshops and programs such as the Leadership Conference and the Scholar-Leader Banquet. You could find yourself overhearing a conversation about a good character education program or an initiative to raise Connecticut Mastery Test scores.

For those who have not built up immunity and would risk the benefits of this insidious virus, feel free to call a colleague in the next town, better yet one in your ERG, attend a Principal's Center workshop from 4 to 7 at the CAS office, or join a CAS middle level committee. Not only will you serve the profession, you will almost certainly discover a myriad of ways to improve your own school and to develop a quality support system among other like-minded professionals. Feel free to call me at the CAS office (203) 250-1111 for additional information or to discover opportunities for service and networking.



## elementary news

News from the National Association of Elementary School Principals...

**NAESP**  
**RECORDED**



### NAESP CONVENTION San Diego - April 7-10, 2001

Come to the NAESP 2001 Annual Convention and find out how you can lead your school to excellence.

Join more than 5,000 of your colleagues in San Diego next spring for the education meeting of the year! You'll hear from an impressive roster of keynote speakers, choose from hundreds of workshops, and have the opportunity to see exhibits of the latest products, technologies, and services.

For more information about the convention, visit <http://www.naesp.org/programs/2001conv.htm>.

CAESP has reserved a block of rooms at the Hyatt Regency, which is just blocks away from the convention center. The room rate is \$193/single or \$213/double (+ tax). If you would like to book a room, please contact NAESP Coordinator Kit Bishop at Daisy Ingraham School, (860)399-7925.

## CAESP Notes . . .

Here are some highlights of the September 12th meeting of the Connecticut Association of Elementary School Principals Board of Directors.

- Linda Chmielnicki, co-chair of the Environmental Conference Committee, reported that the committee is considering a partnership with Six Flags New England. The theme park is interested in sponsoring the annual environmental conference at its park in Agawam, MA. Six Flags is located just over the border, has appropriate facilities and is currently doing environmental programs with high school students.
- Dr. John Alfone, chair of the Catholic School Committee, reported that, last year, the committee worked closely with the SDE to examine the types of services that the state currently provides to non-public schools. This year, the committee is conducting a "needs assessment" among the state's 127 catholic schools. The committee's goals for the year will be developed in accordance with the results of the needs assessment.
- Bob Carroll reported that the Urban Schools Committee was looking at ways to help urban districts in the area of public relations. The committee is planning to sponsor PR workshops in three districts - Bridgeport, Danbury, and New Haven. The first workshop, which will be held in Danbury on November 8th, will be presented by representatives from the Baldwin/Alverio media marketing firm.
- It was reported that the Early Childhood Committee, chaired by Steve Proffitt and Sharon Wiersman, hosted three successful early literacy workshops last year. This year, the committee is working to secure a \$10,000 grant from the Center for School Change to continue its work in early literacy in two urban districts in the state.
- It was reported that, in light of the considerable number of workshops being organized by other elementary committees, the Professional Studies Committee felt that the membership would be better served if the committee were to direct its efforts at producing a monograph on a critical issue in elementary education.
- The board appointed a sub-committee to draft by-laws for the newly established Connecticut Association of Elementary School Principals. When the new CAS Constitution was adopted at the annual meeting in June, it was with the stipulation that each of the newly created principals' associations would establish and update its own by-laws.

## STATE ADVISORY PANEL ISSUES REPORT ON EARLY READING SUCCESS

A legislative advisory panel studying ways to improve the reading skills of the state's students say educators have to ignore the debate over whether to focus on phonics or comprehension and teach both.

The report from the Early Reading Success Panel also includes guidelines for preparing elementary teachers for the task.

The 80-page report, released in September, focuses on teaching the state's youngest students. Educators say that if a firm foundation in reading skills is not laid in kindergarten through third grade, students will have a hard time keeping up in many subjects later on.

The panel — composed of more than 30 educators, administrators and legislators — said teachers should seek a balance of phonics and comprehension. Sounding out words is important, but students must also understand the context of those words.

The panel also found that a student's reading education must include not just the written word, but also the spoken. If children do not understand the meaning of a sentence when they hear it, they also will not know its meaning when they read it, even if they know the printed words that compose the sentence.

The report has been sent to the state board of education, which is expected to make it policy in Connecticut's school districts.

(From "Legislative advisory panel outlines student skills, teacher methodology," *Bristol-Post*, September 17, 2000)

## Extreme Prematurity Affects Subsequent Achievement in School

Elementary school children who were born very prematurely are 3 to 4 times more likely to struggle with academic performance than children who were born at term, study results suggest. Compared with children who were born at full-term, students who were born prematurely were more likely to repeat one or more grades in school (33% versus 18%), receive special education (20% versus 5%), and require extra help with reading, spelling, math, handwriting, or speech/language classes, or require occupational or physical therapy (16% versus 6%).

"These children need to be followed and serviced very early for cognitive, perceptive and visual deficits and other [factors] that might impact on learning," Dr. Germaine M. Buck, the lead investigator, told Reuters Health. "We think that biological immaturity has a long-lasting impact on how well these children do in school."

The findings are published in the October issue of *Paediatric and Perinatal Epidemiology*. (Source: Reuters Health, Oct 10, 2000)

## ciac news

■ **Basketball Rules Experiment Approved by NF.** The CIAC has received permission from the National Federation to experiment with basketball rules 1-13 and 10-5-2 (bench location - coaching box). Present Federation rules require that the "area" (coaching box) be bounded by a line 28 feet from the end line, the side line, a line 22 feet from the end line, and the team bench. The experiment allows the CIAC to demarcate the coaching box by hash marks at 28 feet and 12 feet from the end line, increasing the coaching area from 6 feet to a proposed 16 feet.

The experiment was at the request of the CIAC Basketball Committee. The rationale for the experiment is as follows:

1. The modification would allow coaches more flexibility of movement and yet still comply with the Federation's philosophy of keeping the coaches away from the scoring table and not allowing movement to the end line, as the NCAA rule allows.
2. Officials too often are overly concerned with coaches leaving the 6' coaching box and lose their perspective, or focus on the importance of the flow/tempo of the game. This situation often causes unnecessary dialogue between the coach and the official.
3. Too many inexperienced officials are affected by coaches' complaints about the opposing coach leaving the 6' coaching box. As a result, the rules of competition are often overlooked because of the constant distraction of the coach that strictly abides by the coaching box rule.
4. The rule modification would limit the growing number of coaches who make it a practice during the pre-game period to create an adversarial situation before the game even begins by requesting enforcement of the coaching box rule.

The experiment will be in effect for the 2000-2001 season only. The CIAC will be asking schools to supply data relative to the experiment.

■ **NF to Launch Future Coaches Program.** The National Federation will launch a new program to train high school students who aspire to be coaches. The NFHS Future Coaches Program is a mentoring program designed to ensure that all aspiring coaches are prepared to take on the responsibilities of coaching a team. Students will complete the program online, with no materials being sent to schools. All students will be assigned a mentor coach who will verify that they have completed the work necessary to pass the program. The program is expected to be running by the middle of this month.

■ **WIAA Conducts Background Checks of Officials.** Due to concerns about sexual predators officiating at WIAA contests, the Washington Interscholastic Athletic Conference has instituted a background check program for its officials. The state association began conducting background checks on all registered officials at the start of the 1999-2000 school year. The background checks uncover all past criminal convictions, not just those dealing with minors. WIAA officials review all background reports and, if they find officials who have made an offense against individuals who cannot protect him/herself — such as minors or the disabled — they move to terminate them. According to WIAA officials coordinator Todd Stordahl, there were "a few, but not many" terminations during the past year.

■ **Concussions More Likely Second Time Around.** High school and college football players who suffer concussions are three times more likely than other football players to suffer concussions later in the same season, concludes a study from the University of North Carolina. The highest incidences of injury were at the high school and Division III college levels. The study, published in the September-October issue of the *American Journal of Sports Medicine*, suggests that the brain is more susceptible to injury when it has not had enough time to recover from a first injury. "We believe recurrences are more likely because injured players are returning to practice and to games too quickly after blows to the head," said the study's lead researcher, Kevin M. Guskiewicz, an assistant professor of exercise and sport science at the university's Chapel Hill campus. "Many clinicians are not following the medical guidelines that players should be symptom-free for several days before returning," he added. Researchers spent three years surveying certified athletic trainers who worked with high school and college football teams. More than 17,500 players were represented in the study. About 5 percent suffered concussions each year. Nearly 31 percent of athletes with concussions began playing again the same day they were injured, the study found. (Source: *Education Week*, 9/20/00)

## 2001 TOURNAMENT ANNOUNCEMENTS

### Baseball

**New Bat Rule:** The National Federation Baseball Committee has adopted a major change in the bat regulations. The new bat rule in effect for the 2001 season states that the diameter of the thickest part of the bat shall be no greater than 2 inches, and the bat shall not weigh, numerically, more than three (3) ounces less than the length of the bat. For example, a 33 inch long bat cannot weigh less than 30 ounces. The maximum diameter has been 2¾ inches, and the unit differential was 5 inches.

Bats that are altered, that deface the ball, or that do not conform to National Federation rule specifications are to be deemed illegal. Bats that are broken, cracked, splintered, or dented shall be removed upon discovery without penalty.

This decision is based upon a complete review of bat safety research commissioned by the National Federation Board, and supported by the National Federation Sports Medicine Committee.

### Girls Basketball

A team picture will be required with all entries.

Divisions:	LL -- 430 and over
	L -- 316 to 429
	M -- 194 to 315
	S -- up to 193

### Playing dates:

Qualifying round --	Sat., Feb. 24, 2001
First Round -- LL & M	Mon., Feb. 26, 2001
-- L & S	Tues., Feb. 27, 2001
2nd Round -- LL & M	Wed., Feb. 28, 2001
-- L & S	Thur., March 1, 2001
Quarter-finals -- LL & M	Fri., March 2, 2001
-- L & S	Sat., March 3, 2001
Semi-finals -- LL & M	Tues., March 6, 2001
-- L & S	Wed., March 7, 2001
Finals: Saturday, March 10, 2001 @ CCSU	
	L -- 11:00 a.m.
	M -- 2:00 p.m.
	S -- 5:00 p.m.
	LL -- 8:00 p.m.

### Wrestling

The 2001 tournament packet has been adopted with the following major changes:

Seeding dates --	LL - Sunday, Feb. 11 -- 5:00 p.m.
	S - Sunday, Feb. 11 -- Noon
	L - Monday, Feb. 12 -- 5:00 p.m.
	M - Tuesday, Feb. 13 -- 5:00 p.m.

Tournament dates -- Fri., Feb. 16 and Sat., Feb. 17, 2001

Sites --	LL -- Bristol Central High School
	L -- Bristol Eastern High School
	M -- Windham High School
	S -- Plainville High School
	Open -- Glastonbury High School
	New England's -- TBA

Divisions --	LL -- 509 and above
	L -- 382 - 508
	M -- 299 - 381
	S -- up to 298



## ... more ciac news

### NCAA Proposals Would Deregulate Amateurism Status of Student-Athletes

The National Collegiate Athletic Association (NCAA) has separate proposals pending before their Division I and II governing bodies that would deregulate amateurism rules as applied to student-athletes. The Division I proposal, developed over the past two years, would address student-athlete participation in terms of both "pre-enrollment" (before college) and "post-enrollment" (post college enrollment) activities.

Pre-enrollment deregulation would allow a prospect to:

1. accept prize money based on place finish;
2. enter the draft and be drafted;
3. sign a contract for athletics participation;
4. accept compensation for athletics participation;
5. compete with professionals;
6. accept educational expenses in specific situations;
7. receive normal and reasonable living expenses from specific individuals.

These activities are not allowed under current NCAA rules. The NCAA reports that these changes are necessary due to the increasing number of reinstatement requests from schools on behalf of prospective and enrolled student-athletes, and could approve the proposals, or some variation thereof, as early as next year.

■ Arguments in Opposition of NCAA Amateurism Deregulation:

- The proposals represent a departure from an educational pillar of amateurism and undermine support by the elementary/secondary-higher education community for education-based athletics.
- Allowing students to receive prize money and compensation for participation ("pay for play") will enhance opportunities for gambling, "street agent" involvement, and illegal or unsanctioned recruitment activities by colleges and universities.
- Student-athletes would leave high school sports programs in favor of teams providing compensation. This would result in the deterioration and possible abandonment of high school sports programs.
- The proposals are in conflict with high school "pay for play" rules thus forcing a student-athlete to make the choice between following the high school rules, participating in professional sports resulting in the loss of high school eligibility, or breaking the high schools rules.
- Compensation for sports participation would encourage students to leave high school sports programs in search of individual fulfillment. This conflicts with the "higher order" values related to teamwork that high school sports programs promote, and creates a dichotomy among peers.

For NCAA arguments in support of amateurism deregulation, visit [www.nassp.org/whats\\_new/14.html](http://www.nassp.org/whats_new/14.html). For additional information regarding the NCAA Division I amateurism deregulation proposal, view the NCAA website [www.ncaa.org/agents\\_amateurism/amateurism/1/index.html](http://www.ncaa.org/agents_amateurism/amateurism/1/index.html). (Source: NASSP website)

### New Transfer Rule, *continued*

10, 11 or 12 after a 30 calendar day wait period. Previously, the student would have been subjected to a full year (365 day) wait period. (The 30 day wait commences on the first allowable play date in the affected sport.)

The provision goes into effect only after both the receiving and the sending school principals sign a Transfer Waiver Form attesting that the student, to the best of the knowledge of the principals, did not transfer for athletic reasons.

#### Background

At the annual meeting in June, the CIAC presented to the membership, for discussion purposes only, a proposal for a new exception to the Transfer Rule which would allow the Eligibility Committee and the Eligibility Review Board greater latitude to grant eligibility to students who are clearly not transferring for athletic reasons and yet who do not meet any of the existing criteria for an exception. The proposed "19th exception" was not presented for adoption at that time because board members felt that the nature of the change was too dramatic and the timing of the change too sudden to act on without further input from member schools. Following the annual meeting, an ad hoc study committee — comprised of principals, superintendents, athletic directors and coaches — was appointed to refine the proposed change in accordance with the wishes of the membership.

After several meetings over the course of four months, the ad hoc committee drafted a new proposal and presented it to the board at its meeting last month. After a careful review of the proposal, the board approved the change with minor adjustments.

#### Reasons for Change

Students who are clearly not transferring for athletic reasons and yet who do not meet any of the criteria for an exception are being unfairly rendered ineligible. The new regulation will grant eligibility to athletes who would otherwise be ineligible under the existing regulation, which does not specifically evaluate the issue of transferring for athletic reasons.

#### Points of Emphasis

1. The transfer rule does not apply to grade nine (9) students. They may transfer at any time during or at the end of the ninth grade and remain eligible.
2. The transfer rule applies only when a student enters grade 10 and plays for the school in an interscholastic athletic contest. Athletic eligibility is then declared in that sport only. It is at that point that the CIAC transfer rule takes effect. The rule is sport specific.
3. The proposed addition to the transfer rule assures students who transfer after entering grade 10 and having had played in a sport during grade 10, 11, or 12 during the present or preceding year the opportunity to become eligible following a 30 day wait period from the time of the first allowable play date for the sport, IF the principal of the sending school and receiving schools sign a CIAC waiver form certifying that to the best of their knowledge the student has not transferred for athletic reasons.
4. In order to minimize the involvement of the principal(s) in the event that either or both do not sign the Transfer Waiver Form, the board stressed that the responsibility for investigating and making a ruling in this situation rests with the CIAC Eligibility Board.
5. The intent of the new regulation is to continue to discourage students from changing schools for athletic reasons while at the same time reducing the impact of such change on students who do not meet one of the present requirements in the regulation which would qualify them for an exception.

**The new requirement went into effect immediately upon adoption by the CIAC board and will need to be ratified by member schools at the annual meeting. A copy of the new rule as well as supporting documents were mailed to member school principals and athletic directors last month.**

## . . . more ciac news

### Sports Medicine and Overseas Travel

By Patti Flynn, MS, ATC, Eastern Rehabilitation Network

As we watched thousands of athletes from all over the world fulfill their Olympic dreams, we heard stories of local kids who worked hard, found the right coaches and competed for Olympic gold. While I'll never compete for the gold, I've had a terrific opportunity to work with former and future Olympians.

As a certified athletic trainer (ATC), I've worked with a number of men's and women's national teams of the U.S. Field Hockey Association over the last three years in addition to serving as the athletic trainer at Glastonbury High School. Personally, it has given me the opportunity to travel to countries I never thought I'd see and to meet the people and experience the cultures of those countries. Professionally, I have had the opportunity to work with the best field hockey players in the U.S., some of whom are the best players in the world.

✓ While athletes and coaches prepare, the medical staff must also prepare, albeit with less sweat and fewer aches and pains. Each of the nine countries I've been to with U.S. teams has been unique. Although the following tips are the result of my travel as an ATC with the national teams, I think many athletes traveling abroad will find them useful.

✓ Be sure to have everyone's medical histories, insurance information, emergency contacts and waiver/permission to treat forms.

Bring enough of any medications you may need for the entire trip plus a few extra days. Keep them in your carry-on so you don't have any problems if your luggage arrives later than you do.

✓ Find out where the nearest hospital is to the hotel as well as athletic facilities. Find out how to access that country's emergency system.

✓ Pack some of your favorite travel-friendly foods from home (peanut butter, energy bars, sports drink powder). The food is bound to be different, that is part of the fun of traveling overseas. But, an athlete who can't find food that appeals to him/her can be troublesome, so it's good to have options.

✓ Americans are unable to drink the water in some countries, so secure ample amounts of bottled water upon arrival. Iodine tablets and other water purifiers may be helpful as well.

✓ Vaccinations are required or recommended for travel in some countries.

✓ Many items that Americans take for granted, especially with regard to sports medicine supplies, may not be readily available in other countries. Pack wisely, but adequately.

✓ Be prepared by investigating the country to which you are traveling. The Centers for Disease Control and the Treasury Department have web sites that are very helpful for Americans traveling abroad.

Finally, expect things to be different. When traveling to other countries, you cannot expect an American way of life. Enjoy it. When you are more flexible, the results are much more favorable.

### Obesity Increases 6% in One Year AOA Directs Harsh Criticism Toward Schools

In the October 4th issue of the Journal of the American Medical Association, the American Obesity Association (AOA) reported a 6% increase in obesity in the U.S. between 1998 and 1999.

"Parents, politicians, and educators need to wake up and see what we are doing to our children," said Judith Stern, vice president of AOA. "Prevention is essential. Schools have thrown recess and physical education out the back door and have pulled in junk food in the front door. They are making our kids fatter every day. It is time to stop balancing school budgets on the hips of our children."

Two weeks ago, AOA released a survey of more than 1000 parents. Almost 80% of parents said they were opposed to reducing recess and physical education for more academics.

The JAMA report indicates that obesity has increased among all age groups, both sexes, all regions, and all income and educational levels. In 1991, no state reported obesity rates of 20% or more; in 1999, 16 states reported such levels.

"A jump of this magnitude in only 1 year is as unbelievable as it is scary," says Richard L. Atkinson, MD, president of the AOA. "Medicine has never seen an epidemic of this proportion."

Obesity affects more 20% of adults and 10% to 15% of children. Nearly 30% of adults and 10% to 14% of children are overweight and at risk for obesity. Obesity is responsible for nearly as many preventable deaths as smoking (300,000), and costs society about \$100 billion a year.

(Source: JAMA/MedscapeWire, 10/9/00)

## INVESTORS IN CT YOUTH

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