

# BULLETIN

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



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

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### CAS MOUNTS AGGRESSIVE MEMBERSHIP CAMPAIGN

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

The Connecticut Association of Schools (CAS) has embarked on an aggressive campaign to enroll all of the public and private elementary schools within the state. At present, approximately one-third of Connecticut's elementary schools are members of the association.

To achieve this goal, CAS is offering school districts a membership enrollment option that makes joining extremely affordable. Presently, membership for each elementary school is \$250. Under the new plan, school districts have the option of district-wide membership which is available only to those school systems that enroll every elementary school. The plan is this: the first elementary membership will continue to be \$250. Each of the other elementary schools could join CAS for \$50 per school. Again, this offer applies only to those districts that enroll all their elementary schools. Otherwise, membership will continue to be \$250 per elementary school, as in the past. Those schools that have already sent in their membership for the 1998-99 school year will receive adjustments based on this new enrollment plan.

Information packets outlining the new membership option have been sent to all superintendents. Packets also contained information on the services CAS presently offers its elementary schools as well as what we have planned for the very near future.

Dr. Carroll, Assistant Executive Director for Elementary Education, will be available to answer questions and to visit superintendents on site, or to meet with a town's principals as a group. CAS hopes that in the very near future it can welcome all of the state's elementary schools into the CAS family so that they can begin enjoying its programs and activities.

### CAS AND EMSPAC SPONSOR MENTORING PROGRAM FOR NEW ADMINISTRATORS

A collaborative project funded by the State Department of Education's Institute for Teaching and Learning and coordinated by CAS and the Elementary and Middle School Principals Association of Connecticut (EMSPAC) provides new principals and assistant principals with opportunities to benefit from the knowledge and experience of veteran administrators. The Connecticut School Administrator Mentor Project pairs interested new principals or assistant principals — the "mentees" — with experienced administrators who will serve as their "mentors." The project is designed to enhance the quality of school leadership by preparing veteran administrators to provide guidance and support to new administrators.

Thirty-one mentees and thirty mentors participated in the project's "kick-off" event, the "New Principal and Assistant Principal Orientation and Mentoring Program." The program was held on October 16th at the Hawthorne Inn in Berlin. After a brief welcome and a "get acquainted" period, mentors and mentees participated in separate 2-hour workshops.

Mentees attended 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. A refreshing and animated speaker, Attorney Chinni used humor and personal anecdotes to advise participants of some of the administrator's most dangerous legal pitfalls. While such topics as sexual harassment and students' threats of violence sparked lively discussions, the issue of school districts' rights in disciplining special education students generated the most interest among participants.

While mentees were engaged in the interactive session with Attorney Chinni, mentors received guidance on specific mentoring skills and practices. Dr. Richard Lindgren, director of the Capital Region Education Council (CREC) Principals' Center, and Dr. Thomas Russo, principal of Gideon Welles Middle School in Glastonbury, provided ideas on how to create a successful mentor/mentee relationship and led a discussion on various issues related to mentoring. The administrators were encouraged to discuss with their mentees the usefulness of the development of a professional portfolio which could serve as a basis of discussion between the mentor and mentee as well as provide the new administrator with a vehicle for the evaluation of his/her progress in meeting objectives and job targets.

The program concluded 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 not found in other occupations." "I hope you didn't take this job for the public adulation!," Dr. Sergi joked. He briefly touched on a number of state department concerns, noting its new interest in the care of infants and toddlers which is prompted in part by the recent surge of research on early brain development. He acknowledged that schools today face enormous challenges that they, alone, cannot address. "Administrators have changed,"

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*Dr. Thomas Russo, principal of Gideon Welles M.S., conducts a workshop for mentors.*

connecticut news & notes

Connecticut is one of four states to receive a grant from the U.S. Dept. of Health and Human Services under the Adoption and Safe Families Act. The legislation allocates funds for programs which provide better services and protection for children and which expedite the placement of children into foster homes. Connecticut's program will use the federal money to provide services to foster children, ages 7 to 15, who have behavioral problems and have been referred to residential or group homes. Child-welfare programs in Maine, Mississippi, and New Jersey were also awarded funding.

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The Office of the Child Advocate is an independent oversight body established to protect Connecticut's children by evaluating the delivery of children's services by state agencies. Educators who are concerned that a child or family is not receiving appropriate services from DCF or other state agencies are encouraged to contact the Child Advocate, Linda Pearce Prestley, Esq., at (860)566-2251.

According to a new report by the National Education Goals Panel, Connecticut's 4th and 8th graders rank high among the states in math and science performance. The report, which provides state-by-state comparisons of student performance on the NAEP math and science exams, shows that:

- CT was the highest performing state in 4th grade mathematics;
- CT ranked 5th in the nation for performance in 8th grade math;
- CT ranked 7th in the nation for performance in 8th grade science.

The report also presents international comparisons of each state's student achievement in 8th grade mathematics and science. Using NAEP scores to predict how states would perform relative to the 41 nations that participated in TIMSS, the report shows that 14 states, including CT, would be expected to reach world class levels of performance in 8th grade science. Only one nation—Singapore—would be expected to outperform CT students. To view the report in its entirety, visit [www.negp.gov/negp/reports/goal3\\_98.htm](http://www.negp.gov/negp/reports/goal3_98.htm).

Where do CT youth under 18 obtain alcohol?

	Grades 7-8	Grades 9-12
From home, with parents' permission	38.3%	29.7%
From home without parents' permission	64.6%	46.8%
From friends	82.5%	91.2%
From brothers/sisters	29.4%	29.3%
From other people who buy it	47.3%	72.9%
From a store, bar, or restaurant	15.6%	36.0%

Source: Dept. of Mental Health and Addiction Services

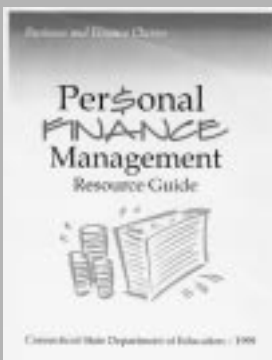
DEPT OF EDUCATION OFFERS TRAINING FOR ELLs

The State Department of Education is offering a series of training seminars for educators responsible for teaching "English Language Learners" (ELLs) — students from non-English backgrounds acquiring English. Participants will find that the strategies they will develop are applicable to the education of all children, not just ELLs.

Date	Seminar	Presenter(s)	Site
11/16	CAPT-Lang. Arts, Literacy	C. Sullivan	DOT
11/24	CAPT - Math & Science	Leinwand, Weinberg	ACES
2/ 5	CMT - Math, # Sense, Measurement	M. Muri	ACES
2/25	2nd Language Approaches	Goldstein, Birdsall	ACES
3/5	Using Technology for ESL	Dwyer & Timmons	Tunxis
3/6	Spanish Language & Literacy, K-3	M Colon	ACES
3/16	CMT - Developing Literacy	K England	ACES

No fee is involved. Refreshments will be served. Registration is limited and on a first come, first served basis. For further information, contact George DeGeorge, (860)566-2169, [george.degeorge@po.state.ct.us](mailto:george.degeorge@po.state.ct.us).

The State Department of Education has developed a resource guide on personal finance management to assist and encourage teachers to include personal finance management education in their programs of study for K-12 students. The *Personal Finance Management Resource Guide* was developed in response to 1997 legislation which requires the state to provide assistance to districts in a number of subject areas, including personal finance management. The guides were sent to principals and curriculum directors in September. For extra copies (at no cost), please contact Ann Gaulin at (860)638-4162.



The University of CT School of Education Alumni Society is seeking nominations for distinguished educators in the following categories:

- Outstanding Higher Education Professional
- Outstanding School Administrator (principal, asst. principal, or central office administrator)
- Outstanding Sports/Leisure Professional
- Outstanding School Superintendent
- Outstanding School Educator (pre-K-12)
- Outstanding Professional (outside the field of education)

All nominees must have alumni status from the UConn School of Education and must have a minimum of five years in the award category. If you would like to nominate a colleague, please contact Karen Nastri — at (203)250-1111 / [knastri@casciac.org](mailto:knastri@casciac.org) — for a nomination form.

The Mashantucket Pequot Museum & Research Center offers a variety of programs and field trips for students from kindergarten through high school. Programs include: a general tour (an interactive look at the history of the Pequots and other Native peoples), "Through the Eyes of the Pequot Child," "Mashantucket's Natural History," and "Gifts of the Land." All programs are tailored to the appropriate grade level and support the state's newly released Curriculum Frameworks. More than 200 school groups are currently scheduled for 1998. For more information or to schedule a visit, call 860-396-6839.

## national news & notes

According to a recent poll by the Josephson Institute for Ethics, 47% of high school students admit to stealing something from a store within the last year; 70% admit to cheating on an exam; and, 92% confess to lying to parents.

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Technology has become the new "boys club" in public high schools even as the gap narrows between boys and girls in math and science. A new report by the American Association of University Women tracked the types of course in which girls enrolled in the past six years. According to the report, more girls have enrolled in algebra, precalculus, geometry, trigonometry and calculus, but girls make up a significantly smaller percentage of students in computer science classes.

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A recent survey of the American public by the Association for Supervision and Curriculum Development (ASCD) revealed an interesting finding: When asked about teacher quality, most respondents indicated that it was more important to find ways to give bad teachers additional support than to find ways to make it easier to fire them. About half of the 800 people polled agreed that the two best ways to improve teacher quality were to provide more training and to test teachers. Only 16% favored tying teachers' salaries to student performance.

**Weekly Reader**  
CORPORATION

A new book entitled *The Black-White Test Score Gap*, offers some suggestions about how to reverse the ever-widening achievement gap between African American and white students. The authors of the book, a group of leading social scientists, admit that the test-score gap is a great mystery and that there is no easy remedy. However, they believe that educational and social interventions can help to narrow the gap and offer the following findings and recommendations:

- African-American kindergarteners have "substantially weaker math, reading and vocabulary skills" than their white peers. About half the gap between African-American 12th graders and their white peers might be closed by "eliminating the differences that exist before the children enter 1st grade."
- The other half of the gap could be closed by addressing other factors such as African-American students' self-esteem and study habits.
- Teachers underestimate the intelligence of their African-American students, contributing to the test-score gap.

Each year the College Board provides free copies of the booklet, *Taking the SAT I: Reasoning Test*. The booklets are delivered to students through high school guidance offices and include test-taking tips, practice questions, a full-length practice test, and information about what to expect on test day. Counselors can order additional copies by contacting the College Board at 609-771-7600 or [sat@ets.org](mailto:sat@ets.org).

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According to an annual report by the College Board, the average cost of tuition and fees at four-year public colleges and universities increased 4% over last year, from \$3,111 to \$3,243. Private four-year institutions showed a 5% tuition increase over last year, from \$13,785 to \$14,508. The study also found that room and board costs increased anywhere from 3% to 5% over last year.

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Administrators at Garden City High School in Kansas have found a way to spark students' interest in reading — the DEAR (Drop Everything and Read) Program. Two days a week the school sets a 20-minute independent reading period during which all students and staff — from the principal to the janitorial — must put aside their work and read. Officials have found that the program, which was designed to improve reading skills, has whetted students' appetite for literature and has led kids to continue reading even after the period is over.

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Consumer advocate Ralph Nader recently announced the establishment of a new non-profit organization called Commercial Alert. The group will monitor the impact of commercials on children and campaign against

relationships between schools and businesses. The group will direct lobbying efforts against districts that sign deals with soft-drink companies and Channel One...It is no wonder that commercialism has spread into America's classrooms considering that 30 million teens are spending \$109 billion a year on merchandise, health, beauty aids, and entertainment.

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USA TODAY has launched a new education site at <http://education.usatoday.com>. The site is free to all users and contains such features as Weekly Learning Adventure — and interactive project for educators and students — and Best Bets for Educators — providing top education resources from around the nation.

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A new trend among Texas teenagers has state officials unnerved. Middle and high school students are wearing noncorrective colored contacts or ones with patterns such as bullseyes or skulls and are trading them with classmates. The popularity of this practice, which can spread viral and bacterial infections and lead to permanent eye damage, prompted the attorney general to issue warnings to school administrators about the dangers of the fad. Although the sale of any contact lenses without a physician's prescription is illegal, students are buying them from local flea markets or through ads in school newspapers.

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The Horace Mann Life Insurance company is offering a new insurance policy for educators nationwide: assault insurance. The policy, which was started in response to the growing incidence of school violence, applies to school personnel who are victims of violence

*Continued*

### REMEDIAL EDUCATION

Despite the growing controversy over whether cities and states should fund remedial education courses for college students, the nationwide trend indicates that remedial education courses are on the rise.

#### Faculty Teaching Remedial College Courses: 1996 and 1998

Subject	1996	1998	% Change
Developmental English	3,150	3,616	14.8%
Developmental Reading	4,959	5,401	8.9%
Developmental Writing	2,412	3,370	39.7%
Developmental Math	1,715	2,461	43.5
Total Remedial Instructors	12,236	14,848	21.3%
Remedial Administrators	280	543	93.9

Source: Market Data Retrieval

## ...more national news & notes

### Cont'd from previous page

on school grounds. For \$4 a month, school employees can buy a policy that provides \$20,000 for accidental death or dismemberment, up to \$500 a day for hospital stays, and \$1,000 for "victim assistance."

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The National Association of Secondary School Principals has launched a new program to help administrators lead their schools through a crisis. Upon a principal's request, a Principal Emergency Response Team (PERT), which consists of principals trained in crisis management, will be deployed to provide assistance in the event of a major tragedy or disaster. The nature and scope of the crisis will determine the level of response, ranging from a conference call to on-site assistance. The principal whose school is in crisis will be in full control and direct the PERT volunteers who can assist by handling media relations, answering phones, or overseeing day-to-day school operations. NASSP will cover travel and accommodations of PERT principals. Administrators interested in becoming trained as a PERT volunteer should contact Tom Koerner at koernert@nassp.org. To request assistance, call 800-253-7746.

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According to a study conducted in San Francisco, a child's chances of dying from abuse or neglect are 8 times higher when a biologically unrelated adult, usually a boyfriend, lives in the home and six times greater when a stepfather is present.

### Top 10 Changes Affecting Students in the Past 30 Years

1. The number of dysfunctional families has grown.
2. High technology has influenced school work and home life.
3. Children are threatened by crime, violence, and poverty.
4. Communities are becoming more diverse.
5. The influence of mass media has given students more knowledge at an earlier age.
6. Students question authority and shun traditional values and responsibilities.
7. A hurry-up society lacks a sense of community.
8. Changing workplaces create demands for higher levels of literacy.
9. Knowledge about learning styles demands new kinds of education.
10. Peers exert a powerful influence on values.

(Reprinted from NHASP Newsnotes, May 98)

### Boys vs. Girls

- Male infants have more birth defects and a 25% higher mortality rate than females.
- Boys have double the rate of autism and 6 times the rate of hyperkinesis.
- Most schizophrenics and retarded children are male.
- Four boys are diagnosed as emotionally disturbed to every one girl.
- Boys are twice as likely as girls to be the victims of physical abuse.
- There are 2 teen boys dying for every 1 girl.
- Males drop out of high school at a higher rate, leading to more female college and graduate school students.

## legal news & notes

### The nation's courts have issued rulings on several high profile cases involving drug-testing in public school systems...

■ The Sixth Circuit Court of Appeals upheld a Tennessee school district's right to give drug tests to teachers regardless of whether or not there is suspicion of drug use. The district's one-time initial drug screenings, which were typically given to new applicants, were challenged by the Knox County Education Association, which argued that the tests violated teachers' Fourth Amendment protections against unreasonable searches. The court ruled that teachers occupy "a singularly critical and unique role in society" by their daily contact with students.

■ The Seventh Circuit Court of Appeals has struck down an Indiana district's policy of drug

testing every student suspended for fighting. The appeals court ruled unanimously that the Anderson district's drug-testing policy violated the Fourth Amendments protection against unreasonable searches. The court said that the district must rely on individualized suspicion of rule-breakers before requiring drug testing. The court rejected the district's arguments that fighting itself was a symptom of illegal substance abuse.

■ The U.S. Supreme Court rejected an Indiana family's challenge to a district's policy of random drug testing of high school students involved in extra-curricular activities. The court's denial let stand a lower court ruling which upheld the expansion of drug testing to extra-curricular activities.

## HIGH SCHOOL KICKOFF — A SUCCESS!

On October 6 more than 170 participants from 20 different high schools participated in the annual High School Blood Drive Kick-off. The event, which was co-sponsored by Northwestern Regional #7, was a huge success, beginning with breakfast and "icebreakers" and concluding with the recognition of those schools with the highest participation rates. Student and faculty workshops provided participants with opportunities to share tips on running a successful blood drive. The day's program included heartfelt speeches by retired teacher, Mr. Dorsett, and accident victim, Gary Ramos. All attendees received a t-shirt, designed by Northwestern senior Tim Swopa, which reflected this year's theme of '50s music.

Dr. Robert Carroll, CAS Assistant Executive Director and Kathy Flaherty, Strategic Planning Director of the American Red Cross, Blood Services, conducted the workshop for faculty. Dr. Carroll reported a number of encouraging statistics about CT's schools. Over 14,200 students from 185 high schools ran blood drives this past year. Seventy-one of those schools held 2 drives, and 4 schools—Hamden HS, Branford HS, Grasso RVTS, and Cheney RVTS—held 3 drives. CT was the first state in the country where every high school held a blood drive. On her visit to CT this past spring, Elizabeth Dole, American Red Cross President, congratulated CT students on this outstanding accomplishment.

## AN INVITATION TO CT MUSIC EDUCATORS

By Dr. Robert Carroll

The National Federation Interscholastic Music Association (NFIMA) is a national network of music directors, adjudicators, and state coordinators of music activities. The mission of the association is to identify and meet the common needs of elementary, middle, and high school music educators in all 50 states. Its purpose is to improve the level and quality of participation and adjudication at high school festivals/contests within each state and among the several states.

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## FINDING THE KEY TO UNLOCK STUDENTS' SMILES

By Dr. Timothy Breslin, Principal, Farmington High School

Earlier this summer, as I looked through an anthology of short stories, I came across "The Stone Boy," a story about a young boy who accidentally kills his older brother with a hunting rifle. The boy, unable to speak about his brother's death, initially frustrates and then angers his grieving parents, who mistake his reticence for insensitivity. At the story's conclusion he is shunned by his family who are unable to grasp that in his terror, he desperately needs them to love and understand him.

As I re-read the story, I thought of Andy, a young man whom I came to know when I taught sophomore English 25 years ago. One weekend one of my students was accidentally killed in a hunting accident. Although I had heard the name of the boy who had unintentionally killed his friend, I quickly forgot it because I didn't know him. It was Bernie's wake I remembered. It was the first wake I had attended for someone that young. His father cried as he greeted each visitor. Until that moment, I hadn't understood how desperately parents loved their children.

Bernie's classmates barely had time to grieve for him. Another of my sophomore English students, Sandy, died in her sleep of an aneurysm less than a week later. A third, Sylvia, died a few months after that. Several students who were close to one or all of these three struggled with their loss. Occasionally one of their names would come up

in class or in a private discussion, but in time the students seemed to move on.

In my own way I moved on. The students in Sandy's class asked me to bring a gift to her parents shortly after the funeral. We became friends, and Sandy's death became larger in my eyes than the deaths of Bernie and Sylvia. I rarely thought about them.

Two years later, however, as I came to know Andy, Bernie slipped back into my life. That year, I taught senior English instead of sophomore English, and Andy was a student in one of my classes. He stood out at first because he seemed quiet and removed. He seemed tired; his blue eyes seemed faded. I tried to bring him into class discussions but found myself irritated when he balked.

A few months into the school year, I assigned the class to read "The Stone Boy." I directed that they write their reactions to the story in their journals. Andy's entry was to the point. "That happened to me," he wrote. The next morning as I returned his journal, I quietly asked him, "Were you with Bernie?" His mouth tightened, and he nodded.

"God, Andy, I didn't know. If I had known, I never would have assigned the story," I said.

"It's not your fault," he assured me.

We spoke briefly after class that morning. I told him if he ever wanted to talk, he

could come to me. He never did. But our relationship changed. Not only did he speak more freely in class, occasionally he would glance over at me and knowingly roll his eyes when one of his less serious classmates made a comment that wasn't quite on target. I would wink. He would wink. When we walked by each other in class or in the halls, I'd gently punch him on the arm without saying anything. After a while, he did the same.

And, he smiled more. After 25 years, I don't remember exactly how well he did in class. What I do remember is that the more he smiled the better he did. After his graduation ceremony, I saw him pass by as I spoke with another student. He winked. I winked. I never saw him again, but I still think of him, and I wonder how he is doing.

I think of all the students who come to us at the beginning of each school year, eager to start, ready to do well, but some with terrible secrets. Sometimes, as with Andy, chance leads us to those secrets. Mostly, I suspect, they go undiscovered. Our job is to be patient with them, to communicate to them that we care about them. Our job, also, is to respect them enough to challenge them to do their best. And, finally, our job, particularly with those students who hide their souls from us, is to search out the key to unlock their smiles.

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(Reprinted from *The Hartford Courant* 9/3/98)

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## ASSISTANT PRINCIPAL COMMITTEE NEWS

By Art Arpin, Seymour High School

The Assistant Principal Committee of CAS is dedicated to providing assistant principals with a forum to discuss ideas and topics that will aid them in their personal and professional development. The committee held its first meeting of the 1998-99 school year on Monday, October 5. Dr. Art Sajecki of Tolland High School, the new committee chairperson, led the group to determine a course of action for the year. As usual, we will have presentations at our afternoon meetings that will focus on topics of interest to assistant principals throughout the state. Some of our upcoming meetings will focus on such topics as time management, discipline, laws regarding special education students, and preparing for the principalship.

Currently, the committee has over thirty members listed on its roster, and the membership covers all corners of Connecticut. Most committee members represent either high schools or middle schools, but any assistant principals who work in elementary schools are also more than welcome to join.

The highlight of this committee's work is the annual Assistant Principal's Conference, which is a full-day conference focusing on topics of current interest. In the past, we have presented workshops on legal issues, alternative scheduling, and relations with local police, to name a few. This year, the conference theme will be the national report "Breaking Ranks", and what schools are doing to adopt some of the concepts promoted in that document. The conference will be held on March 11, 1999, at the Marriott in Rocky Hill.

For further information, contact Tom Galvin in the Central Office.

# School-to-career

Corner

**Editor's Note:** *The CAS Bulletin is once again featuring a series of articles on Connecticut's School-to-Career (STC) system, Connecticut Learns. Last year's series focused on the system's 8 "career clusters." The 1998-99 series will highlight the STC service delivery models.*

School-to-Career Systems restructure education so students improve their academic performance and become motivated to learning. Students are exposed to a variety of opportunities and career paths. Every School-to-Career System must include school-based learning, work-based learning and "connecting activities." A School-to-Career System can be organized around one of several service-delivery models. The purpose of these models is to provide a

structure for schools and businesses to implement the goal of their School-to-Career System.

**The Service-Delivery Models are:** (1) Career Academy; (2) Comprehensive School Conversion; (3) School-Based Enterprise; (4) Magnet School; and, (5) Tech Prep.

### Featured Model: The Career Academy

A career academy is typically a school-within-a-school that offers students academic programs

organized around broad career themes. Often integrating classroom instruction with work-based learning, academies try to equip students with the necessary skills for both workforce entry and post-secondary admission. Staffed by a team of teachers from various disciplines, academy classes are usually block scheduled. Curricula are often planned with the assistance of business partners. Students often participate in a work experience related to their field of study.

## EAST HAVEN HIGH SCHOOL — OUR CAREER ACADEMY

by Diane Reynolds



### Why a Career Academy?

East Haven High School has adopted the career academy model in response to several growing trends. Currently, about 20% of our high school graduates go directly to four-year universities and approximately 35-50% attend other post-secondary educational institutions. By the year 2010, 80% of all careers will require post-secondary education and technical skills and only 40% of the jobs will require a college degree. We needed to change. We wanted to provide a school where students are able to:

- \* achieve high levels of academic and technical skills
- \* prepare for college and careers
- \* learn in the context of a career major
- \* learn by doing
- \* receive support from adult mentors
- \* access a wide range of career and post-secondary education information
- \* receive in-depth study of selected career majors
- \* see the link between school and the workplace

### A School in Transition

Currently East Haven's school population is about 1,200 students. We run a block schedule with two semesters (4 x 4) and 80 minute classes. Our traditional high school is changing to a career academy model. We have established five academies incorporating the eight Connecticut Career Clusters. The five academies are: Arts, Media, and Communications; Business, Retail, and Finance; Applied Technologies; Government, Education, and Human Services; and Health, Environment, and Bio-sciences. Students entering an academy may choose the University Option, the Tech Prep/Associate Degree Option or the School-to-Work Option. Academies are located in sep-

arate wings of the building and have teachers from each discipline assigned to them.

The requirements for graduation have been increased to 30 credits. Students will take a core curriculum of 19 credits. Students may take electives and cross over to another academy if they choose.

### Career Planning

Career planning and developmental guidance will play big parts in the lives of our students. The guidance staff will meet all ninth graders and establish Individual Career Portfolios which will be maintained, updated, and referred to throughout the four years students spend with us. The portfolio contains information students need that is relevant to their future--extracurricular activities, career goals, employability skills, and educational plans. The portfolio will also supply students with concrete evidence of what they have done in school, serve as a useful resource for perspective employers, and as a blueprint for further education plans. Guidance counselors, parents, and students will work together to make important decisions about career planning and course work.

To facilitate the career planning process, all freshmen will take an interest inventory using the computer program, *Choices*. This individualized program provides printout lists of possible career areas that reflect their specific interests, allowing further insight into career options. Upper classmen will also use *Choices* for further career exploration and information on colleges and financial aid.

All freshmen will take a prescribed schedule which includes academy samplers. Five academy sampler courses afford students the opportunity to learn about different career options within each academy. Academy samplers present an overview of what each acade-

my has to offer, what jobs are related to the academy, and what job skills and education are necessary to attain jobs in the academy field. Students will select an academy for their sophomore year.

Each academy has a prescribed course sequence. If there is a change in career plans, a student may transfer to another academy without losing credits.

Specialization occurs in the junior and senior years. Students take academy specific courses and many participate in internships and other work-based learning experiences. Partnerships between school and the workplace provide the link for connecting activities which help students see the relevance of what they learn at school and what they do at work. Teachers work with employers to learn about their students' performance on the job and help the students in their areas of weakness. Employers work with students-- training, mentoring, and helping them gain valuable skills. These partnerships help the students to become better, more capable workers. Everyone wins -- teachers, employers and most importantly the students.

### Change in a Process

Why a career academy? We needed to help our students plan and prepare of the future.

The move from a traditional high school to a career academy is a process -- it does not happen overnight. The climate and culture of the school must also be adjusted. We will continue to work toward making our school a better place for students. After all, it's not about, "What do I want to be when I grow up?" It's about, "What do I have to do to get there?"

*For additional information on STC, contact Ann R. Gaulin, Connecticut Learns Manager at the State Dept. of Education, (860) 638-4162.*

## middle school news

## CAS SEEKS PUBLIC RELATIONS VOLUNTEERS

While WE know the importance of middle level education to young adolescents, not everyone in Connecticut has that same understanding. And if people hold negative attitudes about middle level education, it will impact educators, schools, and students.

The National Middle School Association has embarked upon a long-term public relations campaign to create greater awareness of the middle level concept by forming a partnership with its affiliates. The Connecticut Association of Schools has joined this campaign, but we need your involvement.

The campaign is built around a public relations network involving NMSA and its affiliates. Each affiliate has been asked to appoint a PR Coordinator who has received professional development and materials. The basic concept is that NMSA has the resources to produce materials, and affiliates can deliver those materials much more effectively in their areas.

"The great resource we have in CAS is our members," said Tim Doyle, PR coordinator for this campaign. "We hope to recruit a number of enthusiastic members who care enough to become involved in this awareness effort. We'll ask volunteers to write newspaper articles, deliver public service announcements to radio stations, give speeches, contact key individuals who need to hear our message, and perform other similar activities. Nothing will be forced upon you, but we need as many people as possible to make this effort successful. The more volunteers we can involve, the less work each volunteer will need to do."

To become involved or for more information, contact Tim Doyle at (203) 250-1111 or [tdoyle@casciac.org](mailto:tdoyle@casciac.org).



**CAS** extends a warm welcome to its newest middle level members:

- ☞ **Keigwin Middle School**, New Britain  
Principal: Patricia Charles
- ☞ **Roosevelt Middle School**, New Britain  
Principal: Vaughn Ramseur

*"But this is a very different time, and the pressures and temptations youngsters face are considerably different and more consequential than what we knew. In many ways they do know much more than we did about what it means to be 13. Thus, before we can tell them the important things we know and believe, we must learn from them the actualities of their 13-year-old world. We must first become very skillful at listening."*

- Chris Stevenson,  
Professor of Education, Univ. of VT

Nevada's 7th and 8th graders won't be able to coast through middle school anymore in hopes of bringing up their grades in high school. A new policy adopted by the state school board will require students to earn a C in their Math and English courses for at least a year in order to get into high school. What will happen to the students who don't make the grade is still unclear.

On Saturday Oct. 24th, John F. Kennedy M.S. in Enfield participated in the nationwide "Make A Difference Day" by organing three different outreach projects designed to "make a difference" in the Enfield community. A contingent of J.F.K staff and students hosted a Halloween party for the residents of the Parkway Pavilion Nursing Home. Another contingent collected winter coats and blankets which were to be distributed to the needy through "Enfield Loaves and Fishes." A third project involved the collection of canned goods which were donated to the "Cans for Kids" campaign benefiting the CT Children's Medical Center.

**Community Spirit!**

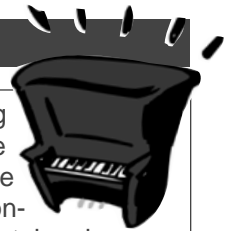
## Defining "Adolescent"

Anyone who works with, educates, or lives with a young adolescent can tell you they are unique, bright, and charismatic individuals. But what do young adolescents think of themselves? To answer that question, over 200 middle school students were asked to define an adolescent. Here is a sample of their imaginative and insightful responses...

- A young adolescent is...
- ...a confident, caring leader.
  - ...someone who wakes up every morning and is anxious and a little scared.
  - ...a person who wonders if others feel the way they do.
  - ...not a perfect student, but someone who tries real hard.
  - ...a kid who needs someone to repeat the directions 5 times before they understand.
  - ...someone who can become very hyper when exposed to too much sugar.
  - ...a person who likes to get away and just wonder.
  - ...a fish who is trying to swim upstream.
  - ...someone who constantly changes their mind.
  - ...a person who likes to wear stuff other people hate.
  - ...a nervous person who worries about homework, family and fitting in.
  - ...a cross between a small child and an old fogey.
  - ...someone who is independent yet tries not to stand out.
  - ...a kid who wobbles on a scale between friends, sports and academics, trying to figure out which comes first and which is most important.
  - ...a girl who likes to talk about anything from boys to candy bars.
  - ...a person with a creative mind who is trying to find a path to follow.
  - ...someone who knows they have friends, family and teachers who care about them.
  - ...a girl in a huge world trying to perform difficult things.
  - ...a person who wants freedom.
  - ...a person vulnerable to peer pressure.
  - ...a person trying to please everyone but themselves.
  - ...a boy who just likes to be around other people.
  - ...an older child looking for someone to follow.
  - ...an artist, leader, hard worker, follower, corner dweller, a screamer for attention, and a person who is no different than you or your friend.

(Source: National Middle School Association)

## elementary school news



**Editor's Note:** It is easy to be distracted by the critics of public education, who seemingly grow more vociferous and more cynical over time. It is important not to lose sight of the "victories" that are won in our classrooms everyday. One such victory is described in the letter printed below.

Catherine Erdmann  
18 Larid Drive  
Bristol, CT 06010

Dear Mr. Savage,

July 7, 1998

I would like to recognize Mr. Anthony Acampora, the principal of Ivy Drive Elementary School in Bristol for an extraordinary job. During my son's elementary years he spent kindergarten, fourth and fifth grade at his school. These last two years have been the hardest for my son, Shane. He has been labeled learning disabled since 1st grade, but he is truly ADHD and hadn't been properly diagnosed until a week ago.

We have encountered many situations. It took a unique individual with a great amount of concern and attention to help Shane get through these years. Mr. Acampora has helped Shane grow into a student who can now handle himself in an acceptable way in a school environment. He has taught him how honesty and self-worth can make you a better person even if you are the one who has made a mistake. Mr. Acampora runs two programs, The Six Pillars of Character and Win-Win Guidelines at Ivy Drive, that have helped Shane make decisions in his life. It has helped him solve situations of conflict without fighting. I am very pleased as a parent to have a principal take the time to provide the extras for my child to achieve his best.

Mr. Acampora has provided a wonderful environment for young children to learn in. My son has benefited from his kind and generous ways. He truly is an asset to the Bristol Public School system.

Sincerely yours,  
*Catherine Erdmann*

**A**fter seeing encouraging results from a district-wide pilot program, the Kettle Moraine school district in Wisconsin is requiring all K-5 students to take piano lessons for the remainder of the school year.

The pilot program was started in 1996 based on research showing that music improved learning by enhancing students' spatial temporal reasoning skills. The program required kindergartners from two of the district's four elementary schools to take piano lessons twice a week. At the end of the school year, the students who had taken the lessons scored 43% higher on solving puzzles and 53% higher on block building.

Private funding will allow the district's music teachers to provide the lessons to 1,800 elementary students for 90 minutes a week.

Our apologies to **Veteran's Park Elementary School** in Ridgefield which was inadvertently left off the list of new member schools published in last month's BULLETIN. The principal of Veteran's Park is Dr. Robert Lynam. Welcome!

*" Ideas are like rabbits. You get a couple and learn how to handle them and pretty soon you have a dozen."*

-- John Steinbeck

**Just Kid Inc.**

### The Importance of Loving Relationships in the Early Years

(Source: Early Childhood: Years of Promise, by CT Public Television)

"Brain circuits that govern emotions are some of the very first brain connections that newborns develop. Those brain circuits allow a baby to start building strong emotional ties with an adult, usually the mother first, and that warm and nurturing relationship is what motivates the child to explore the world further. Without that loving bond, a child will have neither the confidence nor the interest to learn, and brain development will suffer. The evidence supporting this fact is frightening: Time Magazine reported that researchers from Baylor College of Medicine "have found that children who don't play much or are rarely touched develop brains that are 20% to 30% smaller than normal for their age."

The impact of first relationships cannot be stressed enough, and its important to note that just as good relationships promote

children's brain growth, bad relationships —ones where there is repeated abuse —will block brain growth and cause permanent damage. We're not referring to the occasional stressful moments that happen even in the best relationships, but to the stress of chronic, long-term abuse, or the stress of growing up in a war zone...

Evelyn Moore, president of the National Black Child Development Institute, has another perspective on why early, loving bonds are so important:

*I think parents, and possibly some teachers, don't understand that those trusting relationships build empathy. And children are less likely to participate in violent activities if they can feel empathy, if they can feel sympathy for another person. And of course African-American*

*communities, there's all of this violence. And we've got to help raise children that will take another direction and use that energy to be creative and constructive. And it all begins during the very, very early years with our children.*

Once a baby has begun to build a loving relationship with one or more adults, he will be open to all sorts of other kinds of sensory stimulation. These positive emotional bonds will give the child resiliency in coping with the normal stresses and challenges of life. The child's confidence and curiosity will expand, propelling him to engage in the many experiences that are absolutely essential for brain growth. The more we can do to give young children rich, stimulating experiences of all sorts, all within the context of warm, nurturing relationships, the better their chances of developing to their full potential.



## ciac news

The increased incidence of taunting, "trash talking," and other unsportsmanlike behaviors in high school sports has been a growing concern in CT as well as in many other states around the country. The CIAC congratulates the leagues around the state who have made grassroots efforts to put an end to these types of behaviors, which are engaged in with greater frequency by athletes, coaches, and fans alike. Two examples of these efforts are illustrated below.

In an attempt to curtail inappropriate and unsportsmanlike actions by fans at its contests, the Southern Connecticut Conference drafted and adopted a spectator "code of conduct." The "Spectator Expectations" are posted in every gym and on every field of the 20 SCC member schools.

### Southern Connecticut Conference Spectator Expectations

1. Respect decisions made by contest officials.
2. Refrain from taunting, booing, heckling, and the use of profanity in any manner.
3. Sit in the designated area assigned to each school.
4. Leaving a contest prior to its conclusion, with expectations of returning, may not be permitted.
5. Admission to this contest is not a license to verbally assault others or be generally obnoxious.
6. Respect athletes, coaches and fans.

**BE A FAN...NOT A FANATIC!**

### CENTRAL CONNECTICUT CONFERENCE

Joseph DelBuono  
Western CT Soccer Officials  
7 Cliff Street  
Wolcott, CT 06716

August 24, 1998

Dear Joseph,

At the June meeting of the Central Connecticut Conference Policy Committee, I was instructed to write to all boards serving the conference expressing our deep concern over the growing problem of taunting and "trash talking" during many of our athletic contests. After a lengthy discussion, the conference principals, (along with the C.C.C. athletic directors) unanimously voted to contact all of you, and in a spirit of cooperation, ask that you enforce the C.I.A.C. taunting rule adopted in April 1995. As expressed by most of the administration in attendance at the Policy Committee meeting, "there must be a no-tolerance stance taken by all of us, including game officials, coaches, athletic directors, and school principals." The administrators present at that meeting also expressed their strong support for all officials who enforce this rule.

The rule is quite explicit and the penalty clearly outlined:

*"In all sports, game officials are to consider taunting a flagrant, unsportsmanlike foul that disqualifies the bench personnel or athlete from that contest/day of competition and the player or coach from the following contest/day of competition."*

If strict enforcement of this rule does not eliminate the problem, I know the C.C.C. Policy Committee would not hesitate to add a second day of suspension for both players and coaches. You may recall that the C.C.C. established the first ejection rule, which is now a criterion for all C.I.A.C. member schools.

Taunting and "trash talking" have no place in high school athletics. With strict enforcement of this C.I.A.C. rule by all of our officials and with the concomitant support of our conference officials, athletic contests will return to the basic reason for athletics: to provide a vehicle for physical, mental, emotional, social and moral growth of our high school athletes.

Sincerely,  
Millard H. Mason, Executive Secretary

### GUIDANCE COUNSELORS PLAY KEY ROLE IN COMMUNICATING ELIGIBILITY RULES

Guidance counselors play a key role in communicating CIAC eligibility rules. It is important that all counselors be fully knowledgeable of the essential eligibility requirements students must meet to represent their schools and participate in interscholastic activities. Counselors are frequently asked by students to advise them on matters dealing with the preparation of or changes in their class schedules. In doing so, counselors should be sure they do not advise a course of action resulting in students forfeiting their eligibility to compete in interscholastic athletics through a violation of CIAC rules of eligibility. Please endeavor to avoid the following:

- scheduling a course for which the student has already received credit;
- permitting a student to be scheduled with fewer than four (4) full credit subjects, or equivalent;
- permitting a student to drop a course(s) and thereby placing him/her below eligibility requirements.

Please also be mindful of the eligibility rules as they pertain to transfer students and to foreign students not in a CSIET-approved program. Counselors should discuss CIAC interscholastic activity eligibility requirements with all students. Member school principals and athletic/activity directors should emphasize to all guidance counselors the importance of having copies of CIAC eligibility requirements on file at all times in the guidance office. Please be certain all counselors and administrators are provided a copy of the above regulations.

## ciac notes

High turnover rates are not exclusive to the superintendency. Due to a number of retirements, relocations, and reassignments, the CIAC was faced with a number of committee chairmanship vacancies this year. Congratulations to the following newly appointed CIAC committee chairs:

■ **Football Committee:** *Leroy Williams*, principal of Roberto Clemente Middle School in New Haven;

■ **Softball Committee:** *Edward Rostowsky*, asst. principal, Seymour H.S.

■ **Lacrosse Committee:** *Raymond Marr*, assistant principal, Enfield H.S.

■ **Co-Op Team Committee:** *Paul Hoey*, principal, Newington High School

■ **Season Limitations Committee:** *Tony Fusco*, asst. principal, Sheehan H.S.

\*\*\*\*\*

On May 22nd, Wethersfield H.S. golf coach Roderick Cyr surpassed the late Don Bates' record of 626 wins to become the "winningest" boys' golf coach in CT high school history. He concluded the 1997-98 season with a record of 633-247-16.

\*\*\*\*\*

Larry McHugh, executive director of the Middlesex Chamber of Commerce and longtime friend of the CIAC, has been appointed chairman of the Board of Trustees for the Connecticut State University System.

### A "Class" Act

Many thanks to John Kuczo and his colleagues on the FCIAC Football Committee. After discovering that the FCIAC football league championships and the CIAC Field Hockey state championships were both scheduled to be held at Sacred Heart University on the same day, members of the Football Committee readily relinquished the site to the CIAC Field Hockey Committee.

*Coaches and ADs are encouraged to use the CIAC website to post regular season game scores. The "CIAC Scoreboard" is a new website feature which allows coaches, administrators, students, or even fans to post results of regular season games. Visit the site at:*  
**[www.casciac.org](http://www.casciac.org)**

### New Wrestling tournament regulations:

#### *Effective for this season:*

■ After a weight bracket is seeded, any wrestler who has defeated the next higher seeded wrestler during the season will interchange places with that wrestler. A wrestler moving up may interchange again if the next higher wrestler was beaten during the season. This process will be repeated until a wrestler has gone through a bracket once. This process will start at seed one and work down. (If a wrestler has beaten a wrestler more than one place higher, the interchange may NOT take place.)

■ Zero point wrestlers who have defeated someone that is already seeded with points will be placed at the front of all zero point wrestlers. They will receive .5 points for each wrestler beaten on the bracket, and will be seeded before zero point wrestlers. (Currently all zero point wrestlers are drawn from the hat for position with no credit given for beating a seeded wrestler.)

#### *Effective for the 1999-00 season:*

■ Each wrestler's overall record will count for seeding purposes. This will include all CIAC sanctioned tournament matches.

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According to a new study published in the Journal of Health and Social Behavior, boys who play sports are more likely to be sexually active than their peers. However, the opposite is true for girls. The study surveyed 611 high school students, male and female, athletes and non-athletes. The study found that girl athletes had substantially fewer sex part-

ners, engaged in sexual intercourse less frequently, and began having sex at a later age than their non-athletic female peers. Although the differences were slight, boys who participated in athletics reported beginning sexual activity at a younger age, having more partners, and having more sexual experience overall than their non-athletic male peers.

\*\*\*\*\*

A study at the Respiratory Sciences and Sleep Disorders Center of the University of Arizona found that exercise was strongly linked to restful, deep sleep. After studying the exercise and sleep patterns of 722 men and women, researchers found that people who exercised regularly at least once a week reduced their likelihood of sleep disturbances and daytime tiredness by 37%.

\*\*\*\*\*

The North Carolina High School Athletic Association has adopted a new policy regarding student-athletes who are convicted of a felony. The board of directors approved the policy, which indicates that upon conviction "such ineligibility is immediate and shall prohibit participation in the NCHSAA sports program from the date of conviction or adjudication of delinquency through the end of the student's high school career." "Convicted," in this policy, includes the entry of a plea of guilty, a plea of no contest, or a verdict or finding of guilty by a jury, judge, magistrate or other recognized adjudicating body. Several local school units had policies regarding students in this situation, but there had been no standardized statewide policy for NCHSAA schools.

### Highlights: CIAC Board Meeting -- October 15, 1998

■ A member school's request to permit a softball coach to coach in the 1998-99 season after he had coached some of his players during this past summer was denied. The coach had resigned his position following last year's softball season due to personal and employment conditions. However, his situation changed this year and he was available to coach.

■ A member school was assessed a fine in the amount of \$100 for permitting a male to play in a freshman field hockey game. The game has been forfeited.

■ The board denied a request from a member school principal to adjust the season limitations for its golf team.

■ The board approved a proposal from the Wrestling Committee which would allow wrestlers to wrestle back in the tournament from the round of 16. This means that Friday night losers in the

round of 16 would wrestle again. (Currently you must advance to the round of 8 to wrestle back.) The board voted, with three dissenting votes, to endorse this proposal for a one-year trial period.

■ A member school was fined \$700 and its boys soccer program was placed on probation for a one year period for use of an ineligible player. The school was also forced to forfeit the seven contests in which the ineligible player — a high school graduate from Spain — competed.

■ The board voted to re-affirm its present regulation which prohibits athletes from participating in try-outs with non-CIAC teams (including professional teams) during the sports season.



The Women in Sports Committee is pleased to announce...



### The Women's Sports Careers Symposium

for Hartford County students  
January 15, 1998  
University of Hartford

Registration materials were sent this month to every Hartford County high school principal, athletic director, and guidance coordinator. Each school may register five students. For further information, contact Ann Malafronte at the CIAC.

### Drug testing has positive effects

According to a 1997 survey on substance use and abuse among college students, drug use was the lowest in Division I schools. The study, which surveyed more than 13,000 athletes from 18 men's and women's sports programs, concluded that drug use (in all categories of drugs) was lowest in Div. I institutions because there are institutional drug-testing programs in place. There was greater substance abuse in Divisions II and III due to little institutional drug testing.



### GUEST EDITORIAL: Another One Bites the Dust, by John Roberts, Executive Director, Michigan High School Athletic Association

Almost every week we learn of another college or professional athlete who has exploded in rage, abused a fan or friend, been busted or broken parole, been stopped for speeding or DUI.

There is no wonder why. Among many reasons, the greatest is this: we taught them to behave this way.

Sometimes the positive character traits that high school sports teach are overwhelmed by the extravagant attention given to athletes by the media, college recruiters, ranking services, agents, promoters and sporting equipment/apparatus companies. Good kids begin to believe the hype, thinking they're not only above the crowd, but above the law. From self-confident to self-centered and self-serving and, occasionally, to serving a sentence in a cell.

Alexander Wolf in a Sports Illustrated article of February 23, 1998, used these terms. He said some athletes have "an out-sized sense of entitlement that too often sets them adrift."

This year's Heisman Trophy winner demanded first class airplane tickets for his mother, girlfriend and nephew from a non-profit organization that named him "Player of the Year." He was described as "an All-American headache." Said an organizer of the event, "Every once in a while you get an athlete who the money goes right to their head and all of a sudden you can't deal with him."

College coaches complain, but contribute. About recruiting, one college basketball coach said, as quoted by Wolf: "It's always been hard. Now it's gotten demeaning." He means demeaning to coaches, not to

players, who continue to be coddled and become more twisted in their thinking about their place not only in sports but in life.

Often quoted is Sonny Vaccaro who, when he worked for NIKE eight years ago, described the recruiting underworld as "a cesspool, and we started the process." Nevertheless, now working for Adidas, Vaccaro helps to poison the pool more as the two giant companies compete against one another to buy college teams, high school teams and AAU teams to win the loyalty of long-shot future pros.

Rather than fight this, college and professional organizations seem to contribute. They allow their public relations departments and television packagers to promote and sensationalize the accomplishments of individual athletes much more than teams. It's Jordan vs. Barkley, rather than Bulls vs. Suns. They use them for organizational gain -- a greater gate and larger television viewing audience.

At the high school level, we can't, don't and won't exploit individuals for corporate gain. We'll promote the teams and their teamwork, not the individual stars and their stats. We won't be connected with all-star games or national championships. We'll make more of sportsmanship than state and national records. We'll make a bigger deal out of scholarship in high school than scholarships to college.

At the local team level, we need to build the self-esteem of our subs and temper the self-esteem of the stars, providing them no breaks, making for them no exceptions, keeping them from becoming the prima donnas who believe the world exists to serve them and not vice versa.

### UNIFIED SPORTS® FALL UPDATE, by Ann Malafronte

■ Twenty-five high school volunteers discovered the true meaning of community service when they gave five hours of their day on October 3rd to assist thirty-eight special athletes at the first Unified Sports® Elementary Day at Haddam-Killingworth High School. Members of the Student Council, National Honor Society and Students Against Drunk Driving clubs at the high school readily accepted their assignments and thoroughly enjoyed helping their fellow students.

■ Over 60 youngsters participated in the Elementary Unified Sports® Day at Berlin HS on October 10th. The Berlin High Peer Leaders coordinated the entire event, from registration to the sports events to food distribution. "Sound Express," a select chorus from McGee MS performed "Build a Bridge" as the opening theme for the athletes. Lunchtime entertainment was provided by Newington's Talented & Gifted group, "Hands Up Sign Group."

■ The Middle School Unified Sports® Soccer Tournament took place on October 19, 1998 at Willowbrook Park in New Britain with six schools sending 79 athletes squads to compete. The results of the tournament are as follows:

	1st	2nd
<b>B Level -</b>	Cloonan of Stamford	Quirk of Hartford
<b>C Level -</b>	Cloonan of Stamford	McGee of Berlin



Athletes from Hartford's Barbour School light the torch at the Elementary Unified Sports Day at Berlin H.S.

3rd
Henry James of Simsbury
Henry James of Simsbury

**Mentors, continued from page 1**

he said. "We open our doors and recognize that we can't do it alone. We need more partners."

Dr. Sergi urged administrators to "embrace dramatic change." "If you want to stay excited about your work, you can't just repeat last year," he cautioned. Dr. Sergi reminded administrators that the use of time can be a valuable tool in school reform. He cited a number of Connecticut schools which have experimented with creative and flexible uses of time. Many schools are offering more after-school and summer school programs — not just for remediation, but for enrichment and recreation; at least one school, an alternative school, has eliminated some of the traditional vacations and has extended both the school day and school year.

Dr. Sergi concluded his remarks by asking administrators to be open to and accepting of the alternative schools that are emerging around the state. "Don't act like a jilted lover. Don't act hurt that a student chose to go to an alternative school rather than to your's. Your school, as great as it is, is not going to be great for everyone. Our public school system is strong enough to tolerate and even respect a certain amount of experimentation."

**NFIMA, continued from page 4**

There are a number of benefits to membership in NFIMA:

- \$1,000.000 Personal Liability Protection Insurance;
- A subscription to THE NFIMA JOURNAL
- A subscription to the NFHS NEWS
- Training at NFHS regional music workshops
- Representation on the NFHS Music Committee
- Discount privileges at hotels/motels and car/truck rentals
- Membership pin and card
- List of state by state contact persons

The membership fee is \$10 a year. This is an unbelievable price for the benefits received from membership. For further information or application forms, call Dr. Carroll at CAS.

**BULLETIN BOARD . . .****HIGH SCHOOL BOARD HOSTS NEASC STANDARDS FORUM...**

Dr. Pamela Gray-Bennett, Director of the New England Association of Schools and Colleges Commission on High Schools, has been invited by the High School Board of Control to make a presentation to Connecticut administrators on recent changes in NEASC standards. The program, offered at no cost to administrators and other interested high school personnel, will be held on Wednesday, November 18th, at Platt High School in Meriden (3-5:00 pm).

**SEEKING INFORMATION...**

The High School Board of Control wants to provide member high schools with a summary of successful practices in teaching within a block schedule. High school principals are asked to send in summaries of instructional strategies that are working well within a block schedule. Please send your summaries of teaching in the "block" to either Dr. Mike Buckley (High School Board chair) at Avon H.S. (FAX: 860-673-1097) or Tom Galvin at CAS. The board will prepare a summary of the information provided.

**PROFESSIONAL STUDIES COMMITTEE BEGINS WORK...**

The chair of the Professional Studies Committee, Dr. David Perry, principal of North Branford High School, recently developed with the committee a survey form for high school principals on programs which have helped students make a successful transition into and through grade nine. The survey was sent to all high school principals in October. The Committee will study the data from returned surveys and other sources and prepare a monograph on successful practices which will be distributed to CAS member

schools. Last year's monograph, "Successful SAT Preparation Practices in Connecticut" was very well received by member schools.

**S.A.B.C. ALERT...**

Due to a problem with a state student activity scheduled without SABC approval, Dr. Elaine Bessette, principal of Hall H.S. and chair of the SABC, authorized an "SABC Alert" which was sent to all member schools. The notice summarized the purposes of the SABC and the criteria it follows to evaluate programs and activities. It is important that member school principals be sure that all non-CIAC activities which involve more than two Connecticut schools have the approval of the SABC.

Anyone who has a question may call Dr. Bessette at Hall High School, (860)236-0366, or Tom Galvin at CAS, (203)250-1111.

**LEGISLATION COMMITTEE APPOINTS NEW CHAIR...**

Dr. Lawrence Nocera, assistant principal of Glastonbury High School, is the newly appointed chair of the CAS Legislation Committee. The Committee will be conducting its annual survey to ascertain legislative areas of interest and concern to our member schools. The survey will be mailed this month.

**CAS LAUNCHES CAHS**

The CT Association of Honor Societies (CAHS), under the direction of Portland H.S. Principal Donald Gates, is accepting "charter" memberships from the states' junior and high school honor societies. The Constitution is being finalized and a meeting of advisers is planned for the near future. Members will be able to enjoy the state's first CAHS Convention later in the school year. Gates, who is a member of NASSP's Region One National Council, organized the establishment of the state association with CAS last year.