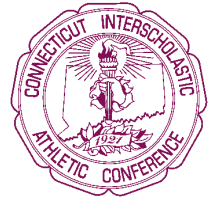


BULLETIN

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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OCTOBER 2000

President's Message . . .

"It is my honor and pleasure to welcome each of you to a new school year. In this period of a presidential election there is considerable emphasis on education and the issues of quality and leadership. It is significant that there is a growing shortage of teachers and administrators. The shortage of principals has prompted our commissioner to organize a "Committee on the Future of School Leadership in Connecticut." The issue was also given prominent coverage in a recent article in the New York Times as well as in many local papers.

"In such intensive times it seems important that those of us who provide direction and leadership in Connecticut's schools have a strong, effective professional organization to support our efforts and to help establish educational priorities across the state. We must be mindful that organizations such as the Connecticut Association of Schools reflect the work and energy of people who volunteer to serve along with the staff to support the interests of education. If you are not an active participant, I encourage you to become involved by serving on a board, supporting programs or taking a leadership position. I look forward to seeing you at a CAS program."

-- Tony Molinaro, CAS President

Anthony G. Molinaro, a 36-year veteran educator and for 6 years principal of King St. Intermediate School in Danbury, has taken office as the 29th president of the Connecticut Association of Schools. Tony has been an active and energetic member of CAS since 1991. As chair of the Elementary Board of Control from 1996-98, Tony led the elementary division through a time of transition and is largely responsible for the extraordinary growth and expansion which the elementary division now enjoys. Tony has been an outspoken and respected leader within the elementary membership as well as globally within the association as a whole.

FRANK YULO HONORED AT CAPSS/CAS CONVOCATION



Dr. Frank Yulo and his wife, CREC Executive Director Marcia Yulo, share the stage at the 2nd annual convocation.

The 2nd Annual Fall Convocation co-sponsored by the Connecticut Association of Public School Superintendents (CAPSS) and the Connecticut Association of Schools (CAS) was held on September 20th. More than 500 superintendents, principals, district administrators, guidance counselors, and teachers gathered at the Aqua Turf Club in Southington to "kick-off" the new school year.

Education Commissioner Theodore Sergi addressed the crowd of enthusiastic educators, briefly revisiting the theme of moral responsibility which was a focus of his Back-to-School Message. He commented that his message had been very well-received and that its warm reception was reflective of the state's hunger for a stronger moral base. Dr. Sergi also spoke briefly about the increasing shortage of administrators in Connecticut. "We are not identifying enough young people to follow us," said Sergi. "Look around your school, identify that person who can do our job in the future. Then play [her] a tape recording everyday which says: 'You

can be a great principal."

Dr. Jay P. Heubert, associate professor of Education at Teachers' College, Columbia University and adjunct professor of law at Columbia Law School, delivered a powerful and thought-provoking keynote address on high stakes testing. He cautioned a captive audience against placing too much emphasis in a single test score. "We need multiple measures," he suggested. "We would never go to our physician and suggest to him that he can only administer one test to evaluate our overall physical condition."

Dr. Heubert suggested that, amidst all the controversy and speculation surrounding assessment, there were two things that were indisputably injurious to students: placement in low-track classes and retention in grade. He reported that the likelihood of a student dropping out of school was 45% if that student were retained once and 100% if he/she were retained twice.

At the close of the convocation, Dr. Frank Yulo, Executive Director Emeritus of the Connecticut Association of Public School Superintendents, was honored with the CAS Distinguished Educational Leader Award. In presenting the award, CAS

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"A test in and of itself does not improve learning any more than a thermometer reduces a fever. It simply gives us information."

-- Dr. Jay Heubert



CAS President Tony Molinaro serves as master of ceremonies.

connecticut news & notes

■ Kudos to three CT administrators who attended a by-invitation-only national education summit in July. Don Gates, principal of Portland High School, Jerry Belair, principal of East Lyme Middle School, and Geoffrey McCarthy-Miller, principal of Philip R. Smith Elementary School in South Windsor were among 120 administrators who gathered in Washington, D.C. for the U.S. Department of Education's Principals' Leadership Summit. The purpose of the event was to engage recognized leaders from across the country in a dialogue about the importance of the role of the principal as instructional leader. A regional follow-up to the national summit will be held at the Northeast and Islands Regional Educational Laboratory at Brown University on October 24-25.

■ By pooling their buying power and becoming one giant customer, eight of CT's largest school districts save substantially when they buy school instructional supplies. "We now have the buying power of a Detroit or Chicago," said Frank Lombardo, administrator of programs and operations for Waterbury. Under the arrangement, for example, which spends about \$4 million a year on school supplies, saves \$400,000 a year. Such supplies include things like paper, pens, pencils, crayons, rulers and paperclips. Called the Big Cities Consortium, the idea was proposed by the Hartford School System, which was later joined by Waterbury, Bridgeport, New Haven, Stamford, Danbury, Meriden, and New Britain. Bids for the group are solicited by the state Department of Administrative Services, which awards contracts to suppliers on behalf of the participating districts. The districts then place their own orders based on the contract terms.

■ Food and beverage purchases in CT restaurants are expected to exceed \$2.8 billion in 2000. Yet, one quarter (135,706) of all CT students in local public schools in 1998-99 could not afford to buy meals at school and so were eligible to receive free or reduced-price school breakfast and lunch.

■ According to the state Department of Education, about 2,000 students will be home-schooled this year. While this number is small compared to the total number of public school students in the state, the number of families opting to home-school their children has nearly tripled since 1992.

CSUS SEEKS AUTHORITY TO OFFER DOCTORAL PROGRAM

The Connecticut State University System has announced plans to launch a doctoral program in educational leadership. However, before it can open its doors to doctoral candidates, it must overcome a legislative hurdle — a 1977 statutory provision which grants the University of Connecticut exclusive authority to award doctoral degrees. Educational offerings at the doctoral level are relatively few in Connecticut, with UConn offering a Ph.D. degree in educational administration and the Universities of Hartford and Bridgeport, both private institutions, offering Ed.D. degrees in educational leadership. In 1999, these three programs yielded only 13 doctoral degrees (see chart below). And, with the dramatic shortage of administrative candidates in the state, the CSUS feels that the time is right to expand its educational offerings to the doctoral level. According to CSUS Chancellor William Cibes, the CSUS doctoral program would be affordable, accessible, practical and action-oriented. There would be no residency requirement for the program and the majority of the coursework would be done in the summer months. CSUS officials project that the cost of the program would be on par with UConn's program and less expensive than those of the private universities.

During the next legislative session, with the support of most of the educational groups in the state, CSUS will be introducing legislation to remove the statutory bar preventing them from offering doctoral degrees.

	1994-95	1995-96	1996-97	1997-98	1998-99
University of Connecticut (PhD)	17	13	11	8	9
University of Bridgeport (EdD)	5	2	5	4	1
University of Hartford (EdD)	0	6	11	4	3
TOTAL	22	21	27	16	13

■ According to a report issued by the state Department of Education, nearly 14 percent of public school students in Connecticut were expelled or suspended from school at least once during the 1998-99 school year. The discipline data was compiled for the first year this year as per federal requirements. Most violations committed by the 544, 657 public school students, K-12, were minor infractions. About 85,000 of the 125,185 offenses were for violations such as truancy, insubordination, and cutting classes. The other 40,000 were alcohol, drug, violence, or weapon-related. There were 1,038 incidents of weapons in schools, including 30 handguns and two shotguns. Overall, most of the bad behavior occurred among students in grades 7-12. Ninth and 10th graders were, statistically, the worst behaved, accounting for 44,564 violations (36 percent). About 51% of the students suspended or expelled were white and 45 percent were black or Hispanic students, who make up slightly more than 25 percent of the public student body. The rate of student suspension/expulsion in Connecticut was nearly double the rate of public schools nationally.

CT's Alternative Route to Certification Program's Class of 2000

Total applicants: 574
Total admitted: 177
Total who succeeded: 168
Women: 99
Men: 69
Ethnicity:
 white 150
 Hispanic 11
 black 6
 Asian 2
 Native American 1
Age range: 24 to 63
Career experience: *This year's class included lawyers, MD's, an OB-GYN, insurance agents, an ordained minister, journalists, a fork-lift operator, a museum curator, college professors, computer programmers, an archeologist, engineers, a chemist, oceanographer, graphic designer, sculptor and concert pianist.*
What they will teach: *art, biology, English, history/Social Studies, math, music, physical science, world languages*

(Source: CT Post, 8/20/00)

... more CT news & notes

Connecticut's Changing Face
Projections based on 2000 census figures show a more ethnically diverse CT:

- Fairfield County has edged out Hartford County as the most populous region of the state.
- Windham and Tolland counties remain the least settled.
- Hispanics are poised to overtake black, non-Hispanic residents as the biggest minority group in CT.
- The Asian population is estimated to have increased 60% over the decade.
- Litchfield County is home to the fewest non-white residents; Fairfield has the most.
- The white population is the only subgroup to have lost members over the past 10 years.
- CT has an estimated 3,282,031 residents, 7,025 fewer than in 1990.

(Source: New Haven Register, 8/30/00)

CT's SAT Participation Rate on Top Again

Scores released for the high school class of 2000 showed that Connecticut was tied with New Jersey for the highest SAT participation rate in the nation. With almost 1,000 additional students taking the test this year, Connecticut had an 81% participation rate, compared with a national average of 44%. While Connecticut students out-performed the nation on the verbal test (508 vs. 505), they slipped below the national average on the math test (509 vs. 514).

CT's Average SAT Scores in 2000

	Math	Verbal
Overall	508	509
By gender		
Male	526	509
Female	494	508
By race		
White	526	526
Black	411	426
Puerto Rican	412	414
Asian	565	508

Construction Boom in CT

■ State and Local Governments are spending big on school construction this year, especially compared to some other big-ticket items in CT.

Estimated annual state & local spending on school construction



Estimated annual state and federal spending on transportation



Cost of state's "super max" prison



State contribution to Adriaen's Landing development



(Source: Hartford Courant, 8/29/00)

national news & notes

■ The federal Food and Drug Administration has approved a drug named Concerta as the first medication for treating attention deficit hyperactivity disorder that can be taken in a single dose. Methylphenidate, or ritalin, the most commonly used drug for treating ADHD, generally requires multiple doses throughout the day. School nurses dispense more ritalin to students than any other drug apart from pain relievers. Concerta, which is methylphenidate in a different form, lasts for 12 hours and can be taken before a child leaves for school. The extended-release-formula tablet does not require students to leave class to get their pills from the nurse's office.

■ A recent survey commissioned by the National Association of Elementary School Principals (NAESP) and Land's End showed that 21% of the nation's public schools have a uniform policy in place or are currently considering a move to uniforms. Furthermore, 97% of schools with a current uniform policy plan to keep it in place. Detailed results of the survey are included in the booklet, *School Uniforms: Why & How*, which is a resource for schools studying a uniform policy. The booklet provides information on who should be involved in developing uniform policies, how dress codes are enforced, and what benefits might be gained from such policies. Copies of the booklet can be obtained free of charge by calling 1-800-544-9920 or by sending a message to school@landsend.com.

■ According to a new report by the Benton Foundation, the federal E-Rate program is indeed helping urban districts wire their classrooms and use technology to improve student learning. The report studied four urban school districts with high levels of poverty which were participating in the federal discount program. School officials at the four districts studied said that the impact of the E-rate was enhanced by its requirement that participating schools carefully plan how to integrate technology and instruction. Officials noted, however, that they were hampered by the program's tight time-line, shortages of contractors, and the challenges of wiring buildings that were more than 100

years old and that the greater use of technology had substantially increased the professional development needs of its teachers. Officials also noted that expanded telecommunications infrastructures would be dependent upon the continuation of E-rate discounts in the future.

■ The findings of the National Longitudinal Study of Adolescent Health, show that, independent of race, ethnicity, family structure or poverty status, adolescents who are connected to their parents, to their families, and to their school communities are healthier than those who are not. "Reducing the Risk: Connections That Make A Difference in the Lives of Youth" was conducted by the National Institute of Child Health and Human Development in conjunction with 17 other federal agencies. This national study assesses the social settings of adolescent lives, the ways in which adolescents connect to their social world, and the influence of these social settings and connections on health. The researchers examined many aspects of the school environment, but found just one—a feeling of connectedness—to be consistently associated with better health and healthier behaviors among students. Measures of classroom size, teacher training, and parent involvement with school appear unrelated to adolescents' health behaviors and emotional well-being, according to the report (http://www.peds.umn.edu/peds-adol/pdf-docs/Reducing_the_risk.pdf).

Scholastic, Inc. and the Council of Chief State School officers surveyed 400 national and state teachers of the year in order to ask their opinions about how to keep teachers from leaving the classroom. Some 90 percent of respondents reported a need for support from school administrators. About 70 percent said teachers need to have a more active role in school decisions. Other challenges that they cited as contributing to a frustrating work experience included a deluge of paperwork, the burden of nonteaching responsibilities, beleaguered colleagues, and a lack of parental involvement. At the same time, the respondents believe they are not being justly compensated for their efforts. Eight out of 10 educators polled said that teachers—beginners and veterans alike—must be better paid. The survey results are available at www.scholastic.com/teacher-voices.



... more national news & notes

■ According to a new report from the Educational Testing Service, college enrollment is expected to increase by 19% in the next 20 years due, in part, to the growth of minority students among the college-age population. The number of students on campuses nationwide will jump from 13.4 million in 1995 to 16 million in 2015, according to "Crossing the Great Divide: Can We Achieve Equity When Generation Y Goes to College?" Adults who are returning to college and foreign-born students will also increase the number of students on campus, the study says. Minority students will make up 80% of the increase in undergraduates by 2015. By that year, more than 35% of all students on campus will be members of minority groups, and mostly of Asian and Hispanic descent. In 1995, minorities made up 29% of the college population.

■ A record high 53 million students are attending the nation's elementary and secondary schools this year. Officials expect that number to jump to 94 million by the end of the 21st century. School enrollment is expected to continue to rise marginally through 2005, and then level off through 2010. Enrollment will increase steadily due to rising births and an unabated influx of immigrants. While every section of the country is expected to be affected by the growth over the next century, the Western and Southern states would experience the greatest increases.

■ According to two new studies, playing violent video games can increase aggressive thoughts, feelings and behavior in real life. Violent video games may be more harmful than violent television and movies because they are interactive and engrossing, requiring the player to identify with the aggressor. In one of the studies, students who reported playing violent video games in junior high and high school had more aggressive personalities, behaved more aggressively and were more likely to report delinquent behavior in real life.

Laptops' Effects Remain Unclear

Programs that provide students with laptop computers help improve their attitudes and writing skills, but don't have much effect on standardized-test scores, according to a recent study. The study examined 12 programs that provided laptops to every student in a class, grade level, or school for at least two years. One reason why the programs did not result in higher test scores, researchers speculated, was that standardized tests might not measure the skills that students acquire by using laptops. The study did show other positive educational effects of laptop programs, however. It found, for example, that laptop-using students produced higher-quality writing than their peers who didn't have laptops. Students with laptops also were more likely than those without them to say that "computers make schoolwork more fun/interesting," and that "computers help me improve the quality of my schoolwork."

■ A steady decline in illicit drug use among US teens that began in 1997 continued in 1999, according to survey results released by the U.S. Department of Health and Human Services (HHS). According to the HHS National Household Survey for 1999, 9% of youths between the ages of 12 and 17 reported using an illicit drug at least once in the 30 days prior to the time of the survey, compared with 9.9% in 1998 and 11.4% in 1997. The survey, which obtained data on 13,000 respondents, also showed that marijuana use among youths ages 12 to 17 dropped to 7% in 1999, from 9.4% in 1997, and cigarette use decreased to 15.9% in 1999, from 19.9% in 1997. For Americans 12 and older, smokeless tobacco use dipped to 2.2% in 1999, from 3.1% in 1998, while the use of cocaine, heroine, hallucinogens and inhalant drugs in that age group remained stable.

■ The Rochester, NY, School Board has adopted a revolutionary plan which will allow students to map out their routes to a diploma over three, four, or five years. The "Pathways" plan, approved unanimously by the Rochester school board in July, will give students the option of staying in school an extra year, or finishing up a year early. Students who finish early under the plan, which is scheduled to take effect in the fall of 2002, could go on to college or remain in high school for enrichment programs or college-level courses during a fourth year. The four-year structure of high school, and the association of the diploma with how much time students have spent in class rather than what they've learned, has long been the subject of criticism. Many experts say it rewards students primarily for showing up and gives them little incentive to excel. As logical as the Rochester plan sounds, however, it raises potentially complicated questions about sports eligibility, class rankings, and even proms. Moreover, some critics see the underlying idea as simplistic, and question the wisdom of pushing 16-year-olds on to college, or of keeping 20-year-olds in high school. The plan, as it is outlined, would let students in the 8th grade begin taking high school courses. Ninth graders, on the other hand, could request longer courses and a fifth year in order to help them catch up. Students could change their "pathways" at any time. District leaders argue that students from all achievement levels could benefit from the fifth year, whether to explore college options or career interests. (*Education Week*, 8/2/00)

National Board Certification Shows Little Ripple Effect, Study Finds

Teachers certified by the National Board for Professional Teaching Standards become more reflective and analytical about their teaching, but don't have much effect on the world outside their own classrooms, a recent study concludes. Researchers at the Consortium for Policy Studies at the University of Wisconsin-Madison looked at the effects of certification by the national board in five school districts. Their findings cannot be generalized beyond the districts studied, but do provide information on the relatively new system of certifying outstanding teachers. Certified teachers and their principals generally agreed that the process was beneficial, saying that it helped them reflect on their classroom strategies and student learning. But it was difficult for the principals to link any improvements in student learning to their teachers' achievement of certification. And the larger hope that nationally certified teachers would assume leadership roles in their schools and districts has not yet been fulfilled. (*Source: Education Week*, 5/3/00)

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legal news & notes

■ Last spring, the U.S. Court of Appeals for the 8th Circuit held that a two-year statute of limitations applies to claims filed under the Individuals with Disabilities Education Act (IDEA). Explaining that ruling, the judge opined, "When a federal law contains no statute of limitations, courts may borrow from the most closely analogous state statute of limitations unless doing so would frustrate the policy embodied in the federal law." The case, *Strawn v. Missouri State Board of Education*, involved a dispute that began in the Missouri State Schools for the Severely Handicapped in 1985. The family of Lauren Strawn, a severely disabled student confined to a wheelchair, filed suit seeking a year of compensatory damages for each year they believed their daughter was denied a free and appropriate public education. However, the Strawn's were unable to successfully sue the state when both the district court and the appeals court held that their claim was untimely.

■ The practices of having students grade their classmates' work and of announcing their own grades out loud in the classroom violate the federal law guaranteeing privacy in education records, a federal appeals court has ruled. The decision by the U.S. Court of Appeals for the 10th Circuit, in Denver, was the first by a federal appellate court to consider whether those classroom practices violate the Family Education Rights and Privacy Act, or FERPA. The unanimous ruling by a three-judge panel of the court was also significant because it rejected an interpretation of the law put forth by the U.S. Department of Education. The law, also referred to as the Buckley Amendment, prohibits educational institutions from releasing students' school records without parental consent. The key question in the case was whether allowing students to grade one another's work or requiring them to call out their grades constituted a release of educational records. A district court ruled for the school district on both issues, giving deference to a 1993 letter issued by the education department's family-policy-compliance office. The letter said such practices would not violate FERPA because those grades were not yet education records maintained by an educational institution. In its July 31 ruling, the 10th Circuit court disagreed with the department's interpretation of FERPA. "Based purely on the language of the statute itself, this court concludes the grades which students record on one another's homework and test papers and then report to the teacher constitute 'education records' under FERPA," the court's opinion said. The defendant school district has asked the full 10th Circuit court to reconsider the decision. "This could go far beyond students grading each other's papers in the classroom," said Karen Long, a lawyer for the district. Publishing the names of students on the honor roll or displaying student artwork showing an A grade could be violations of the law under the 10th Circuit's ruling, she said.

EXECUTIVE DIRECTOR SPEAKS OUT ON ADMINISTRATOR SHORTAGE, MINORITY RECRUITMENT

■ **Editor's Note:** *The following remarks were written by Executive Director Mike Savage for a presentation to the Commission on the Teacher and School Administrator Shortage and Minority Recruitment. Mike appeared before the special commission on September 27th to speak out on these very important topics.*

INTRODUCTION: The Connecticut Association of Schools is a private not-for-profit association which represents and serves over 1200 schools and 1600 school level administrators. Its primary function in serving administrators is in the area of identifying and designing professional improvement programs which will help them succeed as the educational leaders of their schools.

As a result of that work, the .aAssociation has an intimate understanding of the problems facing over 1600 practicing administrators as they confront the daily challenges of their roles in the schools they serve. It is with this knowledge and experience that we address the issues before this legislative commission studying the problems of teacher and administrator shortage and minority recruitment issues. Obviously our greatest concern is the extremely serious absence of talented and quality educators who are interested in serving as school level administrators.

THE PROBLEM AS IDENTIFIED BY CAS: Identifying the problem in Connecticut is a simple task. It does not require any further time or study. Enough of that has been done by us, the Connecticut State Department of Education and several national research based organizations.

The following have been identified as reasons why many educators are not interested in school level administration.

1. The job is too stressful. Time does not permit principals to serve as the educational leader of the school and handle every other responsibility required of them.
2. The lack of support from boards of education and superintendents to make the required decisions necessary to create change and improve student learning. Politics, unions, and tenuous job security weaken the ability of administrators to serve in leadership roles.
3. The salary/compensation is not sufficient when compared to that of teachers.
4. High stakes testing and accountability have increased pressures on school administrators.
5. Schools are expected to be the "cure-all" for all the societal problems facing communities, families, and children. Federal, state, and local mandates drain the resource, time, energy and focus of administrators and there is little acknowledgment that assistance is needed.

THE SOLUTION(S) AS SEEN BY CAS: There are multifaceted ways to solve most problems including the ones before us today. Small steps which can and will be taken by various organizations and established leaders will help improve the problem and will be listed below. However, if significant progress is to be made in all three identified areas, it will require the state legislature's immediate involvement. In accepting and identifying these as priority issues the legislature will need to focus its energy on them. Until then little public interest or support will be received. The legislature needs to address the issues in the same manner in which it did under Education Commissioner Tirrozi's tenure when the Teacher Enhancement Act was achieved. Only when the state legislature recognizes and supports necessary changes will the LEA's act.

It is CAS' position that the solutions to the lack of interest in the principalship will require serious reconsideration of the role of the principalship. The role and nature of the job must be redefined. Educational literature, both past and present, clearly establishes the fact that the success of the school and the quality of learning achieved by students are directly related to the quality of the principal as educational leader of the school. Yet, the present design of their jobs prevents them from serving in that capacity. It will take the state legislature to convince local politicians that schools and principals cannot be held accountable for every aspect of a youngster's life without administrative resources and proper administrative staffing.

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From the Executive Director. . . Sponsored by the Student Activity Board of Controls of CAS, the CT Association of Student Councils (CASC) is an organization of high school student council leaders and advisers. The purpose of CASC is to promote student participation within the school and its community while assisting councils to become more effective organizations. Our mission is providing a forum for councils to exchange information and provide support on all aspects of council activities. We formally encourage dialogue in resolving issues within school communities. Leadership training for leaders and advisers is provided through three, one-day regional conferences in the fall and one two-day annual state conference in the spring. An annual adviser workshop is held in the fall for middle and high school advisers of the full range of school activities. Another purpose of the CASC is to help student leaders focus on timely issues and problems that affect them and to encourage them to seek constructive and creative solutions to these challenges and concerns. The connection and networking of students and advisers provides opportunities

for shared dialogue on the day-to-day challenges of leadership. A training session for newly elected activity officers and advisers is conducted in late May each year. A number of award and scholarship programs are provided to leaders, advisers and schools to support leadership commitment and achievement. CASC is governed by a state executive board made up of state officers and the officers and advisers of the three regional boards. Goals for 2000-01 include the creation of a web site. Information on membership, conferences, workshops and award programs will be available on this web site within the month. A leader and adviser directory will be included for quick reference as well. CASC is anxious to provide leaders, advisers and principals with information about the many services available to member school councils. Increasing membership to include all high schools in CT is a priority this year. CASC is affiliated with the NASSP Division of Student Activity and its many sponsored adviser and student activities. For information, contact Al Cormier, CASC Executive Director, at acormier@woodstockacademy.org.

Top Ten Bumper Stickers

From the American Association of School Administrators (AASA), the top 10 bumper stickers for school administrators:

10. As long as there are tests, there will be prayer in public schools.
9. It is as bad as you think, and they are out to get you.
8. You do not have the right to remain silent -- anything you say will be misquoted and used against you.
7. Give me ambiguity or give me something else.
6. Your kid may be an honor student, but you're still a FOOL.
5. Remember -- you're unique, just like everyone else.
4. Never underestimate the power of student people in large groups.
3. If you think the Jerry Springer show is bad, you should see one of my board meetings.
2. Huked on foniks werkd fer me!
1. Don't believe everything you think.

THREE GOVERNMENT LOANS TO CONSIDER FOR COLLEGE

Submitted by Jack Henehan, NBA, CFP, American Express Financial Advisors

Editor's Note: American Express Financial Advisors has been a valued corporate sponsor since 1996. The company has provided full funding for the Governor's Scholars Awards Program since its inception four years ago. The program, thanks to the resources and cooperation of American Express Financial Advisors, has evolved into one of the most celebrated and important events that the association sponsors. The item below was prepared by American Express Financial Advisors representative Jack Henehan. It is intended to offer easy-to-understand advice about complicated financial matters that busy educators often don't have time to examine. Similar items will be included in future CAS mailings. We hope they will be of benefit to you and your staff.

College costs continue to soar. But even if your or your child's savings, grants or other funding sources won't cover the entire bill, don't panic. The federal government sponsors several low-cost, flexible-term loans that may help you bridge the gap.

Some of the most popular programs for student borrowers include Stafford Loans and Perkins Loans, while the PLUS Loan helps many parents finance their children's education.

Stafford Loans. These loans, the U.S. Department of Education's main source of self-help financial aid, are available through the Federal Direct Loan Program and the Federal Family Education Loan (FF) Program. Under the former program, the federal government is the lender, while the latter utilizes loans from banks, credit unions and other commercial lenders.

Students enrolled in an eligible program of study at least half time may qualify for either type of Stafford Loan. Amounts available range from \$2,625 for dependent first-year students to \$10,500 a year for independent students (or dependents whose parents don't qualify for the PLUS Loan described below) who have completed two years of study.

Direct and FFEL, Stafford loans are either subsidized or unsubsidized. Subsidized loans are awarded on the basis of financial need and do not charge interest before the repayment period begins (the government picks up the tab for you).

Unsubsidized loans are not tied to need -- anyone can qualify -- and begin charging interest when the loan is disbursed. The repayment period on Stafford Loans must begin within six months after the student graduates, leaves school or drops below half-time enrollment.

The interest rate on Stafford Loans is variable, but by law it currently cannot exceed 8.25 percent. Check with your school for rates on direct Stafford loans or with a commercial lender for rates on FFEL Stafford Loans. In addition to interest, all Stafford Loans incur a fee of 4 percent of the total loan amount.

Federal Perkins Loans. The Perkins Program provides low-interest (5 percent) loans to undergraduate and graduate students with exceptional financial need. These loans combine government funds with school contributions. Depending on when the student applies, his or her level of need and the funding level of the school, loan amounts range from \$3,000 a year for undergraduate study (for a total of \$15,000 over all undergraduate years) to \$5,000 a year for graduate or profes-

sional study (for a total of \$30,000 which includes any Perkins Loans borrowed as an undergraduate).

Borrowers must begin repaying their Perkins Loan to the school within nine months after they graduate, leave school or drop below half-time status. At the end of the grace period, students have up to 10 years to repay the loan. Interest on the loan does not begin accruing until repayment commences.

PLUS Loans for parents. This program is aimed at parents rather than students. PLUS Loans are available to borrowers with good credit histories for educational expenses of dependent children who are undergraduate students enrolled at least half time. Like Stafford Loans, PLUS Loans are available directly from the government through the Direct Loan Program or via commercial lenders participating in the FFEL Program.

The yearly limit on a PLUS Loan is equal to the cost of a child's annual attendance minus any other financial aid the parents receive. The interest rate, which is variable but will never exceed 9 percent, starts accruing after the loan is disbursed. Repayment must begin within 60 days after the final loan disbursement for the academic year. Like the Stafford Loans, the PLUS Loan fee is 4 percent of the loan amount.

Begin planning for financial aid now. Regardless of which loan is right for you or your child, now's the time to estimate your future college expenses and line up your funding sources. A knowledgeable financial advisor can help you assess your situation and create a financial plan to help reach tomorrow's goals.

Convocation, continued from page 1

Executive Director Mike Savage praised Frank for his personal and professional integrity, for his unassuming but extraordinary leadership, and for his abiding contributions to the lives of Connecticut's young people. "We all knew, even the commissioner, that we had a leader who possessed a 'sense of rightness,' and who knew when to



Keynote speaker Dr. Jay Heubert

advance and when to pause, when to criticize, and when to praise, and how to encourage others to excel. And from his energy, optimism and determination we could draw strength to lead by his example," said Savage.

Many thanks to our program sponsors: **Dattco** and **Anthem Blue Cross Blue Shield**.



Educators from Higganum enjoy pre-dinner remarks from Commissioner Sergi.

Shortage, continued from page 5

IMMEDIATE AND MULTIFACETED OPPORTUNITIES AND SOLUTIONS:

1. Address the necessity of staffing schools with appropriate administrative personnel in order to provide the principal with the opportunity to serve as the instructional leader of the school.
2. Redefine the roles of principals and assistant principals, providing state grants for creating new organizational models, including the use of building level business managers and deans of discipline.
3. Address salary/compensation issues. Add incentives to retirement, encouraging administrators to continue in or return to the principalship. Add out-of-state portability of retirement.
4. Redefine the authority of the principal, superintendent, central office administrators and board of education members, strengthening the authority of the principal in decision-making, stressing the support needed from the central office and emphasizing the policy making role of the board member.
5. Provide seed-money to expand and improve state-wide mentorship collaboratives with local districts and state agencies. (Presently CAS has 99 principals enrolled in its mentor program.)
6. Create collaborative principal preparation programs including districts, graduate schools and state agencies. Provide state funding for well-designed internships. Imbed the "administrator test," presently being piloted by the SDE, within the preparation programs, and not within the certification requirements.
7. Provide funds to state agencies and LEA's to promote collaboratives to recruit administrators through well-designed aspirant programs.
8. Provide incentive grants to assist school districts to design and implement new models of administration with an emphasis on job-sharing opportunities and the separation of management functions and instructional leadership functions.

MINORITY RECRUITMENT OF TEACHERS: The recruitment of minority teachers needs to start early. Connecticut high school students in large urban districts need to become exposed to the great opportunities and awards available when they chose a career in teaching. High schools are not equipped or responsible for designing initiatives to

■ **Coca-Cola Becomes Exclusive Beverage Partner:**

Coca-Cola of Connecticut has expanded its sponsorship of CAS-CIAC activities. Mike DeFeo, Vice President, has announced plans to sponsor the 2001 boys and girls basketball championships. In addition, Coca-Cola will become a major sponsor of the CIAC Annual Golf Benefit held each June. Coke currently is the co-sponsor of the annual Scholar-Athlete and Scholar-Leader programs. The company also funds the production and distribution of the CIAC annual calendar. By adding these sponsorships, Coca-Cola becomes CAS-CIAC's exclusive beverage partner. Mike DeFeo said, "we are very pleased to be able to support CAS-CIAC and the work they are doing with Connecticut's youth. We have great respect for the lessons learned on and off the athletic fields. The role that CAS-CIAC plays in providing this opportunity for Connecticut's youth is highly respected."

■ **Dattco Bus of New Britain is CAS/CIAC's newest partner:**

Dattco with 1,100 Connecticut employees agreed to sponsor the Second Annual Convocation held at the Aqua Turf on Wednesday, September 20. Vice President, Donald DeVivo said "we are hopeful that our decision to support CAS/CIAC will lead to a lengthy mutually beneficial relationship." Dattco is a full service travel company with some 700 buses and a staff that handles all facets of the transportation business.

accomplish the task. However, they are the places where the state universities can begin the task of recruiting the most talented and gifted students early in their high school careers.

RECOMMENDATION: Provide funding for a finite period of time (3-5 years) to each of Connecticut's five public universities to establish a recruitment specialist who would work with the urban schools in the area of their clientele to design opportunities and programs for students wishing to consider teaching as a career. Also, part of the responsibility of the recruiter would be to track the college bound students in each school, especially those with an expressed interest in teaching, in order to establish a database upon which to make future decisions for enhancing ways to recruit minority candidates into teaching.

middle school news

As viewed from the Center . . . prejudice and intolerance are universal problems and are not confined just to inner cities (reprinted from "Impact", Spring 2000)

At a recent meeting of the CAS Middle Level Professional Studies Committee, members were asked to list the greatest challenges facing Connecticut principals in the new millennium. The one that elicited the greatest response was the challenge of dealing with prejudice and intolerance. What was surprising about this response was not the topic as much as from whence it came. With but one exception, the principals were from small rural communities and the prejudice and rejection of differences they were speaking about were, by and large, not racial or ethnic. Rather, they were primarily about alienation, bullying and scapegoating.

While there have always been interest groups and cliques, in-crowds and outcasts, there seems to be a greater polarization in the last decade and a corresponding decline in tolerance and acceptance of differences. With increasing frequency, young people are subjected to harassment, bullying and abuse just because they are "punks" instead of "jocks," "skaters" instead of "preps," and "geeks" instead of "trendies." Nowhere is the problem more apparent and troublesome than at the middle school level. To those who work in the middle, this comes as no surprise, for it is the 10 to 14 year olds, the early adolescents, who are becoming aware of their differences for the first time and are perhaps the least well equipped to deal with them. With the onset of puberty, comes a heightened (and often misplaced) sense of fairness and justice, and the uncertainty that goes with physical, social and emotional growth spurts. With all of these

changes occurring, it is understandable that many young people behave outside the acceptable norms and the rules. Without the restraint that comes with maturity, real and imagined slights become cause for lashing out, both physically and verbally. Furthermore, those who are different become the targets for those who cover their own immaturity and uncertainty by directing abuse at others. Even adults are not immune from occasionally being the object of a middle schooler's wrath.

Acknowledging that there have always been differences, one might ask why have those differences translated into more violence and intolerance in the last decade. While much has been written about school climate, expectations for success and academic standards, this writer postulates that there are three often overlooked factors contributing to increased intolerance and aggressive behavior. They are as follows:

- An insufficient number of good adult role models
- A decline in the influence of religious institutions and scouting
- Underdeveloped social skills.

Arguably, the tremendous increase in the number of single parent families has had some effect on modeling desired adult behavior. While there are certainly many wonderful, functional families led by single parents, it is certainly more difficult for one parent to find quality time for their children. Also, it is important for children to have daily contact with role models of the same sex. I suspect that there are more boys without significant men in their lives

than girls without significant women. This exacerbates the problem of aggression in young people as males are more prone to aggression than females. So with more parents working, and fewer two-parent families, where do early impressionable early adolescents turn for role models? To compound the problem, there has been a steady decline over the past decade in the influence of religious institutions and scouting, which traditionally aided families in ethical and moral development of children and the development of appropriate social skills. With less time devoted to supervised interactions with others and more time spent alone or with television or computers, it is not surprising that there is less "person to person" tolerance among young people.

Educators in affluent suburbs and rural areas should not be complacent and assume that intolerance is a city phenomenon. Intolerance takes many forms and is not confined to places where race or ethnic origins are major factors. It is just as prevalent and just as problematic in areas where people appear to be more alike than different. The need for aggressive programs to foster positive inter-personal relations and tolerance is universal. Remember, the middle school philosophy encompasses responsibility for educating the whole child. Consider interpersonal skills and tolerance to be as important to your curriculum as math and reading. The quality of American life in the future may hang in the balance.

Earle G. Bidwell

Assistant Executive Director

"SAFE SCHOOLS"

will be the focus area for the Fall Issue of IMPACT"



The staff welcomes articles from practitioners of middle level education regarding exemplary programs, innovative strategies or position papers on the focus area, or on any other middle level topic. Contact: Earle G. Bidwell at (203) 250-1111 or ebidwell@casciac.org for further information

Big change in drug awareness from age 12 to 13

Just as young teenagers are becoming more exposed to drugs, their parents are losing influence over their lives, according to a survey that suggests ages 12 to 13 are critical years in the fight against drug use. Few 12-year-olds know how to buy marijuana or know someone who has used hard drugs, but about three times as many do by age 13, according to a survey from Columbia University's National Center on Addiction and Substance Abuse. Among 12-year olds, 9% reported drinking in the past month, while just 1% said they had smoked recently and 2% reported using marijuana. The survey found those rates increased most sharply between ages 14 and 16, yet attitudes and exposure to drugs change earlier, with the most dramatic differences between 12-and 13-year olds. The telephone survey was conducted with 1,000 teenagers, 824 teachers, and 822 principals. The margin of error for teachers was plus or minus 3 percentage points, for teenagers was plus or minus 3 percentage points; for teachers and principals it was 3.5 percentage points. (Reprinted from *Home Lines*, April 2000. Originally excerpted from an Associated Press article in *The Boston Globe*)

... more middle school news

Middle Level Association News

The Middle Level Association held its first meeting of the year on September 26th under the direction of new Board Chairman Richard Huelsmann, principal of East Hampton Middle School. The following goals were presented to the Board:

- ◆ Establish a review process to ensure that proposed by-laws developed by CAHSP, CAMSP and CAESP are consistent with the CAS mission and constitution
- ◆ Determine level of teacher involvement in the overall structure of CAS
- ◆ Increase teacher presence on CAS middle level committees
- ◆ Support mini-workshops for middle level teachers
- ◆ Develop by-laws for middle level association

National News

The National Middle School Association has announced two new online services for educators. **Principals Online** www.nmsa.org provides a bulletin board, online chats and research from leading writers exclusively for principals. **Teachers Online** www.nmsa.org will debut on October 16th and is designed for first through third year teachers at the middle level. Teachers will receive help from semi-monthly chats on key issues and a free online newsletter.

Newsletter Notes

Please add CAS to your Newsletter mailing list so that we can share your good ideas with other Connecticut middle schools.

"In no other stage of the life cycle are the promises of finding oneself and the threat of losing oneself so closely allied."

-- Erik Erikson

The Middle Level Fall Conference

on October 27th at the Southbury Hilton will feature a Four Star Cast of presenters.

Neila Connors

Founder and president of "Positive Connections," Neila is dedicated to the implementation of "Positive Attitudes and Actions" in people. She is a respected national voice on middle level education.

J. Howard Johnston

Noted speaker, researcher and educational anthropologist, Howard is Professor of Education at the University of South Florida and author of over 100 written works on middle level education.

Kathleen Butler

A researcher, author, teacher and trainer, she is the founder and director of The Learner's Dimension, an internationally acclaimed firm that has offered professional development services and publications since 1984.

Thomas Mooney

A member of the law firm Shipman & Goodwin, Tom is recognized as one of the foremost authorities on school law in Connecticut.

Registration materials have been mailed to all Connecticut middle schools. For information, contact ebidwell@casciac.org.

"What is a Good Middle School?"

◆ A video production ◆

by the CAS Middle Level Professional Studies Committee

Suitable for:

- Student Orientation
- Board of Education Presentations
- Parent/Teacher Meetings
- Open House

This 16 minute video addresses:

- ...the nature of the early adolescent
- ...standards and achievement
- ... expectations and Cooperative Learning
- ... interdisciplinary teaching and learning
- ...and much more



Order forms available from the CAS office, or contact ebidwell@casciac.org

Cost: **\$25**
\$20 for CAS members

elementary school news

NAESP STATE LEADERS CONFERENCE

Connecticut was well-represented at the summer NAESP State Leaders Meeting in Washington, D.C. A contingent of six CAS members spent five days in the nation's capital, attending briefing sessions on the federal budget, changing demographics, school safety, and NAESP's national education policies. CAS Executive Director and first-time attendee Mike Savage was grateful to be accompanied by veterans Kit Bishop, Jackie Norcel, Gail Karwoski, Bill McDermott and Ed Handi.



Pictured here with NAESP Executive Director Vince Ferrandino are (l to r) Jackie, Gail, Kit and Ed. Kit, principal of Daisy Ingraham School in Westbrook, and Jackie, principal of Tashua Elementary School in Trumbull, both serve on the board of directors of the newly-established Connecticut Association of Elementary School Principals (CAESP). Gail and Ed both serve on the CAS Board of Directors. Ed is also Region I representative on the NAESP Board of Directors.

Congratulations to Daniel Hansen, principal of Pleasant Valley Elementary School in South Windsor. Dan is Connecticut's National Distinguished Principal for 2000. The National Distinguished Principals Program, sponsored by NAESP, is endorsed by the U.S. Department of Education.

Elementary students perform 1,000 acts of kindness

Each month, students at Deer Run Elementary School in East Haven perform a thousand acts of kindness. Teachers come up with a different project each month, but the goal is always a thousand -- inspired by the new millennium. One month, the youngsters collected quarters for charity. For Thanksgiving, it was food items for those in need. At Christmas, donations were made to the Toys for Tots program. And in February, they made more than a thousand valentines for patients at Yale-New Haven Hospital and the Hospital of St. Raphael, and the East Haven Senior Center. To celebrate Martin Luther King Day, the students performed a thousand acts of kindness and justice. At the end of each month, the students celebrate their accomplishment with a colorful banner in the hallway just inside the school's entrance. "I feel good doing this -- giving people what they need," said 10-year-old Brooke Rivera. "Some people are poor, and they don't have what we have."

Fall Conference Brings "Heavyweight" to Connecticut

Robert F. Carroll, Ed. D., Asst. Executive Director

The Connecticut Association of Elementary School Principals (CAESP) is holding its first fall conference since the merger of EMSPAC and CAS. The conference is being held in October 19th at the Southbury Hilton off Route #84. There may still be time to register if you call the CAS office immediately at (203) 250-1111.

The keynote speaker will be Dr. P. David Pearson, professor in the College of Education at Michigan State University. At Michigan State, he serves as a principal investigator and co-director of the Center for the Improvement of Early Reading Achievement. His address on Research-Based Practices in Teaching Reading will deal with what must be done to insure that research plays a positive role as it is transformed into state and district policies and classroom practices.

Dr. Pearson will also conduct one of the eight break-out sessions. His topic will be *What School Administrators Need to Know about Comprehension among Elementary Students*. Participants will learn how to support comprehension by providing classroom resources and by teaching youngsters key strategies and routines for understanding various texts.

Other morning workshops will be:

- *Weaving The Internet Through Your Elementary Literacy Curriculum* - an overview of how elementary school teachers can easily locate age-appropriate resources and weave them into their literacy curriculum.
- *Project CRISS* - This program helps students learn how to learn. Through fun and motivating strategies, teachers, in all content areas, learn new ways for students to organize and remember information.
- *The Legal Aspects of High-Stakes Testing* - The head of the legal department of the CT State Dept. Of Education will discuss the current issues of accountability, the rewards and sanctions revolving around these issues, and how they impact our local school districts.
- *The CIERA School Change Project* - Translating research into practice in high poverty schools to significantly improve reading achievement is the subject of this workshop. This presenter along with Dr. Pearson developed the CIERA School Change Project.
- *Success For All* - This research based program developed by Robert Slavin of Johns Hopkins University is designed for the beginning reader using a phonetic approach. The second component is literature based, designed for the more proficient readers.
- *Early Reading Success Panel Report: Conclusions* - The Associate Commissioner of Education will give this report which will review the findings and recommendations of the panel. This panel reviewed current research about literacy and reading instruction for the primary grades.
- *Use of Junior Great Books in Literacy Programs* - An intensive and supplementary reading program that combines interpretive discussion and activities with specially chosen literary selections.

All attendees will be able to select four of the eight workshops. Lunch is included in the registration fee and the luncheon speaker is Dr. Theodore Sergi, CT Commissioner of Education. Over thirty vendors will be set up to display the latest technological advances in the field of education. Time is built into the conference for attendees to be able to spend time with each vendor.



Dr. P. David Pearson

ciac news

NEW STUDY EXAMINES HAZING AT HIGH SCHOOL LEVEL

A new study by researchers at Alfred University in New York shows that nearly one half of high school students have been subjected to activities that could be considered hazing. The study, described as the first serious academic research into initiation rites at the high school level, showed that 48% of respondents were subjected to hazing (defined as "any humiliating or dangerous activity expected of you to join a group, regardless of your willingness to participate").

Some of the results surprised even the authors. For example, the survey showed that 24% of students joining youth church groups had faced hazing. Among all survey respondents, nearly 1 out of 4 students was required to engage in substance abuse, such as participating in drinking contests. And 22% were subjected to activities the researchers defined as dangerous hazing not involving substance abuse, such as stealing, inflicting pain on themselves, or being physically abused. Nearly 3 out of 4 of those who were hazed reported that they had experienced negative consequences, such as suffering injuries or doing poorly on work.

Among categories of high school groups, fraternities and sororities led the list for their rate of hazing, with 76% of respondents who belonged to such groups reporting having been hazed to join. Following were peer groups or gangs, at 73%; sports teams, 35%; cheerleading squads, 34%; vocational groups, 27%; church groups, 24 percent; music, art and theater groups, 22%; and political or social action groups, 21%. But the greatest number of respondents were hazed for athletics, owing to students' higher participation on sports teams than other activities.

The survey also indicated that most high school students did not perceive even the most dangerous initiation rites to be hazing.

"Initiation Rites in American High Schools: A National Survey," can be viewed at www.alfred.edu/news/html/hazing_study.html.

□ In a "call to action" letter on improving school climate, Commissioner of Education Theodore Sergi addressed the issue of "hazing," urging all stakeholders to come together to teach students about personal responsibility, respect and kindness to others. In his June 16th letter, Dr. Sergi emphasized the need to help students understand their duty to others and the necessity of moral and ethical conduct. "We urge everyone to take action and to state clearly that helping others is valued and that harming others will not be tolerated," wrote Sergi. The letter can be viewed in its entirety at <http://www.state.ct.us/sde/commish/acall.pdf>. Dr. Sergi has announced that further information and resources on this topic will be available through the department's website this fall.

CIAC ADDS EXCITING NEW FEATURES TO WEBSITE

Member Schools Can Access Last Year's Eligibility Records

Over the summer, the CIAC expanded its "on-line eligibility system" to allow member schools to do much more than simply submit their eligibility forms on-line. In much the same way that schools have been entering their eligibility information through the website, they can now submit just about every CIAC sports form electronically — including all tournament forms, schedules, and disqualification/ejection reports.

The new "On-Line Eligibility and Tournament Form Center" allows members to:

- view and print game schedules submitted through the site;
- submit, view and print game results required for tournament participation;
- submit tournament rosters;
- check the current eligibility filing status of all their school's teams;
- add teams to the school's listing without having to contact the Central Office;
- view and print their eligibility lists from the preceding school year; &
- to import athletes from their preceding year's eligibility list.

On the request of many athletic directors, the CIAC has adjusted the on-line system to allow users to access and import eligibility data from the preceding year. Since eligibility lists contain many of the same players from one year to the next, this new feature will prevent users from having to re-type data that they already entered in the previous year.

The expanded on-line center is a secure, password-protected area of the CIAC website. Members access the on-line center in the same manner as in the previous year, by clicking on the "Submit Eligibility" link at www.cas-ciacy.org. The username and password which were assigned to schools last spring remain the same.

For the current sports season, we are offering member schools the option of filing tournament schedules, game results, tournament rosters and disqualification reports via our website or through our traditional paper method. **However, please be aware that the electronic filing of ALL tournament forms will be REQUIRED beginning in the 2001-2002.**

Information packets on the new "On-Line Eligibility and Tournament Form Center" were sent to principals last month. For additional copies of the resource guide, call Karen at 250-1111, ext. 3010.

CIAC BOARD ADOPTS NEW GOALS

At its Sept. 21st meeting, the CIAC board adopted the following goals for the 2000-01 year.

1. Review and revise where necessary the CIAC Out-of-Season Coaching Rule.
2. Review and revise where necessary CIAC policies governing:
 - a. Code of Eligibility Rule II.C. - Transfer Rule
 - b. Hardship Transfer Language
3. Improve quality of all CIAC tournament awards.
4. Monitor the present delivery systems offering the State Department of Education approved coaching competencies and determine CIAC's role in the implementation of the statute.
5. Promote, sponsor and recognize sportsmanship initiatives and hazing prevention programs for member schools. Monograph on "best practices" to be published.
6. Determine criteria for CIAC tournament divisions.
7. Garner the support of the state legislature for CAS-CIAC.

ciac news

■ **NF Region I Reps.** The CIAC Board is pleased to announce that three long-time CIAC volunteers have been chosen to serve on National Federation Committees representing Section I, which is comprised of the six New England states, New Jersey, and New York. Their tenure in office will run through 2004. **Ms. Judy Saxton**, formerly the athletic director at Windsor High School, will serve on the National Federation Softball Committee; **Mr. Tom Malin**, the athletic director and boys soccer coach at East Catholic High School, Manchester, will serve on the Federation soccer committee; and **Mr. Tom Neagle**, Vice Principal, Glastonbury High School will join the Federation Ice Hockey Committee. Judy is presently the CIAC tournament director for softball. She has previously served as a member of the girl's basketball committee. Tom Malin is a member of the CIAC boy's soccer and ice hockey committees. Tom Neagle presently chairs the CIAC hockey committee and has served a term as a member of the CIAC Board of Control. Responsibilities of National Federation sport committees include the adoption and interpretation of all playing rules, maintaining the traditions of its sport, encouraging sportsmanship, and minimizing the inherent risk of injury.

■ **Error in the 2000 Field Hockey Rules Book.** There is a discrepancy in the 2000-01 Field Hockey Rules Book. The Rule Clarifications in the front of the book include Rule 10-1-9f, dealing with the completion of a penalty corner, which reads correctly "The ball leaves the circle after the attack controls the initial hit from the end line inside the circle." However, the clarification of language was not made for Rule 10-1-9f in the text of the rules book on page 30. Page 30 needs to be corrected with the wording from the rules clarifications. Please see that all appropriate persons, including coaches and officials in your school, are notified of this error.

■ **Reminder to Coaches.** All National Federation rule changes and interpretations can be accessed through the CIAC website by clicking on the "CIAC Sportcenter."

■ **Efforts to Increase Phys Ed Requirement.** The sporting goods industry is setting aside money to lobby for federal legislation that would encourage school districts to increase the amount of physical education in the schools. The industry fears the lack of consumers in the future due to the inactivity of today's school children. At the present time, Illinois is the only state that requires daily physical education from kindergarten to 12th grade. In many schools, physical education is the first program to be eliminated when there's a lack of funds. The importance of lifelong fitness is grossly underrated in the United States. Research has found that 60 percent of adults who exercise 250 or more days a year reported that high school physical education classes had contributed to their decision to be active later in life. It's important to develop within children the interest to become physically active and to stay active. (Source: FITNESS, May 5th, 2000)

■ ALERT:

New law governs licensing of athletic trainers

A new law requires the Department of Public Health to license athletic trainers. Licensed athletic trainers may work only with people who belong to sports teams or who participate in sports or recreation activities at least three times a week and then only to treat injuries they sustain in those activities. The act establishes two classes of trainers, those who practice under a physician's standing orders and those who do not. The latter can perform initial evaluations and provide temporary help but must otherwise immediately refer an injured athlete to a physician. The former can treat injured athletes for up to four days and then, if the symptoms do not improve, must refer them to a health care provider.

The act establishes educational requirements for a license, allows certain people to be licensed without examination, and permits others to practice without a license. It sets the fee for an initial athletic trainer license at \$150 and renewals at \$100. It subjects licenses to the same disciplinary actions that can be imposed on other licensed health care providers (sHB 5794, effective October 1, 2000 or when the public health commissioner publishes notice in the Connecticut Law Journal that he is implementing the act's licensing provisions, whichever is later.)

Indoor Track Notices

■ **Tournament Dates**

Combined L Meet / Feb. 17, 2001 -- 6:00 p.m. / Bill Baron, Director
 Combined M Meet / Feb. 16, 2001 -- 6:30 p.m. / Dave Tetlow, Director
 Combined S Meet / Feb. 17, 2001 -- 12:30 p.m. / Tom Haley, Director
 Open Meet / Feb. 24, 2001 / Bill Baron & Dave Tetlow, Directors
(all above meets at Yale University, New Haven)

New England Meet / Mar. 3, 2001/ Reggie Lewis Center, Boston, MA

■ **Qualifying Times for Relays**

Boys:	4 x 800 =	9:10 (all divisions)
	4 x 200 =	1:45 (all divisions)
	Sprint Medley =	4:00 (all divisions)
	4 x 400 =	3:55 (all divisions)
Girls:	4 x 800 =	11:00 (all divisions)
	4 x 200 =	2:00 (all divisions)
	4 x 400 =	4:38 (all divisions)
	Sprint Medley =	4:50 (all divisions)

■ **Divisions**

Boys:	L - 464 and over	Girls:	L - 437 and over
	M - 325 to 463		M - 323 to 436
	S - up to 324		S - up to 322

■ **For the 2000-2001 season:** The girls pole vault event will be encouraged to be introduced at member school team practices, with individual attention provided to interested participants. Support for coaches and vaulters via clinics and other appropriate venues will be stressed. Note: An exhibition of school female vaulters will be held at the CIAC Class Championship meets. These vaulters must have cleared a height of 7 feet, 6 inches in an indoor or outdoor meet.

■ **For the 2001-2002 season:** The girls' pole vault event will be conducted as a non-scoring event at all CIAC regular season and state championship meets.

■ **For the 2002-2003 season:** The girls' pole vault event will be a scoring event at all CIAC meets.

ciac news

CCC West Sponsors Leadership Training Seminar

The Central CT Conference West sponsored a successful leadership training seminar on September 12th at St. Joseph's College in West Hartford. The fall team captains from all eight CCC West schools met with administrators and local college athletes to discuss a variety of issues. Approximately 150 student athletes participated in discussions and role-playing involving situations such as hazing, taunting, sportsmanship and individual dilemmas. Photos of the event are available online at: www.cartogra.com/home/ViewMyAlbum.asp?coll_id=479597.

VRANOS FAMILY FOUNDATION CONTRIBUTES TO CIAC

The Vranos Family Foundation of South Windsor has recently made a \$1,000 contribution to the CIAC Endowment Fund. The gift was donated in memory of the late Tom Ferreri, a former guidance counselor and coach at Ellington and Granby High Schools. Michael W. Vranos, who heads the foundation, was a teammate of Mr. Ferreri while the two students at Ellington High School.

FUNDING AVAILABLE FOR NEW UNIFIED SPORTS® PROGRAM

By Ann Malafronte, Unified Sports® Director

Now is the opportunity that you have been waiting for! Commissioner Sergi has released funding to assist school districts with becoming involved in the Unified Sports® Program. A stipend of \$615 is offered to fund a "Unified Sports® coordinator" position at your school. Additional money is available to cover the cost of your students' transportation to Unified Sports® events. The coordinator/coach stipend is seed money.

The Connecticut Interscholastic Athletic Conference's Unified Sports® Program provides opportunities for positive social interaction between mentally handicapped and non-handicapped students in a sports setting. Training and competition are designed to afford opportunities for improved sport skills, meaningful inclusion and social acceptance.

The Unified coordinator would work with the local athletic director and the director of Unified Sports® for the CIAC to meet all CIAC obligations. Responsibilities would include the recruitment of at least one volunteer coach who would initiate a Unified Sports® team in your school in your district. Teams can also be formed by combining athletes from schools within the district or in nearby towns. The Unified coordinator would be responsible for all required paperwork, including event registration, completion of medical forms and permission slips for all athletes.

Unified Sports® opportunities are offered in the fall, winter and spring seasons. All events are offered regionally and by skill level. Rules are modified to insure success. Last year 825 Connecticut youngsters were involved in Unified Sports®. With this grant,

continued on page 14

NCAA modifies summer recruiting calendar

The NCAA has made modifications to the summer basketball recruitment regulations. Beginning with the summer of 2001, the summer evaluation period for Division I basketball will be reduced from 24 to 14 days, with a 10-day dead period surrounded by two seven-day evaluation periods. The number of evaluation days during the 2000-2001 academic year will be increased from 40 to 50. The end result is the movement of 10 recruiting days from the summer to the school year.

Unless changes are made before then, the plan for the 2001-02 academic year calls for recruiting to be done entirely during the school year, eliminating the summer evaluation period altogether. The number of evaluation days during the school year would be increased from 40 to 70.

Other changes enacted by the NCAA will allow schools to provide financial aid to entering basketball student-athletes during the summer term and will restrict the number of initial basketball scholarships schools can award annually.

Teens Active in Sports Have Healthy Habits

(CHICAGO (Reuters) -- Teenagers who play organized sports tend to have healthier habits, perhaps because they have less time to get into trouble, researchers say. In a 1997 study of more than 14,000 U.S. teenagers, those who said they participated in sports either in school or elsewhere were less likely to smoke or to use cocaine or other illegal drugs, and were more likely than nonparticipants to eat fruits and vegetables. Girls who played sports were less likely to report having sexual intercourse in the previous three months. About 70% of the boys and 53% of the girls said they played sports, through participation rates were lower among black and Hispanic students, and there were fewer links between playing sports and healthy habits among some minority students.

"Despite these (racial) inequities, organized-sports programs clearly represent a large and influential component of American youth culture," wrote study author Russell Pate of the University of South Carolina School of Public Health in Columbia.

However, athletes were just as likely to drink alcohol, and there also may be unhealthy habits associated with certain sports such as tobacco chewing and baseball, he wrote in the Archives of Pediatrics and Adolescent Medicine, an American Medical Association journal.

Though the survey did not determine the reasons for the healthier behavior of athletes, the report speculated that participants had less free time to get into bad habits and that they tended to have healthier diets than nonparticipants, perhaps because of their parents. (Source: Wall Street Journal)

Officials Fees		
How CT compares to nation		
	Sub-Varsity	Varsity
Football		
CT	\$41.33	\$63.58
Nation	\$32.69	\$51.45
Soccer		
CT	\$40.68	\$62.58
Nation	\$29.19	\$44.41
Basketball		
CT (boys)	\$42.62	\$65.78
Nation	\$30.24	\$46.03
Baseball		
CT	\$40.02	\$61.58
Nation	\$30.09	\$43.59
Softball		
CT	\$37.43	\$56.08
Nation	\$27.02	\$38.17

ciac news

Unified Sports® funding, continued

your district could initiate an on-going Unified Sports® program. Once the initial paperwork is completed and the coach selected, most districts operate the program under athletics.

If you would like to participate in this opportunity, please call Ann Malafronte to register your Coordinator for training on Unified Sports®.

SPORTS CAREER OPPORTUNITIES FOR HIGH SCHOOL WOMEN

By Ann Malafronte, Unified Sports® Director

Four lucky women from each high school in the state will attend the third "Advancing Young Women in Sports: Career Symposium," sponsored by the Connecticut Interscholastic Athletic Conference, the Connecticut State Department of Education, and the CT Association of Athletic Directors.

On Monday, November 13, 2000, about 500 young women from across the state will gather at the Waterbury Sheraton for the career symposium. Softball Olympian Danielle Henderson will give the welcome address and Chris Dailey, UConn Women's Basketball Associate Head Coach, will be the Keynote Luncheon Speaker.

The goal of the event is to provide a forum for young high school students to learn about a variety of sports-related careers from professionals in the field. Nine separate career panels will be offered by experts in such areas as sports medicine, coaching, sport psychology, officiating, facility management, journalism, sport law, athletic administration, elite athletes, and sports marketing.

Among the panelists will be Diane Uccello of the Madison Square Garden, Lori Riley of the Hartford Courant, Megan Pattyson of ESPN and Pam Batalis, former ABL President. Pitcher Danielle Henderson, from USA Olympic Softball team, Alexandria Givan, hammer thrower, and super golfer Liz Janangelo will share stories on how they developed their talent and pursued their goals.

Brochures were sent to all athletic directors early this month.

June 5, 2000

Dear Mike:

With retirement looming on the horizon, [I have had] time to pause and reflect on a 34-year career as a teacher, coach, and administrator.

Without question one of the most rewarding aspects in my role as an educator was my association with CIAC, CAS and the individuals who comprise these fine organizations. In 1981 I was fortunate to be a member of the Middle School Exemplary Program Committee which presented its findings at the NASSP National Convention. For the past 10 years, I have thoroughly enjoyed serving as chairman of the cross country committee. Kudos are in order for Tony Mosa, and the coaches and administrators who comprise the committee for not only do they conduct a first class operation, it is quite obvious they truly care about young people. Finally, membership on the Eligibility Committee and the CIAC Board of Control, have given me renewed respect for those in leadership positions in Connecticut schools.

Please assure those at CAS-CIAC that their collective efforts provide a sense of stability, equity, and fairness for students, athletes, coaches and educators in Connecticut. The multitude of services, which you offer, is of invaluable service to the daily operation of our schools. In spite of the many obstacles which you face, the public schools could not survive without CAS-CIAC.

My best regards to the entire staff at CAS-CIAC for an uneventful end of the school year and for an enjoyable summer vacation.

Sincerely,

Steve Ross, Enfield Public Schools

WHEN AND HOW ATHLETIC ELIGIBILITY IS DETERMINED

QUESTION 1: Is an athlete's eligibility declared once his/her name appears on the official roster submitted to the CIAC?

ANSWER: No. The official team roster submitted to the CIAC is the official document used by the principal to verify that the players listed are eligible according to CIAC regulations to participate in the sport, i.e., academic, residence, medical, etc.

QUESTION 2: Is an athlete's eligibility declared if he/she is a member of a school team but never plays in a contest?

ANSWER: No. Athletes must actually participate in a contest, at any level of play, in order for a year of athletic eligibility to be used.

QUESTION 3: If an athlete who is a member of a school team never plays in a contest in one sport can that same student switch to another sport during the same season and become eligible for that sport?

ANSWER: No. According to Eligibility Rule II.D. a pupil shall not participate in or represent his or her school in more than one sport after that date of the first contest in that sport season.

NOTE: Being considered a member of a school team but never having played in a contest, at any level, in that sport during the season will not count toward one of the three seasons of eligibility for that sport.

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caad news

CAAD GOALS: 2000-2001

1. Promote state legislation related to interscholastic athletics.
2. Strengthen the affiliation with other state organizations.
3. Study key regulations related to interscholastic athletics, e.g., out-of-season regulation.
4. Study Connecticut's middle schools' interscholastic athletics programs and develop a position statement related to the same.
5. Enhance the lines of communication between athletic directors and CAAD.
6. Effectively promote the girls' sports initiative.

CAAD MEETING DATES: 2000-2001

• Nov. 1	Executive Board	12:00 p.m.	CIAC
• Dec. 13-18	National Conference		San Diego, CA
• Jan. 3	Executive Board	12:00 p.m.	CIAC
• March 7	Executive Board	12:00 p.m.	Cromwell
• March 22, 23	CAAD Conference		Cromwell
• May 2	Executive Board	12:00 p.m.	CIAC
• May 9	General Meeting NIAAA - LTC Training	8:00 a.m. 9:00 a.m.	Cromwell

San Diego to host 2000 Conference

The NFHS 31st National Conference of High School Directors of Athletics will be held December 13-18 in San Diego, California. The conference will be held at the Marriot Hotel & Marina, as well as the San Diego Convention Center, located adjacent to the hotel. The conference once again will be the site of the 24th Annual Meeting of the National Interscholastic Athletic Administrators Association.

These annual conferences offer outstanding educational in-service programs, featuring professional speakers, as well as authoritative athletic administrators who willingly share their ideas on workshop topics selected by past attendees. In addition, the NIAAA will again conduct an extensive Leadership Training program.

The conference registration fee has not been set. As in year's past, all room reservations will be handled by submitting the completed reservation form with your conference registration directly to the NFHS. No telephone reservations will be accepted by the hotel. For planning purposes, conference room rates at the Marriot will be \$99 single or double occupancy (city view) or \$129 single or double occupancy (bayview). The current sleeping room tax is 10 ½ % plus a 22¢ per night California tourism tax.

continued on following page

Retired AD's Corner

By Ed Tyburski

■ To date there are 63 retired athletic directors that are Gold Life Members of CAAD. Among them are Bob Summers, who had 43 years as an athletic director at Avon and Terryville High Schools, and Nick Zeoli who had 41 years at Wilton High School.

■ Two AD's retired in June. ★ **Robert Byiteck**, Staples High School in Westport, after 36 years; served as athletic director from 1981-1996; was an elementary school principal and a junior high school principal for ten years in Westport prior to becoming an athletic director. ★ **James Scully**, Wolcott High School, after 32 years; served as athletic director from 1970-1999; was a member of CAAD's Executive Board in the 1980's; was basketball coach for 20 years and golf coach for nine years.

PRESIDENT'S MESSAGE

"By the time you read this, another academic year will be well underway. The athletics component of that year will also have begun. Thousands of student-athletes with abilities that cover the spectrum will be engaged in a fall sport, and coaches, athletic directors, administrators and others will be there to guide them in their pursuits. The Connecticut Association of Athletic Directors (CAAD) will also be ready, willing and eager to assist anyone requesting its services to make the athletic experience rewarding, positive and enriching for all concerned.

"The executive board of CAAD is committed to maintaining an association that is diverse in its make-up; therefore, it is important that all regions of the state and individuals from all schools in Connecticut feel a part of the organization and contribute to its forward movement. As president of CAAD, it is my objective to attend various conferences and meetings. I am interested in learning more about ways in which our organization can be of assistance to your schools' programs. Communication is vital to the overall health of our organization as well as our schools' athletics programs; thus we invite you to contact any member of the executive board for assistance in addressing a concern or an interest.

"Another focus for the coming year will relate to effecting state legislation concerning the sale and/or distribution of harmful substances by school related personnel to our student-athletes. Also, legislation related to assaults on student-athletes, coaches or officials will be a topic to be promoted by CAAD. Hopefully, these will be joint efforts supported by the CIAC and the coaches association.

"The new millennium is a wonderful time to see CAAD look back with pride to its many significant contributions to the welfare of our state's athletic programs, and it also offers limitless opportunities to move in new, exciting, challenging and important directions. Support CAAD's efforts to maintain balance and equity in our programs while we also attempt to strengthen them."

-- Robert Lehr, President-elect

Tricks of the Trade:

To oversee a football or soccer field; throw seed down before a game. Players' cleated feet will help work seed into the soil.

... more caad news

Ten Risk Management Rules for Operating Safe Athletic Programs

by Timothy J. Ilg and Charles J. Russo

Typically the largest extra-curricular activities in school districts, sports programs are no exception to the need for thorough planning to avoid costly litigation.

As school business officials, compliance with the following rules does not guarantee that your district's athletic program will operate smoothly or that your district will be immune from litigation.

However, the more carefully your district's athletic directors and coaches follow these rules, the likelier you will operate safer athletic programs. Here are 10 tips to get you started.

1. Create a yearly planning calendar detailing a monthly "to do" list. The list should be comprehensive enough so that someone else in the district could take over daily responsibilities on short notice. A pre-planned "to-do" list is important because unfortunately, personal crises/emergencies often happen at the most inopportune times.

2. Conduct pre-season reviews of policies. Make sure your district's athletic directors conduct a pre-season meeting with head coaches to review such important information as changes in board policies or student handbooks, required medical forms, insurance regulations, facility needs, league rules, transportation, eligibility standards, and school district behavior expectations for student-athletes.

3. Your athletic directors should meet with each head coach individually to discuss his/her program needs, personal concerns, potential personnel problems and goals for the upcoming season.

4. Ensure athletic directors send end-of-season evaluation forms to head coaches requesting written responses to such issues as the adequacy of coaching budgets, potential coaching vacancies, facility concerns, equipment needs and special requests for the following season. The evaluation form should also have a space for the coach to suggest changes in the Ads operations.

5. Make sure athletic directors review the financial operations of their departments annually. Athletic directors would be wise to ask several veteran athletic directors in the area to conduct an informal review of a school's entire sports operations every three or four years.

6. Ensure your district's coaches and ADs establish good working relationships with parents and community volunteer organizations. This means that coaches and athletic directors should schedule a parent's meeting prior to each season where the rules and expectations are discussed. As part of the meeting, coaches should speak with parents to clarify their ques-

tions and/or concerns. ADs and, if possible, coaches should attend booster meetings throughout the year. At the same time, ADs and coaches must make sure that boosters understand and support the goals of the athletic department.

Since highly visible athletic directors and coaches can often defuse potential conflicts within the community, they should notify parents of any issues or concerns in a timely manner. Athletic directors should stress with coaches the necessity of notifying parents of any injury, no matter how minor.

7. Athletic directors, with the assistance of their coaches, should develop guidelines for dealing with parent complaints and community concerns. ADs must watch out for community pressure on coaches, particularly ones with high visibility. They should also alert superintendents early to any potential community-wide efforts to oust coaches or change programs.

8. Coaches and athletic directors must establish reputations of being "sticklers for detail" when it comes to such matters as collecting permission slips / medical forms before permitting students to practice, checking students' weekly eligibility, requisitioning bus transportation and sending appropriate forms to the state athletic association. Failure to follow up on details can result in a major incident like exposing the district to liability if a student is injured but lacks medical coverage if the proper forms have not been completed.

9. Make sure coaches make rules and expectations clear to all student-athletes. It is important to have only one set of rules for all team members; in other words, "superstars" should not get special treatment.

10. Ensure district coaches treat students humanely by doing such things as knowing when to end practice and listening to the concerns of student-athletes before, during or after practice. As long as coaches keep in mind that they are dealing with students, not professional athletes, they should be able to maintain a sense of balance.

** Timothy J. Ilg, Ph.D., is an assistant professor in the department of educational administration in the school of education at the University of Dayton. He can be reached at ilgt@keiko.udayton.edu or (937) 229-3736.*

** Charles J. Russo, J.D., Ed.D., is a professor in the department of educational administration in the school of education and a fellow in the Center for International Programs at the University of Dayton.*

National Convention, *continued*

The conference registration booklet is available on-line. All current NIAAA members were mailed registration materials in September.

Any athletic administrator who is not currently a member may secure conference registration materials after September 15 by contacting the NFHS at PO Box 690, Indianapolis, Indiana 46206 or phone (317) 972-6900.

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