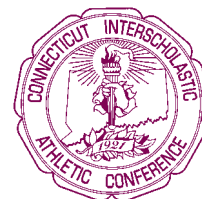


# BULLETIN

## The Connecticut Association of Schools The Connecticut Interscholastic Athletic Conference



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

VOL. 77 / NO. 2

NOVEMBER 2002



CAS President Allen Fossbender (l) and Executive Director Mike Savage (r) enjoy Commissioner Sergi's (center) ever-present good humor.

### CAS BOARD MEMBERS ENJOY VISIT FROM COMMISSIONER

It wasn't "business as usual" at the October meeting of the CAS Board of Directors. The board set aside most of its regular agenda to hear Commissioner of Education Theodore Sergi speak about a variety of educational issues – from the "No Child Left Behind Act," to closing the achievement gap, to the teacher/administrator shortage. Following some introductory remarks, Sergi fielded questions from board members, revealing his opinions about some important issues affecting our schools:

- Merit Pay: "I am not a fan of indiscriminate merit pay. I wish we could do a better job of rewarding great teaching. I haven't seen a merit-pay system that works well with teachers."
- Achievement Gap: "The answer is not just more money. However, more money will help. We need to offer better salaries to teachers who work in urban areas. We need the best teachers in high priority districts. Greatest needs require the greatest skills."
- "No Child Left Behind Act": There is much good in this legislation. But there is also some nastiness in there. The legislation essentially suggests that we are lying to our parents [about the quality of the teachers in our classrooms]; that we have persistently dangerous schools; and that we treat private schools like dirt. There are many who perceive the legislation as a hostile take-over of state education departments."
- Teacher/Administrator Shortage: "Remember to identify and cultivate leaders at the local level. Seek out teachers who should be looking at leadership. Take the opportunity to mentor," said Sergi.

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### CAS PARTNERS WITH TOPCODER TO BRING PROGRAMMING COMPETITIONS TO CT HIGH SCHOOLS

CAS has partnered with TopCoder, Inc., the leader in on-line programming competition and skills assessment, to expand computer programming competitions to the high school level. These competitions will be a means for academically inclined high school students to showcase their skills statewide in team competition.

"TopCoder's competition platform will allow students to compete in an academic arena, a direction in which we have been looking to expand. Being able to provide a means for students to represent their respective high schools and compete for school pride in a manner that has not previously been available is very exciting for us," said Mike Savage, Executive Director of CAS. "The Connecticut Association of Schools is proud to promote excellence in mathematics and computer science through this academic team sport."

"We are excited about our collaboration with the CAS," said Drew Vaughn, vice president for TopCoder, Inc. "The executive group of the Connecticut Association of Schools has proven that they are at the forefront of promoting academic excellence alongside athletics in team competitions."

At [www.topcoder.com](http://www.topcoder.com), students will compete online in real-time against students from other schools.



Using Java, C++ or C#, the most widely used programming languages in the technology workplace today, contestants will write solutions to algorithmic problems under tight time constraints. Scores will be calculated using TopCoder's objective assessment model and unique rating system, designed to fairly and accurately gauge a contestant's performance. Winning teams will be comprised of individuals who were the fastest to solve the problems with code that withstood the scrutiny of other contestants and TopCoder's system test. Competing students will receive a rating based upon their performance in the competitions. This competitive experience offers students a way to differentiate themselves in the college admission process.

There is no sign-up fee for schools or students. The program will be funded through corporate sponsorship. Interested companies should contact Drew Vaughn at TopCoder ([dvaughn@topcoder.com](mailto:dvaughn@topcoder.com) or 860-633-5540). Interested schools should contact Mike Buckley at CAS ([mbuckley@casciac.org](mailto:mbuckley@casciac.org) or 203-250-1111).

### BILL WHALEY TO CO-CHAIR 2003 CIAC GOLF BENEFIT

*By Jack Dolan, Sports Marketing Consultant*

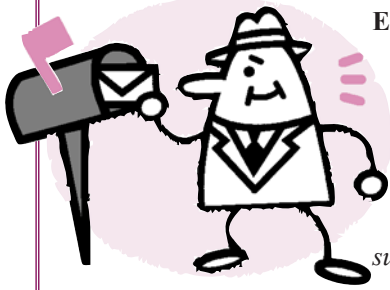
Bill Whaley, general manager and golf director of the Tournament Players Club at River Highlands in Cromwell, has agreed to co-chair the 11th annual CIAC Golf Benefit to be held for the third straight year at the Torrington Country Club on Monday, June 23, 2003. Last June, the 2002 event sold out and raised in excess of \$35,000 for the organization.

Whaley, winner of 98 professional golf tournaments since 1982 and holder of eight course records nationally, has played on the American, Australian and Asian circuits. He qualified twice for the PGA Doral and Honda Classic tour stops. This past summer, Bill's wife, Suzy, gained worldwide notoriety by winning the Connecticut Section PGA tournament making her eligible to become the first

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# LEGAL MAILBAG

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



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

**Q. Dear Mailbag:** Last year, students at my school sold certain items with the understanding that the proceeds would be credited to defray the cost of a school trip. Approximately eight months later, however, the Superintendent directed that the money they earned be used to purchase supplies. Now, these students are having to sell items again in order to "earn" funding for the same trip, which will occur in another six months. They have been told (again) that they will be individually credited with the profits for the items they personally sell, but they and their parents are becoming quite agitated over this issue. Do they have a valid beef?

- Advisor in the Cross Hairs

**A. Dear Advisor:** Let's hope we never find out. It is possible that their original expectations could be enforced like a contract, by what judges call "promissory estoppel." Under that doctrine, a person can be bound by his or her promise if the other person (the "promisee") takes action in reliance on the promise. Here, the students may have difficulty establishing a binding promise the first time to credit them with the funds. Rather than revisiting the past, the students and school personnel should make sure that expectations are clear in the future, and their current efforts should be credited to them if that's the deal. District personnel should know that such promises can be binding upon the district.

**Q. Dear Mailbag:** During an argument with a mother over her wish to pick up her son early on days when he is "tired," I told her that she was a "wicked enabler" and that she should get counseling before she gives her son some sort of complex. I was rather proud of my repartee, but boy is she angry now. She called me a "lazy slob," and has filed a Freedom of Information request for my personal calendar. Presumably, she just wants to embarrass me (yes - I faithfully log my daily racketball game). Given that she is obviously acting in bad faith, can I tell her to pound sand?

- Blunt But Insensitive

**A. Dear Blunt:** I guess you were absent the day they discussed communication skills. The bad news is that a person's motivation is irrelevant under the Freedom of Information Act. Even life insurance salesmen have the right to information if it is public under the law. The good news, however, is that your personal calendar is probably not a public document. As long as you keep it personally and it is not maintained by the school district, it will probably not be considered a public document. In any event, you should hold your nose and make up with mom.

**Q. Dear Legal Mailbag:** Yesterday, I had a run-in with the local legal aid lawyer. She showed up at my school with a child in tow. She explained that the child's parents had been evicted from their apartment and that they and the child were floating from friend to friend until they could get their feet under them. After listening politely, I told the lawyer that we don't accept strays. Until the child can show that she is a permanent resident of my town, I don't have to enroll her, right?

- No Charity Here

**A. Dear Charity:** You may be wrong. The new No Child Left Behind Act includes an expanded definition of "homelessness" to include "individuals who lack a fixed, regular, and adequate nighttime residence," such as children sharing the housing of others because of loss or housing, economic hardship or a similar reason, and/or children who live in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations, and/or children who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings. If a student is homeless, the district in which the student was last enrolled is responsible for providing educational services, in that district, if feasible. If that is not feasible, it and the district where the homeless student is currently residing must work out a plan for education. The law specifies that such children are entitled to be enrolled immediately, while the adults figure out who is responsible. I'd call the lawyer back if I were you.

## ct news & notes

■ The Department of Educational Leadership in the Neag School of Education at the University of Connecticut is inviting 5-member administrator teams to participate in a four-day professional development program entitled Leadership Development for Whole Systems Change and Technology Integration. The four-day program, sponsored by the newly established Technology for Leadership & Learning in Connecticut (TL<sup>2</sup>C), is supported by funds from CT's Bill and Melinda Gates Foundation State Challenge Grant for Leadership Development and will be offered in January, March, April and May. The cost for a 5-member administrator team (comprised of principals and superintendents) is a nominal \$300 for all four days. For additional information or to register, contact Carol Roque at the University of Connecticut, [carol.rocque@uconn.edu](mailto:carol.rocque@uconn.edu) or (860)486-0238.

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■ The University of Connecticut experienced another increase in enrollment this year, reaching its goal of 25,000 students three years ahead of schedule. The continued increase in enrollment has prompted school officials to limit future freshmen classes at Storrs to the current level of about 3,200. Some of the biggest growth occurred in West Hartford, with a 14% increase in freshman enrollment, and at Avery Point, which reported a 30% jump in its freshman class. Largely because of a 10-year \$1 billion construction known as UConn 2000 and an increased focus on academic quality, the enrollment at the Storrs campus has increased by nearly 60% since 1995. Now that its Storrs campus has reached its maximum capacity, UConn expects that its regional campuses will benefit from expected overflow.

## SCHOOLIES © 2002 by John P. Wood





## ... more ct news & notes

### CT Named the "Smartest State"

In its first ranking of the quality of state elementary and secondary education, Morgan Quinto Press, an independent research and publishing company, has declared Connecticut number one in the nation. In *Education State Rankings 2002-2003*, Morgan Quinto Press weighed 21 factors in making its rankings, including per-pupil expenditures, public high school graduation rates, average class size, student reading and math proficiency, pupil-teacher ratios and teacher salaries. The rest of the top five were Vermont, Montana, New Jersey, and Maine. Massachusetts was seventh; New York was twenty-sixth and New Mexico was fiftieth.

■ **Good news and bad news** . . . According to a new report by the state department of education, there were fewer CT students in special education programs last year than in 1995. However, black and Hispanic children are still being channeled into special education programs more often than white; and, despite mainstreaming efforts over the past six years, the incidence of isolation of special education students is relatively unchanged. In the 2001-02 school year, 12.3% of all CT's schoolchildren (68,935 students) were identified as special needs. This figure was down from a peak of 13.9% in 1995-96, when CT had the 3rd highest special education rate in the nation. The most recent statistics put CT at 21st in the nation. The report also found that black and Hispanic students continued to be "overidentified" in categories such as "learning disabled," "intellectually disabled" and "emotionally disturbed."

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■ A West Hartford elementary school will be one of a handful of schools nationwide to be featured in an upcoming PBS series called *Leading Learning Communities*. Wolcott School will be part of a new documentary series which will include seven 30-minute programs and will be broadcast on PBS You, PBS's education channel. Spearheaded by the National Association of Elementary School Principals (NAESP), the series will focus on the role of a school principal as both manager and instructional leader. Wolcott School Principal Plato Karafelis will be spotlighted for his success in setting standards for the academic and social development of his students. Wolcott School was named a national school of excellence last year by the Kennedy Center Alliance for Arts Education. The purpose of the series, which premieres this winter, is to try to raise the status of the principal in the eyes of the public.

## national news & notes

■ This week, the U.S. Department of Education published a 181-page reference guide to the No Child Left Behind Act (NCLBA). Prepared by the Office of the Under Secretary of Education, the Desktop Reference outlines what is new under the NCLBA for each program supported under the Elementary and Secondary Act of 1965 and other statutes. It also describes how the NCLBA's four guiding principles (accountability, flexibility and local control, parental choice, and what works) are brought to bear on many of these programs. This reference guide is intended to provide an overview of policy changes and emphases for state and district officials. Programs for which no funding was requested in fiscal years 2002 and 2003 are not included. To view the guide in .pdf format visit: [www.ed.gov/offices/OESE/reference.pdf](http://www.ed.gov/offices/OESE/reference.pdf). To view the guide in Word format visit: [www.ed.gov/offices/OESE/reference.doc](http://www.ed.gov/offices/OESE/reference.doc).

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■ The Rand Corp. has published a guide to help policymakers and educators improve test-based accountability in education. "Making Sense of Test-Based Accountability in Education," edited by researchers Laura S. Hamilton, Brian M. Stecher, and Stephen P. Klein, includes information on the history of large-scale assessment, technical criteria for evaluating tests, the consequences of high-stakes testing on schools and classrooms, and advice for improving existing accountability systems. To download the guide, visit [http://www.rand.org/edu\\_area/](http://www.rand.org/edu_area/).

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■ Tennessee's supreme court ordered the state to find a more equitable way to pay teachers. The five-judge court ruled unanimously Oct. 8 that the state's contributions for teacher pay produce such wide disparities in salaries that poor, rural districts cannot compete for and retain well-qualified teachers, and thus cannot provide the equal educational opportunities required by the state constitution.

**A survey released last month by the National Association of School Resource Officers found that 95% of respondents described their schools as vulnerable to terror. Of the 658 officers who responded:**

- 85% said that getting into their schools was very easy or somewhat easy;
- 55% said their crisis plans were inadequate; and,
- 52% said their plans had never been tested.

Officers also reported that budgetary constraints resulted in less training in preparedness since the attacks of September 11, 2001.

■ On October 1, the House of Representatives passed H.R. 5091, the "Canceling Loans to Allow School Systems to Attract Classroom Teachers Act" (CLASS ACT). Introduced by Rep. Lindsey Graham (R-SC), CLASS ACT would provide student loan forgiveness for new teachers to address the growing teacher shortage. If passed by the Senate and signed into law, the bill would increase the amount of student loans that may be forgiven for math, science and special education teachers from \$5,000 to \$17,500, provided they teach for at least five years and are employed full-time in a school where at least 30 percent of the students are below the poverty level.

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■ Colleges of Education should take note of medical school training, says a report by the Carnegie Corporation of New York. Teaching and medicine are "clinical professions," and educators should complete a residency requirement similar to a hospital residency for doctors, researchers said. Carnegie officials have selected four schools to pilot a model program: California State University at Northridge, Michigan State University, Bank Street College of Education in New York and the University of Virginia. Under this model, education school graduates would receive a teaching license but be required to complete a two-year, supervised induction period before becoming fully accredited.

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■ There are now about 2,700 charter schools operating in 36 states and the District of Columbia, an increase of approximately 14 percent over last year. According to the Center for Education Reform's statistics, 393 new charter schools opened this fall, with charter schools opening for the first time in Indiana and Wyoming. Since 1992, when the first charter school opened, about 160 charter schools have closed for failing to comply with the dictates of their charter, representing 6 percent of all charter schools ever opened. The top five charter states are: Arizona with 468; California with 452; Florida with 232; Texas with 228; and Michigan with 186. (Source: *Dateline NAESP*)

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■ According to a new report by the Centers for Disease Control and Prevention, sexual intercourse among high school students has dropped significantly in the past decade. The number of teens who remained virgins rose 16% in the past decade while the number of students who had at least four sex partners dropped 24%. The statistics are based on anonymous surveys administered to more than 10,000 high-school aged students nationwide.

## ... more national news & notes

■ Bucking a nationwide trend toward bulking up school calendars, dozens of rural school districts are actually paring back their work weeks, cramming more academics into four-day work weeks. The trade-off: school days are an hour or more longer than in most schools. Schools find that by knocking off Fridays or Mondays, they can save money on transportation, heating, and substitute teachers. Advocates say four-day weeks have other advantages. They leave teachers with fewer interruptions and fewer student absences. They also cut down on teacher absences and allow schools to hire fewer substitutes – the fifth day is used for teacher training or to free up teachers for personal appointments. School districts in six states – Louisiana, Oregon, Wyoming, Colorado, New Mexico, and South Dakota – are trying it this year. (Source: *AWSA Update, October 2002*)

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■ The future of the State Children's Health Insurance Program, a federal-state program that pays for health care for uninsured children, is in question. SCHIP has been widely successful since its implementation five years ago, with 3.9 million children reaping its benefits nationwide. Unfortunately, quirks in the law could jeopardize the benefits of 900,000 children by 2006. Experts claim that the program faces three challenges: (1) federal funding for SCHIP will decline by more than \$1 billion this year and for each of the next two years; (2) there is a "use-it-or-lose-it provision" which mandates that states have to return any unspent funds to the Treasury after three years; and (3) the General Accounting Office has claimed that the waivers granted by the Bush administration allowing some children's program money to be used for adult coverage raise serious legal concerns. The CT program, known as "HUSKY," currently serves 13,460 children and more than 50,000 have participated since its inception.

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■ The Dept. of Education and the Dept. of the Treasury have teamed up to help students learn early how to manage their money. To do that, the two agencies on Oct. 3 launched an office of financial education within the Treasury Department. The Education Department also announced that a \$250,000 grant would go to the Jump\$tart Coalition, a Washington-based nonprofit group that promotes financial literacy, which will work on improving students' financial skills. The departments also released a report offering suggestions for improving students' knowledge of finance. The suggestions range from including financial education in state standards to pushing textbook publishers to include more financial education content. To view the report, visit [www.treas.gov/press/releases/docs/white.pdf](http://www.treas.gov/press/releases/docs/white.pdf).

Last month MetLife released the results of *The MetLife Survey of the American Teacher, 2002: Student Life - School, Home and Community*. The survey, the 19th in an annual series conducted by Harris Interactive® for MetLife, explores the factors and forces at work in students' lives that encourage or inhibit their success in and out of school. Results show that students' lives at school, at home and in the community are closely related. This year's survey also underscores that responsibility for education does not belong to schools alone; however, educators could serve students better by doing more to understand students' interests, needs, and lives outside of school. Key findings include:

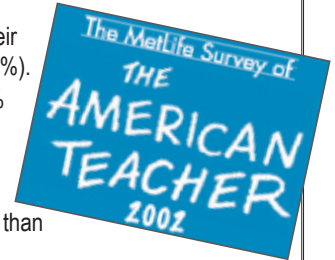
■ Teachers are nearly twice as likely as are students to believe that their school is preparing students extremely well to go to college (29% vs. 15%).

■ Only 18% of students believe that teachers respect all students; 24% believe that teachers are interested in what's best for all students.

■ 54% of students wish for more time with their parents.

■ Failing and nearly failing students are twice as likely to never eat breakfast as "A" students (31% vs. 16%) and are more likely to get less than 7 hours of sleep on a school night (43% vs. 33%).

■ Students who get As in school are more likely than those who get Ds and Fs to participate in sports (56% vs. 26%), dance and music programs (30% vs. 8%), drama programs (25% vs. 3%), or to read for fun at least a few times a week (46% vs. 17%).



■ Last month, the Paris-based Organization for Economic Cooperation and Development (OECD) released its annual report which provides international comparisons of a variety of educational indicators. The report revealed some good news about American education. U.S. students have better access to computers than students in virtually all other industrialized countries (five students per computer in the United States compared with an average of 13 students per computer in other OECD countries). Among 16 OECD countries with comparable data, U.S. 15-year-old girls were the most comfortable with computers -- 88 percent said they were comfortable or very comfortable, compared with 70 percent, on

average, in other countries. The report also showed that the United States was in the top tier on a list of 32 countries for its percentage of 15-year-olds with "top-level literacy skills" -- students who were among the best in the world at understanding complex texts, evaluating information and drawing on specialized knowledge. However, countries such as Japan, Korea, Iceland and Finland have done a better job overcoming poor students' hardships. In those countries, poverty is less likely to accompany low school achievement. The report also found that, on average, U.S. teachers spent hundreds of hours more in front of students each year than teachers in other countries. (Source: *CNN.com*)

### ADHD: The Latest Findings

■ **Brain Size:** A new study confirms earlier findings that children and adolescents with attention deficit hyperactivity disorder have smaller brains than those without the disorder. But, the report contends, medication, which had been blamed by some for the brain-size difference, is not the cause. When previous studies reported structural brain differences in children with ADHD, some argued that drugs such as Ritalin given to treat the disorder stunted brain growth. The new study, which appears in the Oct. 9 issue of *The Journal of the American Medical Association*, suggests otherwise. Researchers from the National Institute of Mental Health found that children and adolescents with ADHD had brains that were 3 percent to 4 percent smaller than those of youths without the disorder. The size difference occurred in the brains of both children who were taking stimulant drugs and those who never received medication.

■ **Gender Differences:** Teachers may never suspect that those quiet girls who appear to be sitting attentively in their classes may really have attention deficit hyperactivity disorder. The image of a student with the disorder has typically been a rambunctious boy who disrupts class and can't stay still. But a new study shows there may be more girls with ADHD than teachers and parents realize. Statistics show boys are more likely to have the disorder by a ratio of 3-to-1. But girls may be underdiagnosed, according to the study, published in the October issue of *The Journal of Consulting and Clinical Psychology*. Past research has shown both girls and boys with the disorder have difficulty focusing on tasks, meeting goals, and staying organized. But this study found that girls with ADHD have a harder time making friends than their male counterparts do. Girls with ADHD may stand out from other girls because they are more likely to tease peers and act aggressively, the researchers say. Girls, they claim, are more likely to have the "inattentive" type of the disorder. A student with that type of ADHD has disorganized, unfocused performance, rather than impulsive behavior.



## UCONN SURVEY SHOWS CT's OPINIONS ON EDUCATION

The Neag School of Education at the University of Connecticut has just released the results of an education survey which addressed six public school issues: (1) public school performance; (2) statewide student testing; (3) improving student achievement; (4) public school funding; (5) local school problems; and (6) vouchers and school cost containment. The results of the poll, conducted by the UConn Center for Survey Research and Analysis, reflect positively on the overall performance of the state's schools and student body. Connecticut citizens feel more resources are needed to support education and appear ready to raise taxes to provide them. Two areas high on their list of interest are reducing class sizes and providing for specialized training of teachers.

### Highlights of the survey results are as follows:

**Public School Performance** – CT citizens generally gave the state's public schools a positive rating. Slightly over six in ten (61%) said the schools ranked either excellent (12%) or good (49%).

**Statewide Student Testing** – CT citizens seemed to view the state's testing program as a "value add" to the improvement of quality schools and student learning. Nineteen percent felt that the testing program has "helped a lot" to improve schools and learning and 46% percent indicated that the tests have "helped a little." This equated to an overall 65% positive finding.

**Improving Student Achievement** – Eighty percent of 726 respondents felt that a critical measure for improving student achievement was reducing class size. There was also very strong support for more specialized training for classroom teachers. *See table below.*

**Public School Funding** – Two thirds of the respondents felt that there was a need for greater funding for the state's public schools and a majority (53%) were willing to pay higher taxes to support it. Of those who were willing to pay higher taxes, 39% supported an increase in sales tax; 26% preferred an increase in income tax; 17% endorsed an increase in real estate tax; and 11% advocated for an increase in personal property tax.

**Local School Problems** – Lack of parental involvement was the problem cited most often (46% of survey respondents). A close second was the degree of overcrowding occurring in CT's classrooms (45%). Urban respondents also indicated that violence in schools and poor quality teachers were major problems.

**Vouchers and School Cost Containment** – Vouchers: Fifty-one percent of respondents were in favor of school vouchers to pay their child's tuition at a private or parochial school of their choosing. Of those citizens that supported vouchers, 67% were from urban areas while 48% were from suburban areas. Cost containment: 60% of respondents were opposed to having their students pay for participation in extra-curricular activities. For additional information about the survey, contact Dr. Richard Schwab, Dean, (860)486-1836 or [Richard.Schwab@uconn.edu](mailto:Richard.Schwab@uconn.edu).

**Question: For each of the following, please indicate whether it helps to improve student achievement.**

	Helps a lot	Helps a little	Not much	Not at all	DK/REF
Smaller class sizes	80%	13%	2%	3%	3%
More hours of instruction	39%	34%	11%	14%	2%
Higher teacher salaries	33%	30%	14%	18%	4%
Special training of teachers beyond college	55%	29%	6%	5%	5%

The Principals' Center is surveying the state's principals on issues related to the offering of professional development programs for administrators. The results will be used by the Principals' Center's committees to plan programs of interest to administrators at dates and times convenient for administrators.

### The Center urges all principals and assistant principals to respond to the survey.

The survey may be completed entirely on line. Go directly to [www.casciac.org/survey.shtml](http://www.casciac.org/survey.shtml) or go to [www.ctprincipals.org](http://www.ctprincipals.org) and find the survey link under "news and announcements."

## ASPIRANT CONFERENCE A SUCCESS

By Tom Galvin, Assistant Executive Director

Seventy Connecticut teachers and administrators completed a two day conference for aspiring administrators at The Heritage in Southbury on October 17th and 18th. The Program was designed by the Connecticut Principals' Center's Aspirant Committee, chaired by Gene Horrigan, principal of Shepaug Valley Middle School.

Featured speakers at the conference included Dr. Kathy Butler of St. Joseph's College who spoke on style and leadership; Dr. Matt King, superintendent of the Wellesley, Massachusetts public schools, whose subject was school culture; and Dave Telesca, principal of Depaolo Middle School in Southington, who conducted a principal's news conference. Back to back programs on practical issues related to becoming a principal were conducted by Charles Sweetman, former superintendent of Regional School District 12 and Dr. Tony Rigazio-Digilio of Central Connecticut State University.

A special feature of the conference was an experienced administrator panel which tackled such questions as "Why should I be a principal?" Participants were Pat Charles, assistant superintendent of schools in Plainville; Carol Mikulski, Yalesville Elementary School principal; and Gary Gula, principal of Canton Junior Senior High School.

Dr. Ted Sergi closed the conference with an emotional call to the participants to consider a career in administration stating that "this is a good way to spend your life." The commissioner told participants that today's students are the "best" in the history of the country with achievements higher than ever. He told them to believe in themselves and believe in the improvement of education.



Avon M.S. Principal Jody Goeler facilitates a discussion group.

## 45TH ANNUAL HIGH SCHOOL CONFERENCE

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

Over ninety school leaders from Connecticut's high schools gathered at the Farmington Marriott on October 22nd to participate in the 45th Annual CAS High School Conference. Dr. David Sousa, consultant and author ("How the Brain Learns"), presented an inspiring keynote address and follow-up workshop on the topic of *Making High Schools Brain Compatible*. Additional workshops keyed to the conference theme of "Creating More Thoughtful and Personal Schools" included:

• *Increasing the Respect Quotient in CT's High Schools* - Dr. Jo Ann Freiberg, Executive Director of Operation Respect CT and the CT Coordinator of the Don't Laugh At Me (DLAM) program, discussed the high school follow-up to DLAM including a progression of climate enhancing activities from middle to high school and a model for school teams to follow to increase their school's respect quotient.

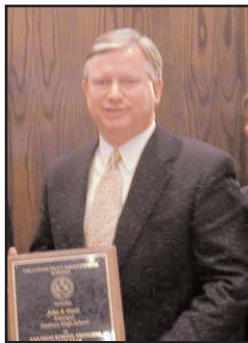
• *Personalizing Your School via Student Activities* - Ron Nedovich, Student Activities Consultant for the Connecticut Association of Schools and former long-time Executive Director of the Connecticut Association of Student Councils (CASC), made the case for including students as an integral part of the school improvement process in schools.

• *Reconceptualizing CT's High Schools* - Dr. Betty Sternberg, State Department of Education Associate Commissioner; Dr. Ed Higgins, principal of Branford High School; Dr. Gladys Labas, principal of Maloney High School in Meriden; and Dr. Suzi D'Annolfo, principal of the Metropolitan Learning Center; presented the recommendations for state action and discussed the programmatic aspects of a reconceptualized high school, one that would allow students to accept increasing responsibility for their studies in more thoughtful and personal schools.

• *Two Alternative Programs that Work* - Kim Elmer and Melissa Bavaro-Grande from Windsor High School and Al Dadario and Jane Ellen Peregrin from Avon High School described their respective alternative academies. Both are re-connecting challenging students to school, reducing drop-out rates, and saving money in the process.

• *Alternatives to Suspension and Expulsion* - Nancy Pugliese, Safe/Drug Free School Consultant for the State Department of Education, presented the recommendations of the Task Force on Alternatives to Suspension and Expulsion. Larry Sparks, principal of Avon High School, Art Arpin, assistant principal of Hamden High School, and Andrew Bayer, assistant principal at Southington High School, shared examples of alternatives that are working effectively in their schools.

Following lunch, **John Goetz**, Principal of Danbury High School and 2002 CAS CT High School Principal of the Year, was recognized and graciously addressed his peers. Dr. William Cibes, Chancellor of the Connecticut State University System, challenged his audience to create schools appropriate to the needs of learners in this new century.



John Goetz, High School Principal of the Year



Conference co-chair Bob Pitocco, Rocky Hill H.S.

## URBAN PRINCIPALS CONFER WITH COMMISSIONER ON NCLB

by Mike Buckley, Assistant Executive Director

On October 29th at Bulkeley High School in Hartford, twenty-three administrators representing twelve urban high schools conferred with Commissioner of Education Theodore Sergi on the implications of the recently passed No Child Left Behind legislation. Among other things, Dr. Sergi stated that . . .

- while the legislation does not come with increases in funding (except Title I), and while more resources would make a difference, we also have to do some things differently than we have been in the past;
- he's concerned that decisions relative to what we test, when, and with what conse-

quences now rest with congress and the office of education – a dramatic shift in the locus of control;

- in defining proficiency, CT did not lower standards, but used a band previously not labeled;

- he viewed the addition of reading and math testing in grades 3, 7, and 8 – and the addition of science in grades 5 and 8 – as not constituting a dramatic shift but more like the development of the next generation of mastery tests, especially since many districts already test in those grades;

*continued on page 7*

**Sergi, continued from page 1**

- CMTs: "I believe the legislature will move the CMTs to April."

- Miscellaneous: "We need to promote sharing among districts. We will get to a point where we will need to mandate that all districts operate under the same calendar. This will happen within your working lifetime."

The board extends its warmest thanks to Commissioner Sergi for his time and for the opportunity to strengthen the communication and collaboration between CAS and the State Dept. of Education.

## LEGAL ADVISORY

The following advisory was issued by the law offices of **Sullivan, Schoen, Campana & Connon, LLC., Hartford, CT.**

As many know, in some school districts school boards have debated whether to require students to stand during the pledge of allegiance. Those board members who favor a policy which contains such a requirement feel that students who choose not to participate in pledge activities should nevertheless show respect for the flag, the pledge itself, and/or the beliefs of others by standing quietly while the other students recite the pledge.

Below is a model pledge of allegiance policy that gives students who wish not to participate in the pledge the option of *either* standing or sitting quietly during the activity. Such a provision complies with the decision of the Second Circuit of the U.S. Court of Appeals that requiring students who choose not to participate in the pledge of allegiance to stand quietly while others recite the pledge violates student First Amendment rights (*Goetz v. Ansell*, 2nd Cir. 1973). Other courts have similarly ruled that such a requirement would violate the First Amendment. Consequently, school boards should be mindful of the possibility of a legal challenge to a requirement that students stand silently while other students recite the pledge of allegiance.

In our legal opinion, the draft model policy below meets the requirements of Public Act 02-119 (An Act Concerning Bullying Behavior In Schools And Concerning The Pledge Of Allegiance) and the court decision in *Goetz. V. Ansell*.

### Pledge of Allegiance

*Students will be offered the opportunity to recite the Pledge of Allegiance to the United States flag at least once during each school day. Participation in reciting the Pledge of Allegiance will be voluntary. Students may refuse to participate in reciting the Pledge of Allegiance for any reason including religious, political, philosophical, or personal reasons. If a student chooses not to participate, he/she may stand or sit in silence. The Superintendent of Schools is delegated the responsibility for ensuring the implementation of this policy.*



## middle school news

### MANSFIELD MIDDLE SCHOOL'S DAN COUGHLIN NAMED CAS MIDDLE LEVEL TEACHER OF THE YEAR

By Earle G. Bidwell, Assistant Executive Director

"Dan Coughlin is a fabulous teacher. His dedication to activity-based lessons and motivating materials has made him a popular and respected teacher among students and parents." These words of praise come from Carole Iwanicki, former principal of Mansfield Middle School (M.M.S.), who worked for 18 years with 2002 Middle Level Teacher of the Year Dan Coughlin. Mrs. Iwanicki lauds Dan for his ability to transform 8th grade social studies students into enthusiastic historians. Far from learning in a one-dimensional way, M.M.S. students examine journal entries from pioneers, who endured triumphs and tragedies; they participate in simulations that require students to organize governments that treat all citizens fairly; and they take part in Ellis Island and Model Congress simulations.

Accolades also flow from colleagues who respect Dan's exemplary teaching and are the recipients of his mentoring and leadership in the team and the school. Teammate Julie White wrote that one of her favorite parts about teaching at M.M.S. is the empowerment that teachers have to make decisions about how the school operates, about pedagogy and curriculum. She attributes a great deal of the success of today's program to the early work of a team led by Dan Coughlin to bring a progressive school-within-a-school model to the community.

Outside the walls of the classroom, Dan has served as basketball and softball coach, student council advisor, mentor to new teachers and informal support for veterans.

While Dan's contributions to the M.M.S. are impressive and cause for consideration for teacher of the year honors, his vision for education and contributions to the profession have been felt far beyond the boundaries of Mans-



field. He is a member, past president and chair of statewide conferences for the CT Council for Social Studies (CCSS), a recipient of the CCSS Addizio Honor for professional contributions and excellence and a former Mansfield Teacher of the Year and state finalist. Dan has also served as the social studies teacher-in-residence at the CT State Department of Education where he worked to improve the B.E.S.T program for beginning educators, including rewriting assessment procedures for portfolios. He currently serves as a member of the Standards Development Committee and as a portfolio lead trainer.

In the words of Mrs. Iwanicki, "Dan Coughlin is a dedicated, idealistic, and highly professional teacher, someone who serves as a wonderful role model for educators at any level." CAS is proud to recognize Dan Coughlin as an inspiration and shining example of exceptional middle level teaching and to name him as its 2002-2003 Teacher of the Year.

## Newsletter Notes . . .

### ■ Students Lead Composting Effort

The Ecology Group has lots of plans for the upcoming year. The first project the group will put its energy into will be school composting. Students involved in the project have studied why it is important to compost, what compost is made up of, and the uses of compost. Students are now in the process of planning the implementation of composting in the school cafeteria. . . Members of the Ecology Group will be informing and training other students about composting before we begin so wish us luck!

- Capt. Nathan Hale Middle School, Coventry  
PTO Newsletter

### ■ Children Are Like Kites

You spend a lifetime trying to get them off the ground.

You run with them until you're breathless.

They crash...hit the roof... you patch and comfort, adjust and they are ready to fly again.

Finally they are airborne. They need more string and you keep letting it out. But with each twist of the ball of twine, there is sadness tinged with joy.

The kite becomes more distant and you know it won't be long before that beautiful creature will snap the lifeline that binds you together and will soar, as it was meant to soar.

And you will know that you have done your job.  
(Author Unknown)

- "In the Middle," John F. Kennedy M.S., Enfield

## Call for Papers . . .

The editorial staff and the Professional Studies Committee are soliciting original manuscripts for the 2002-03 issues of "IMPACT," Connecticut's Journal for Middle Level Educators. Articles should be directed to the focus topic, "Teaming Practices at the Middle Level" or a topic of general interest to middle level educators in Connecticut. Position statements, curriculum ideas and descriptions of successful classroom activities are most welcome.

Articles and manuscripts should be between 1 and 5 pages in length (10 point font) single-spaced and may include pictures, charts or graphs. Submissions should be e-mailed or mailed on disc in a Microsoft Word compatible format.

Send manuscripts or inquiries to:

Earle G. Bidwell  
30 Realty Drive, Cheshire, CT 06410  
[ebidwell@casciac.org](mailto:ebidwell@casciac.org)

*Don't hesitate; publish your good ideas in this or future issues!*

## NELMS Seminar at CAS

Next in the series of NELMS In-depth Seminars at CAS is "Best Instructional Practices for the Middle Level Student - Getting the Scoop" presented by Catherine Thibodeau, NELMS Teacher in Residence. The all day seminar is scheduled for the CAS Conference Center on December 9, 2002 Visit [www.NELMS.org](http://www.NELMS.org) to register on-line.

## Urban, continued from page 6

he had more serious concerns about the identification process and subsequent labeling of so-called "failing" schools, preferring the priority designation with a concomitant shift in supportive resources.

During discussion and at the commissioner's urging, participants shared some of their successes as well as their "headaches." Examples ranged from a favorable NEASC review to jumps in CAPT participation and achievement to full participation by sophomores in the Tuesday PSAT at district expense. Dr. Sergi referenced the fifty-two alternative programs currently operating in CT as resources and sources of inspiration for school leaders addressing his "worries" about drop-out/graduation rates, transitions to work and college, personalizing schools and connecting with students, and closing the achievement gap for minority, special education and ESOL students.

## ... more middle school news

### Catherine M. McGee Middle School Wins Arthur Director Leadership Award

By Earle G. Bidwell, Assistant Executive Director



"Friendship Place" photo from:  
[www.willardschool.org/grand\\_opening\\_of\\_friendship\\_pla.htm](http://www.willardschool.org/grand_opening_of_friendship_pla.htm)

In a ceremony at the Catherine M. McGee Middle School in Berlin on October 8, 2002, officials from CAS and Connecticut Lighting Centers presented a team of students with the Arthur Director Leadership Award for exemplary application of the concepts from the 2002 Student Leadership Conference. The honor was bestowed on the McGee students for their extraordinary achievement of spearheading a drive to create a "Boundless Playground" at the nearby Willard Elementary School. In attendance were the 7th and 8th grade student body; David Director, President of Connecticut Lighting Centers; Arthur Director, founder of Connecticut Lighting Centers; his wife Edyth Director; Berlin Superintendent of Schools Richard J. Paskiewicz; and Earle Bidwell, Janice Grecco, and Robert Ford from CAS.

The recreation area, known as "Friendship Place," is a playground that is universally accessible to children of all abilities. Berlin's playground, which cost in excess of \$300,000, becomes the 40th to be built in the world. McGee eighth grader Matt Cavedon, who is a member of the Board of Directors of Boundless Playgrounds, provided the impetus for the local playground.

The awards ceremony featured musical selections by vocal ensemble "Sound Express" and the McGee Jazz Band. Speakers were Principal Carol Janssen and CAS Asst. Executive Director Earle Bidwell. Arthur Director, founder of Connecticut Lighting Centers, the man for whom the award is named, presented a plaque and check to the leadership team at McGee. A slide show about "Friendship Place," developed and presented by Matt Cavedon and fellow student Lindsey Fortunato, rounded out the program.

The Arthur Director Award is presented annually to the school that best applies the lessons from the leadership conference. It exemplifies a spirit of service to others in the school and community as modeled by the Director family, benefactors and long-time supporters of the student conference. Past award winners are Old Saybrook Middle School and Keigwin Middle School in Middletown.

At the conclusion of the program, Mr. Bidwell announced that Matt Cavedon has been selected to be the next keynote speaker at the CAS Leadership Conference. He will follow in the footsteps of such notable speakers as Boundless Playgrounds founder Amy Barzach, State Comptroller Nancy Wyman and Governor John Rowland.

## elementary school news

### Parenting Programs for Your Staff & PTA/PTO

By Robert F. Carroll, Ed.D., Asst. Exec. Director

The Connecticut Association of Elementary School Principals in conjunction with the Professional Studies Committee is sponsoring a number of workshops on parenting and classroom management that can be held in your district. Mr. Reardon is also available for keynote addresses at conferences. Be among the leading parents and educators to: (1) know children's strategies for bringing up adults; (2) teach children to be responsible for their behavior; (3) learn how to avoid power struggles with children; and, (4) have great communication between home and school.

The presenter of these very practical workshops is John Reardon who has been a teacher and school administrator for 36 years. He is the author of two very inspiring books entitled, "Diamonds Will Sparkle" which includes inspirational stories to help parents and teachers enjoy their children and "All Star Dad's" which is a parenting book for dads and moms, written with interviews from major league baseball players. John has been honored by the governor for helping to prevent child abuse and has been commended by the Connecticut Leadership in Educational Administration Development (LEAD) for his first book, "Diamonds Will Sparkle." John is a parent educator, consultant, professional development presenter, and a storyteller. He had his own television program, "Raising Children and Having Fun."

*"To be successful, it is important that a youngster sees a role model every day. A child needs someone who stays calm and is positive, someone who will spend time reading a book or having a catch in the back yard, someone who can diffuse a crisis with love and humor."*

-John Reardon

The following workshops are available from CAS in your district. The fee for all workshops is \$500. Each workshop lasts for approximately 2 1/2 hours.

- P** "Raising Children & Having Fun" (Parents)
- P** "Classroom Management Today" (Teachers)
- P** "The School Yard Bully" (Teachers)
- P** "Going For Your Dream" (Students)
- P** "Diversity Workshop" (Teachers)

Through John's workshops parents will learn to put the joy back into raising children. Teachers will learn techniques to put them back in charge of their classrooms. School personnel will learn that when teachers, administrators, parents, and students work together, they can have the school they all want.

Call CAS today (203) 250-1111 and schedule your workshop before all the calendar dates are booked. You can ask for Jennifer or Bob Carroll who will be happy to assist in booking Mr. Reardon for the dates you want.

### Newsletter Notes, continued

#### ■ Summer Newsletter

Have you ever considered a summer newsletter? RHAM Middle School in Hebron published one at the end of July. In addition to welcome letters from each of the teams, it is replete with information about summer reading and math, as well as a variety of information to make the opening of school smooth and relatively stress-free for students and parents. It also keeps education in the forefront during the summer vacation.

- CAS Staff

#### ■ Health, An Untapped Resource in Raising the Bar

As educators seek ways to inch the academic scores of their students to higher levels, one could consider health promotion an untapped area of progress leading to better attendance, socially positive interactions and a greater engagement in learning within the school community. It is important to assist school leaders and classroom teachers to embrace the part they can play in this regard. The issues that impede learning are too easily labeled "health" and then placed on someone else's plate.

- Health Promotion for School Success, National Middle School Association

Share your good ideas with others by sending your school newsletters to:  
 Earle G. Bidwell, CAS, 30 Realty Drive, Cheshire, CT 06410



## ... more elementary school news

### STILL TIME TO REGISTER FOR ELEMENTARY CONFERENCE

By Robert F. Carroll, Ed.D, Assistant Executive Director

There is still time to register by phone or fax for the Elementary Fall Conference being sponsored by the Connecticut Association of Elementary School Principals. This exciting conference is being held on November 25th at the Farmington Marriott. The keynote speaker is Peter Yarrow of "Peter, Paul and Mary" fame.

Over the years, Peter's love for kids has moved him to commit his time and talent to education. Perhaps his most meaningful undertaking to date is *Operation Respect: "Don't Laugh At Me."* He feels it's important to create a climate of respect in the schools of America. It struck Peter that the song with its arresting lyrics, "Don't laugh at me, don't call me names; don't get your pleasure from my pain," could serve as an anthem for the growing movement to build safer and more respectful environments for children. Over 45 of Connecticut's elementary schools have now been trained in Peter's *Operation Respect* program. Few of those trained have had the opportunity to meet Peter Yarrow personally. Now is your opportunity to meet and hear this man who is not about to give up the demanding path he has now chosen to follow.

The luncheon speaker is Dr. Elaine McEwan, author of *The Principal's Guide to Raising Reading Achievement* and numerous other books on unmanageable students and parenting. Dr. McEwan has been the recipient of numerous awards of excellence. Recently

the National Association of Elementary School Principals has recognized her as the National Distinguished Principal from Illinois. Dr. McEwan is also presenting a morning and afternoon workshop. Other workshops include:

- S** "Teach Them ALL to Read: Catching the Kids Who Fall Through the Cracks"
- S** "Operation Respect CT: The 'don't Laugh at Me' and 'Respect Me' Initiatives"
- S** "Putting Theory into Practice: Social Development at Chester Elementary School"
- S** "How to Work Less, Play More, & Still Get the Job Done in a Normal School Week": Assuming Your Proper Role as Head Manager in Today's Education Environment"
- S** "Moving Beyond the Traditional Math Program"

The day will also be filled with the latest technology exhibits for principals and teachers to view as well as new curriculum ideas. An extensive lunch buffet including 3 main entrees will be served at noon and refreshments will be available throughout the day.

Contact the CAS office, (203) 250-1111, and ask for Jennifer. She will be happy to register you for the conference. Feel free to call for further information. Don't miss this one! It's scheduled to be one of the best conferences yet!

### FREE CURRICULUM MATERIALS AVAILABLE

By Ann Malafronte, Director, Unified Sports®

Special Olympics has prepared a curriculum designed to promote understanding and acceptance of differences among children. It was piloted at the middle school level and is now available for high schools and elementary schools as well.

If you or another teacher in your school would like an opportunity to utilize this highly regarded curriculum, you may contact Nora Mason at Special Olympics Connecticut (203) 230-1201 ext. 234 or call Ann Malafronte at CIAC (203) 250-1111 ext. 3017 with questions.

During the 2000-01 school year, Special Olympics, Inc., conducted a field test of the four lesson unit of its new school outreach curriculum titled, "So Get Into It." Designed for middle

school classes (grades 6-8), the curriculum was used by 20 teachers in 13 schools in eight states and one Canadian province.

The Griswold Middle School located in Rocky Hill, Ct. was selected as one of the sites. Tyrell White, a health and physical education teacher, participated in this field test known as "Phase I" by teaching this curriculum to a class of seventh grade students. In response to her experience Tyrell had this to say, "After reviewing the post-test and discussing the material with my class, it was clear that they had a much better understanding of mental retardation after these lessons ... In the past, I would struggle for ideas on subjects such as prejudice and stereotyping

*continued on page 12*

### Professional Studies Committee Survey for Elementary Schools

Robert F. Carroll, Asst. Executive Director

The Connecticut Association of Schools (CAS) and the Connecticut Association of Elementary School Principals (CAESP) is committed to bringing elementary school principals and teachers high quality professional development. The Elementary Professional Studies Committee is conducting a survey that was faxed to all schools. If principals have not yet responded please do so - it's that important.

The Professional Studies Committee plans to offer three one-day workshops in cooperation with the National Association of Elementary School Principals (NAESP). The registration fee, which includes all materials, morning refreshments, and lunch, for each all-day workshop will be \$99 for member schools and \$135 for non-member schools. All CAESP presenters are nationally recognized consultants in their various areas of expertise.

The survey included a list of twenty-six possible workshop offerings. You are asked to select three from the twenty-six that you would like to see offered as full-day workshops and another three as mini-workshops offered after school from 4:00 - 6:00 p.m.

It's not too late to fax us your choices of workshops for the 2002 - 2003 school year. If you misplaced the survey form please call Jennifer at CAS (203) 250-1111 and she will be happy to fax you another. The completed surveys can be faxed to Dr. Robert Carroll at (203) 250-1345. Please do it immediately so we can announce in the next CAS Bulletin your choices and the dates the workshops will be held.

### GET ACTIVE ON CAESP COMMITTEES!

The Elementary Division (CAESP) wants to meet the needs of its schools.

***Won't You Help Us?***

Call the CAS Office and volunteer your services

We will give you a list of committees that you can join  
Your mileage & dinner are on us!

Call Today: (203) 250-1111

■ The NCAA has named Myles Brand, president of Indiana University, as its new chief executive. Dr. Brand entered the national spotlight in September 2002, when he fired winning but hot-tempered basketball coach Bobby Knight. Before that decision, Dr. Brand had paid scant attention to college sports; after it, he became a knowledgeable reformer, focused on problems like commercialism and the academic performance of athletes. "A lot of good activity is already in place," he said, "but I also look forward to being a change agent." Dr. Brand, the first university president to lead the NCAA, will replace current NCAA executive director Cedric Dempsey who will retire on January 1. [AP, 10/11/02; The Chronicle of Higher Education, 10/18/02]

### Does Arguing Calls Work?

*Referee* magazine recently conducted a survey to find out whether or not coaches gain any advantage by frequently complaining about the calls of the officials. Of the 809 officials who responded:

- 8% said that arguing calls usually worked to the coaches' disadvantage;
- 2% said it usually worked to their advantage;
- 34% said it sometimes worked to their disadvantage; and,
- 12% said it sometimes worked to their advantage;
- 44% said it had no effect.

### Fitness Summit is Wake-up Call to School Officials

Last month, 500 school officials from around the country gathered in Washington, D.C. to discuss solutions to the increasing incidence of obesity and inactivity among the nation's schoolchildren. Participants in the national summit, chaired by former Surgeon General David Satcher, were told that the availability of unhealthy foods through school vending machines and the decline of participation in daily physical education classes are contributing to the alarming increase in obesity.

The percentage of American adolescents who are overweight has tripled in the past 20 years, to 15 percent, according to a recent CDC survey. The study also predicts that seven out of 10 overweight adolescents will eventually become adults with weight problems. That percentage rises to 80 percent if at least one parent is also overweight. (See table below)

In addressing the group of health educators, dieticians, doctors and nutritionists, Gerald Tirozzi, executive director of the National Association of Secondary School Principals (NASSP), stated that as long as principals are judged by student test scores, nutrition and fitness will be much lower priorities in the nation's schools. Summit participants agreed that, because of the nation's growing emphasis on high-stakes testing, many schools have also reduced recess time and limited after-school sports and other activities.

Although schools have made significant efforts to improve the nutritional content of meals served in their cafeterias, many children are opting for alternate food sources such as vending machines and school stores, which are typically high-fat and high-salt foods. Further exacerbating the problem is the fact that the proportion of students who attend daily physical education classes has declined by half since 1991.

Satcher called the increase in incidence of obesity a "silent epidemic" and urged participants to initiate efforts to reverse this trend as it is leading to increases in preventable conditions such as diabetes, cancer, cardiovascular disease and osteoporosis.

(Sources: "Fitness Scores Failing," *Hartford Courant*, 10/8/02 and "Healthy Schools Summit Weighs in on Obesity," *Education Week*, 10/16/02)

#### Overweight Children

The percentage of overweight children has more than doubled in the United States over the last three decades, according to federal studies:

	Age	
	6-11	12-19
1971-1974	4%	6%
1976-1980	7%	5%
1988-1994	11%	11%
1999	13%	14%

Source: Centers for Disease Control and Prevention

### SPORTS PARTICIPATION SETS RECORD

For the 13th consecutive year, the number of students participating in high school athletics has increased, setting an all-time high for participation. Based on figures from the 50 state high school athletic/activity associations, plus the District of Columbia, participation for the 2001-02 school year rose by 62,292 students, to 6,767,515. This marked the fourth consecutive year that a record was established for participation in high school athletics.

Participation numbers for both boys and girls increased. For the second consecutive year, the biggest gain among girls was in competitive spirit squads, which saw an increase of 6,074 participants. Following spirit was fast pitch softball, which had an increase of 5,763 participants. This was due, in part, to a decrease of 7,873 participants in slow pitch softball. Volleyball saw an increase of 4,310 more participants than last year, followed by an increase of 3,441 in the sport of basketball.

Eleven-player football registered the largest increase among boys sports, adding 11,292 participants, while soccer added 6,251. Lacrosse (increase of 4,384), cross country (2,573) and bowling (2,482) also registered gains in male participation.

Basketball remained the most popular sport for girls with 456,169 participants, followed by outdoor track and field (415,677), volleyball (395,124), fast pitch softball (355,960), soccer (295,265), cross country (160,178), tennis (160,114), swimming and diving (141,218), competitive spirit squads (94,635) and field hockey (60,737).

On the boys' side, 11-player football again was the most popular sport with 1,023,712 participants, followed by basketball (540,597), outdoor track and field (494,022), baseball (451,674), soccer (339,101), wrestling (244,637), cross country (190,993), golf (163,299), tennis (139,483) and swimming and diving (90,698).

Texas remained the state with the most participants with 773,850. It is followed by California (656,245), New York (338,248), Illinois (301,626), and Michigan (301,196). Connecticut ranked 25th with 89,944 athletes (37,787 girls and 52,157 boys).

The participation survey has been compiled since 1971 by the NFHS through numbers it receives from its member associations. The complete 2001-02 Participation Survey can be viewed at <http://www.nfhs.org/Participation/2002data/Participation01-02.htm>.

(See participation tables on page 11)



... more ciac news

**Title IX continues to be focus of attention**

■ **Title IX Commission named. . .**

The Bush administration has created a panel to assess the workings of Title IX, perhaps opening the 30-year-old law to reform. The 15-member panel, called the Commission on Athletic Opportunity, will make recommendations on strengthening the law while ensuring "fairness for all college athletes" by January 31, 2003. [USA Today, 6/28/02]

*"I have no idea what Title IX is. Sorry."*

-- Jennifer Capriati, tennis player, when asked if she wanted to say something to President Bush about the importance of changing Title IX legislation  
(Sports Illustrated, 9/9/02)

■ **The Walk-on Athlete: an Endangered Species?**

A recent article appearing in the New York Times suggests that male walk-on athletes are becoming an "endangered species" at colleges and universities around the country. The cause of the scarcity, according to the article, is Title IX. The article explains that as more and more men's teams impose strict roster limits to comply with the Title IX mandate of equal male and female athletic participation, fewer coaches are willing to add walk-on athletes to their sports rosters. While coaches of women's teams are often encouraged to scour campuses for more players, many men's teams have ceased the traditional practice of filling out rosters with unrecruited athletes who may or may not play in games. "How many freshmen, myself included, from years ago would have never learned and benefited from a college sports experience if not given the chance to walk on?" asked Al Albert, the men's soccer coach at William and Mary for the last 32 years, who used to field a junior varsity team but has excluded 15 to 20 students from his 25-man roster in each of the last seven seasons. "You never know what kind of important life lessons -- goal setting, handling adversity, learning teamwork or testing yourself and your limits -- might be acquired as part of a college sport," Albert continued. "It's a shame when we can't cultivate that for everybody." Some athletic directors, though, say that in many situations, given Title IX and financial considerations, the only alternative to eliminating walk-ons is eliminating more men's teams. [The New York Times, 9/22/02]

**CIAC BOARD ADOPTS NEW GOALS**

At its meeting on September 19th, the CIAC Board of Control adopted the following goals for the 2002-03 school year.

- Evaluate the CIAC scholarship rule and make recommendations regarding its status.
- Monitor and evaluate the implementation of the mandated use of the on-line eligibility and tournament form system. Determine appropriate modifications.
- Determine the appropriate placement of cheerleading as either an activity sponsored by the SABC or as a CIAC sponsored sport.
- Establish and implement strategies for increasing administrative participation on CIAC sport committees.
- Establish an assessment and technical assistance program that will enhance the quality of high school athletics through the teaching of character education, sportsmanship and ethical behavior.

**CIAC Adopts Change in Code of Eligibility**

In an effort to continue to fine tune the CIAC Code of Eligibility, the CIAC Board of Control, at its October meeting, adopted the following change:

The following language will be added to Rule I.A.

*A student enrolling in ninth grade for the first time will be eligible for the first grading period regardless of the previous academic achievement. Thereafter, in order to be eligible, a student in grades 9-12 must meet the requirements found in Rule I.B.*

**Rationale:** This is the way the CIAC has always interpreted its regulation, even though it was not specifically stated in its regulations. The CIAC believes it is important to be able to reference its interpretation in the Code of Eligibility, especially for those students who are repeat freshman.

**5 Most Popular Boys Sports: 2001-2002**

Nationwide		Connecticut	
Sport	# of Participants	Sport	# of Participants
1. Football	1,023,712	1. Football	9,130
2. Basketball	540,597	2. Soccer	6,330
3. Outdoor Track	494,022	3. Outdoor Track	5,835
4. Baseball	451,674	4. Baseball	5,763
5. Soccer	339,101	5. Basketball	5,070

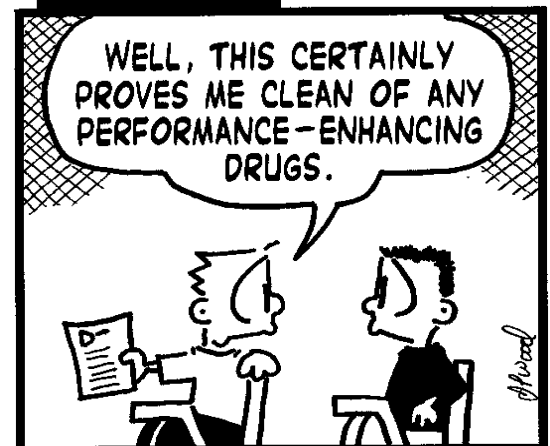
(Source: National Federation)

**5 Most Popular Girls Sports: 2001-2002**

Nationwide		Connecticut	
Sport	# of Participants	Sport	# of Participants
1. Basketball	456,169	1. Outdoor Track	5,453
2. Outdoor Track	415,677	2. Soccer	4,889
3. Volleyball	395,124	3. Softball	4,582
4. Softball	355,960	4. Basketball	4,225
5. Soccer	295,265	5. Volleyball	3,524

(Source: National Federation)

**SCHOOLIES** © 2002 by John P. Wood



**ciac news**

**Whaley, continued from page 1**

female player to participate in the national PGA tournament championship in 2003.

The key administrator at the TPC which has been the host site of the Greater Hartford Open (GHO) tour stop for the past several years, Bill will conduct a clinic at 10:00 a.m. at the CIAC event prior to the 11:30 a.m. tee-off time for the benefit. In addition to his duties in Cromwell, he also serves as lead instructor for the Nicklaus Flick Golf Schools located in Palm Beach, Florida. Bill was named a top ten teacher of the year in Connecticut by the Golf Digest publication in 2001.

Holder of several PGA Section positions over the years during his distinguished professional golf career, Bill has also been the recipient of numerous PGA awards and honors. He will co-chair the 2003 CIAC Golf Benefit with Golfer's Warehouse President Mark Blair.

**Special Olympics, continued from page 9**

This curriculum helped my students and me clearly define and understand these important areas."

One of her students also responded in kind, "I liked learning about how mentally retarded people are discriminated against and how I can help them. I also like how the Special Olympics are helping them."

A limited number of school kits are available on a first come / first served basis. Join Griswold Middle School of Rocky Hill, Bristol Central High School, the two Newington Middle Schools and several others who are utilizing this opportunity to help students become more sensitive to others.

Mr. Paul Tagliabue, Commissioner  
National Football League  
280 Park Avenue  
New York, NY 10017

October 11, 2002

Dear Mr. Tagliabue,

*I was recently informed that the National Football League has endorsed the advertisement of hard liquor in NFL stadiums and during NFL football telecasts. This letter is written to express the utmost disapproval of this decision.*

*I am a professional who shares responsibility for the regulation of interscholastic athletic contests and the supervision of over 90,000 student athletes. You are asked to rescind this extremely terrible decision, and do not permit the sale of air time or space in the stadium to the liquor industry.*

*An NFL liquor company sponsorship deal opens the flood gates to a deluge of hard liquor promotion during games our athletes watch. By making this deal, a team assists the liquor industry's aggressive efforts to reach millions of underage viewers. Airing ads for liquor-branded "alcopops" (multi-based beverages with liquor names and logos) during NFL telecasts promulgates liquor brands and enables liquor producers to evade the networks' voluntary ban on hard liquor ads. NFL games are watched by a large audience of high school and pre-high school fans every week.*

*It is harmful enough that beer commercials steadily inundate underage viewers during NFL games. Opening the door to a new flood of liquor ads, enticing teens to try liquor brands, cannot help in our fight to deter underage drinking.*

*Alcohol is the number one drug used by teens. It is a factor in the four leading causes of death among persons ages 10 to 24; (1) motor vehicle crashes; (2) unintentional injuries; (3) homicide, and (4) suicide. Underage drinking costs Americans \$53 billion annually in health care, criminal justice, social services, property damage, and loss of productivity.*

*You are respectfully requested to refuse ads for liquor-branded products during NFL telecasts and remove any liquor-branded signage from football stadiums. Do the best for our young people. Stand up for our kids by demonstrating this positive action.*

Sincerely,  
Anthony C. Mosa  
Assistant Executive Director

<b>INVESTORS IN CT YOUTH</b>	<b>GOLD SPONSORS</b>  <b>Baden</b> <b>Bob's Stores</b> <b>Coca-Cola</b> <b>IGA</b> <b>Toyota</b>	<b>SILVER SPONSORS</b>  <b>Big Y</b> <b>Konica</b> <b>Martin Screen Print</b> <b>McDonald's</b>  	<b>BRONZE SPONSORS</b>  <b>CIGNA</b> <b>ConnectiCare</b> <b>Connecticut Clean Energy Fund</b> <b>Connecticut Light &amp; Power</b> <b>Connecticut Lighting Centers</b> <b>Just Kid, Inc.</b> <b>NBC-30 / SchoolPop</b> <b>Westfield Corporation</b>
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