



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

VOL. 76 / NO. 1

OCTOBER 2001

TOYOTA PARTNERS WITH CAS/CIAC

By J. Robert Ford, Director of Development



The Connecticut Toyota Dealers have joined the growing list of state and national corporate supporters of CAS-CIAC activities.

Recognizing the critical nature of our current shortage of school administrators, Toyota will join IGA in its support of the Connecticut Principals' Center (see item below). The Toyota Dealers will also sponsor state championship tournaments in football, boys and girls soccer, boys and girls basketball, ice hockey and baseball. Toyota's sponsorship agreement will extend over the next three academic years.

Connecticut Toyota Dealers President Bob Green said, "The Connecticut Toyota Dealers acknowledge the importance of achieving academic excellence and believe that interscholastic athletic programs can play a fundamental role in accomplishing this. The Connecticut Toyota Dealers are proud supporters of the Connecticut Association of Schools and its commitment to academic excellence and interscholastic sports. Opportunities of this nature do not present themselves often and we look forward to a long and lasting relationship."

IGA STORES JOINS CAS-CIAC SPONSORSHIP PROGRAM

By J. Robert Ford, Director of Development

IGA stores of Connecticut has announced plans to sponsor five major CAS-CIAC programs. A recently signed two-year agreement calls for IGA to sponsor the Principals' Center and state championship programs in football, boys & girls basketball and cheerleading.



George Motel, Executive Vice President said, "IGA has had a long history of supporting our local communities and we see the many programs offered by CAS-CIAC to be a perfect fit. We greatly respect the important role that student activities play in the education of young people. We consider this another opportunity to let our customers know of our commitment to community involvement."

Executive Director Mike Savage said, "We are particularly pleased with IGA's decision to partner with CAS-CIAC. The Bozzuto family has had a major impact on communities throughout our state. We look forward to a long relationship with this outstanding organization."



ANGELS OF OUR NATURE

Dr. Allen Fossbender, Principal
Joel Barlow High School, Redding

(Editor's Note: Though there was little comfort to be found following the attacks on September 11th, the remarks printed below, written by CAS Vice-President Allen Fossbender, were warmly received by the parents and community of Redding.)

Dear Parents:

It is difficult to escape the images of the terrorist attacks. They pervade mass media, casual conversations, and private thoughts. They transport many of us back to memories of the widespread anxiety caused by the Cuban Missile Crisis and to the collective shock of the assassinations of John and Robert Kennedy and of Martin Luther King. The attacks invite feelings of helplessness and vulnerability; somewhat paradoxically, they also invite feelings of community and resolve. They have affected all of us; they are in our hearts and on our minds.

The emotional response of our students to the attacks is representative of the spectrum of responses observed among members of the general public. The students are worried about the safety and well-being of their loved ones and are concerned about the breadth and duration of our country's military response. The premeditated cruelty of the attacks and the resulting large scale loss of human life have introduced to the consciousness of our students new questions about the rationalizations of hatred, fragility of life, democratic ideals, and national interests. It is a confusing time from which even the greatest love of their parents and the most humane traditions of their school cannot shield them.

Amid the death and destruction, however, many of our students discovered and many of the rest of us rediscovered a precious truth: though passions, prejudices, and politics may strain relationships among Americans, they do not break our genuine concern for one another. One saw this truth clearly in the aftermath of the terrorist attacks when strangers helped strangers and when neighbors comforted neighbors. One saw this when our students stepped away from their own needs in order to provide support and solace to those people affected by the attacks, people they do not and will never know. They donated blood; they contributed food. They sent money; they attended memorials. The students' actions and the actions of so many others refuted columnist William D. Coplin's lament that we are no longer a nation of do-gooders. We are, in so many ways, far better than the cynics among us believe.

Over a hundred years ago in his first inaugural speech, President Abraham Lincoln spoke about his hope for our country's recovery from the wounds of the Civil War. He emphasized his lifelong conviction that we are, in the main and at heart, a nation of "friends: and said, "The mystic chords of memory, stretching from every battlefield and patriot grave to every living heart and hearthstone all over this broad land will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature." President Lincoln's words echo still through the streets of New York, the fields of Pennsylvania, and the corridors of Washington. As we recover from the wounds of September 11, 2001, we should remember the truth he spoke so long ago.

LEGAL MAILBAG

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



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

Q. Dear Mailbag: Over the summer, several of the teachers in my school have bailed on me for better salaries in other districts, and I am spending most of my time trying to hire replacements. I have been surprised at the candor of some of the references I have called. One even told me about a teacher's nervous breakdown. Should I get a release from the candidates so that I can talk to these people?
Awash in Resumés

A. Dear Awash: The problem is theirs, not yours. If you are asked to comment on former employees, however, you should make sure either that you limit your comments to name, rank and serial number, or that you have a signed release from the former employee permitting you to comment on his/her performance. If others are not as careful, feel free to let them talk. Finally, your checking references is important. A new law, Public Act 01-173, provides that school personnel must make "a documented **good faith effort** to contact previous employers" before hiring a candidate. Failure to do so can lead to a liability claim.

Q. Dear Mailbag: Yesterday, I received an anonymous tip that one of my teachers was involved in "pornography," and when I asked around, I heard that the teacher appeared nude in a calendar photo published as a fundraiser by a local rugby league. Another teacher told me that the calendar is posted on the Internet, and I feel that I should investigate. However, I am quite sure that I don't want to see one of my teachers au naturel. Moreover, if I call the teacher in, I could be accused of sexual harassment. Should I just play dumb?
Moral Dilemma

A. Dear Moral: That is a judgment call. Checking out the website is a dirty job, but someone should probably do it. If the photo is indeed a discreet nude, notwithstanding the caller's hyperbole, you should just drop it. A teacher's private life is generally none of your business, as long as the teacher is not involved with any criminal wrongdoing. In a rare circumstance, however, a teacher's actions outside of school can undermine his or her effectiveness in the classroom. If ever you have such concerns, you should discuss them with the superintendent, and, if appropriate, conduct an investigation of such conduct.

Q. Dear Mailbag: When I was recently promoted to principal, I inherited my predecessor's elderly secretary. She is a nice old lady, and she really knows her way around a steno pad. With the demands of my job, however, I really need someone who is up-to-date with technology. I had a nice "off-the-record" conversation with her about when she plans to retire. She told me that she plans to work another five years, but I told her that I can't wait that long. What can I do to encourage her to rethink her retirement plans?
Young and Restless

A. Dear Young: With a mouth like yours, you need more help than I can offer. You have an unhealthy interest in your secretary's age, and you have handed her an excellent age discrimination case. Supervisors should never pressure an employee about retirement plans. You have every right to demand that your secretary have the necessary skills to do her job. There is, however, no such thing as "off-the-record" conversations with a subordinate, and your ill-advised questions concerning her retirement plans have poisoned the well. Now, any legitimate criticisms you offer about her need to learn new skills will likely result in the accusation that you are trying to force her out. As a first step in your rehabilitation as an administrator, you must work with her to help her succeed in her job responsibilities. We wish the two of you a long and healthy life together.

cas news & notes



BUILDING ADDITION NEARLY COMPLETE! The construction of the new wing of the central office building has progressed with record speed! Within three months time, the ground was broken and cleared; the foundation was poured; the walls were framed; and the roof was shingled! Occupancy is expected by the end of November! The new 3-story addition will include the following:

- a 100-seat lecture room on the lower level;
- four new offices and a new conference room on the main level; and,
- two additional conference rooms on the upper level.

WANTED:

High School Newsletters!

The CT Association of High School Principals (CAHSP) would like to be put on your newsletter mailing list. Lots of innovative initiatives and programs are publicized regularly in high school newsletters and we would like to highlight some of these as a regular feature in the CAS Bulletin. Mail to: **CAHSP/CASCIAC, 30 Realty Drive, Cheshire, CT 06410**

The CAS Handbook has been updated and revised! Look for the new 2001-2002 handbook this month!



The Central Office extends its thanks to Paul Stringer, principal of Weaver High School in Hartford, who has returned his mileage reimbursement checks to the CAS coffers. Mr. Stringer currently serves on both the CAS Board of Directors and the Boys Basketball Committee.

connecticut news & notes

○ HELP NEEDED!

"At the end of June we found out that our 16 year old son, Jason, a junior at Bristol Eastern H.S., was in a state of very advanced poor kidney function and is in need of a kidney transplant. Unfortunately there's no one in our family with the same blood type who could be a living donor. The advice that we've been given is to network and spread the word that we're looking for a person with type O blood who in their own life situation would be able to come forward as a living donor. In order to find a good match we're going to need a number of potential donors. The other possibility is to just wait for a cadaver donor, but the waiting list is about 3 years long and our son would have to be on dialysis while waiting. So we're reaching out in every direction that we have to ask that you help us spread the word of this need. If you need further information or would be able to be tested as a potential donor you can contact us at deguzis@home.com or call us at 860-584-5377. Thanks for your help." -- Sue and Steve Deguzis

School Stats

- P An additional 6,500 students entered Connecticut's classrooms this year, bringing the statewide enrollment to a 21-year high of 569,540. Enrollment is expected to grow to over 578,000 in 2004-2005 and then there will be a slight decline to around 569,000 by 2009-2010.
- P There is an average of 5 students per computer, down from more than 10 students per computer just five years ago.
- P Connecticut's drop-out rate has continued to fall: 12.2% for the class of 2000 – down from 14.6% in 1999.
- P In the 1999-2000 school year, 1,988 students were home-schooled, representing .3% of all students in Connecticut.
- P In 1999-2000, 73% of CT children had a preschool experience.
- P The number of administrators as a percentage of certified staff has fallen from 6.5% in 1992-93 to 6.1% in 1999-2000.
- P Last year, males made up 51.6% of the student population.
- P The number of high school AP candidates increased 13% to 8,771 last year.
- P Connecticut is ranked 5th in the nation in pupil-teacher ratios at 13.9. Average class sizes statewide range from 18.6 in kindergarten to 19.9 in high school.
- P From 1987 to 2000, the percentage of white students fell from 77.1% to 70.1%; the number of black students grew from 12 to 13.7%; and, the number of Hispanic students increased from 8.9% to 13.1%.
- P The average hours of instruction rose over the last ten years to 977 at the elementary level, 1005 in middle/junior high school, and 995 in high school.
- P Pre-kindergarten enrollment grew from 6,415 in 1986-87 to 16,714 in 1999-2000.
- P CT schools provided special education services to nearly 70,000 students last year.
- P Total minority staff increased marginally from 6.3% in 1992-93 to 7% in 1999-2000.

○ A new state assistance program offers discounted mortgages to certified public school teachers employed by 26 "priority" or "transitional" school districts across the state. Eligible "priority" districts include Bloomfield, Bridgeport, Bristol, Danbury, East Hartford, Hartford, Meriden, Middletown, New Britain, New Haven, New London, Norwalk, Stamford, Waterbury, Windham and West Haven. "Transitional" districts include Ansonia, Derby, Groton, Hamden, Killingly, Manchester, Norwich, Putnam, Stratford and West Hartford. The Teachers Mortgage Assistance Program, created by the state legislature in response to the growing shortage of teachers, is intended to help those 26 school districts compete with wealthier schools in a tight labor market. Under the program, first-time home buyers who live in the district where they teach can get a 30-year fixed-rate mortgage at 6%. Also eligible for the discounted mortgages are those who teach in subject areas that have shortages of teachers, regardless of where they live or teach. Qualifying areas include bilingual education (pre-K-12), mathematics (7-12), music (pre-K-12), library media specialist (pre-K-12), Spanish (7-12), special education (pre-K-12), and technology education

(pre-K-12). For more information, contact the Connecticut Housing Authority at (860)571-4323. (Source: Connecticut Town and City, May-June 2001)

○ The League of Women Voters of Connecticut will conduct free one-hour tours of the Connecticut State Capitol for students in grades four and above. Tours will be conducted Monday through Friday at 9:15, 10:15, 11:15, 12:15 and 1:15. On the tour, students will:

- learn the history of the Capitol building;
- learn about the legislative process while viewing public hearing rooms and legislative chambers;
- observe the proceedings of the legislature from the public galleries when the House of Representatives and Senate are in session;
- view the items important to Connecticut's history such as Connecticut battle flags and statues of state hero Nathan Hale and the "Genius of Connecticut."

These tours are an excellent enrichment activity for studies of government, civics, architecture and history. Call early to reserve a date: (860)240-0222.

○ In its most recent legislative session, Connecticut passed a new law forbidding teachers to recommend psychotropic drugs for children. The measure allows school medical staff to recommend that a child see a healthcare professional, and, with parents' consent, teachers may consult with a child's doctor. But the law specifically forbids teachers, school psychologists and other school officials to recommend that a child be prescribed a psychotropic drug. Connecticut is the first state in the nation to pass a law targeting the alleged practice by some school personnel of suggesting that an unruly student take methylphenidate (Ritalin).

SCHOOLIES

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... more national news & notes

○ Teachers' Race Matters: An analysis of the Project STAR data has resulted in another interesting finding: students score higher on math and reading tests when they have teachers of the same race. Project STAR began in the 1980s and followed Tennessee students from kindergarten through third grade to determine if class size made a difference in academic achievement. Researcher Thomas Dee recently reanalyzed the data to see if teachers' race had any impact on student achievement. He found that students who had a teacher of the same race for at least one year scored, on average, three to four percentile points higher on standardized reading and math tests than students who had teachers of a different race. In addition, Dee concluded that students who have same-race teachers for more than one year realize a cumulative benefit. The analysis, however, couldn't determine whether the benefits were a result of students viewing their same-race teachers as role models or whether teachers treat students of the same race differently. (Source: Dateline NAESP)

○ Teenage girls' rate of HIV infection from heterosexual sex rose by nearly 117% between 1994 and 1998, researchers report. Data from 25 US states show that females aged 15 to 19 years also experienced a 90% increase in the rate of HIV infection due to injection drug use during the same period. "This signals the need for intensive, focused, culturally appropriate HIV prevention efforts among adolescent women before they initiate risk behavior," said researcher Dr. Lisa M. Lee. Overall, the annual rate of HIV infection among women of reproductive age declined 12% from 1995 to 1998. HIV-infected women were more likely to be black, under 35 years of age, and to have been exposed through heterosexual contact. (Source: Reuters Health, Jul 23)

○ According to a new report in the *Journal of the American Medical Association*, almost one-third (30%) of all students in grades 6 through 10 have participated in bullying. About 13% were themselves bullies, 11% were victims of bullying, and 6% were both. The report also found that the effects of bullying persist into adulthood: victims are at greater risk for depression as adults, and bullies are four times more likely to engage in criminal behavior by age 24. (USA Today, 4/25/01)

○ A recent report issued by the U.S. Department of Education estimates that approximately 850,000 (1.7%) of the nation's 50 million children are being taught at home. The study found that home-schoolers are more likely than other students to live with two or more siblings in a two-parent family, with only one parent working outside the home. Parents of home-schoolers are, on average, better educated than other parents, though income is about the same. The percentage of home-schooled students remained about the same at each grade level and at each level of family income. Boys and girls were equally likely to be home-schooled. As part of the telephone survey of more than 57,000 households, parents were asked about their relationships with their local schools. According to the report, about 18 percent of home-schoolers were enrolled in schools part-time. About 11 percent said they used books or materials from a public school and about 8 percent used a public school curriculum. About 6 percent of home-schoolers participated in an extracurricular activity provided by a public school or school district. To view the report, visit <http://nces.ed.gov/pubs2001/2001033.pdf> (Source: Dateline NAESP)

Hispanics in School

The number of Hispanic children in public schools in the U.S. is steadily increasing. Hispanic students currently comprise 15% of the K-12 students, a proportion projected to increase to 25% by 2025. Here are some other interesting facts about Hispanics in education, as compiled by ERIC:

- Hispanics under age 5 are less likely to be enrolled in early childhood education programs than other groups.
- The enrollment of Hispanics in elementary schools increased 157% between 1978 and 1998.
- Nearly 50% of Hispanic students attend urban schools. They comprise one-quarter of the student population in central city schools.
- Fewer Hispanic students have access to a computer at home or school than other students.
- Only about 4% of public school teachers are Hispanic.
- Although children 3 to 5 years old may start school better prepared to learn if they are read to, only 65% of Hispanic children are read to, compared to 75% of African Americans and 90% of whites. (Source: Dateline NAESP)

IDEA . . . is scheduled to be reauthorized by Congress next year. The U.S. Department of Education's Office of Special Education and Rehabilitative Services (OSERS) is holding a series of public forums to solicit comments on the upcoming reauthorization of IDEA. Principals are strongly encouraged to attend these meetings to express what is, and is not, working with relation to IDEA. One such forum will be held in Providence, RI on November 5th. Participants are asked to limit their remarks to five minutes, and to focus on systemic issues - e.g., what is the problem, why is it a problem, and what solutions do you propose.

Nov. 5: Providence, RI
 Location: Sheraton Providence Airport Hotel
 1850 Post Road
 Warwick, RI
 Phone: 401-8243-0614
 Times: 1:30-4:30 PM and 6:00-8:00 PM
 Host: Northeast RRC
 Contact: Kristin Reedy (802-951-8226)

○ According to a report from the Bureau of Labor Statistics, the number of youths holding summer jobs was at a 29-year low. Of people aged 16 to 24, 70.8% were employed or looking for work in July, the lowest rate since 1972. The trend toward fewer youth seeking or holding summer jobs started around 1989, and economists have seen a continual decline that reflects in part an increase in summer school enrollment. Economists think that the booming economy in the last few years has also kept younger workers out of the labor force. Parents with bigger incomes may not require their children to work in the summers for spending money or tuition.

○ Boston education leaders recently announced that high-performing schools in their district would be granted more flexibility over regulations and budgets. "This is the inverse of charter schools, where you give flexibility and see results," said Tim Knowles, Boston's deputy superintendent for teaching and learning. "We're getting results and then giving flexibility." In Boston, the selected schools will receive between \$10,000 and \$25,000 each for professional development. Schools also will have more "freedom" to buy supplies from outside vendors; more power over their budgets; and more authority over curriculum. (Education Week, Stricherz, 7/11).

U.S.A. vs The World

According to the sixth annual "Education at a Glance" report produced by the Organization for Economic Cooperation and Development (OECD), teachers in the U.S. spend far more hours in front of the classroom than their counterparts in many industrialized nations, yet they earn less relative to their international peers. Furthermore, the salary of a U.S. high school teacher with 15 years of experience is \$36,219, above the international average of \$31,887. However, because U.S. teachers teach almost one-third more hours than their foreign counterpart, their salary per hour of teaching is \$35, below the international average of \$41.

Other findings from the report:

P College enrollment has grown by 20 percent since 1995 across all OECD nations.

P For the first time, the U.S. college graduation rate of 33 percent is not the world's highest. Finland, the Netherlands, New Zealand and Britain have surpassed it.

P The U.S. produces fewer math and science graduates than most other OECD nations.

P U.S. middle school students spend more time reading, writing and studying math and science than students in most other developed countries, but less time on foreign languages and religion.

P U.S. students spend 16 percent of class time on math, compared to 13 percent average of other nations.

P Student-teacher ratios for U.S. public and private schools are comparable to most other nations, with between 15 and 20 students per teacher in elementary through secondary school.

To view the full report, visit <http://www.oecd.org/els/pdfs/EDSEI-DOCA001.pdf>.

OECD is comprised of 30 free-market, democratic member nations. The group includes most of Europe, North America, Japan, South Korea, Australia and New Zealand.

(Source: SAN FRANCISCO CHRONICLE, 6/13)

Ventures in Leadership is a program of the Wallace-Reader's Digest Funds designed to support innovative ideas in education leadership from a wide range of communities, especially those in low-income neighborhoods. *Ventures in Leadership* is offering fast-track grants to those with limited resources and promising ideas in a variety of geographic settings. The Wallace-Reader's Digest Fund invites non-profit organizations, public schools, colleges, universities or other community-based organizations to apply for awards, which range from \$5,000 to \$50,000. The awards will be made on a monthly basis through December 2001. Every effort will be made to notify candidates of the status of their applications within four weeks of the time they submit it. To find out whether an idea is eligible for a *Ventures in Leadership* award, or if you have other questions about this program, go to <http://www.wallacefunds.org/programs/ventures.cfm> and click on the FAQ button.

Partnerships Yield Big Money

What are school/community partnerships worth? According to a recent report by the National Association of Partners in Education (NAPE), it's about \$2.4 billion a year. The importance of community partnerships is so great that 40% of school districts that do partner have a specialized partnership director on staff. School districts are entering partnerships for a variety of reasons and to address a variety of concerns:

- 62% of partnering districts collaborated with partners to strengthen and improve teaching and staff development;
- 75% of partnering districts focus some of their partnerships on technology;
- 59% of partnering districts did so to increase family literacy; and
- nearly 40% of partnering districts used partners to support preschool education.

(Source: Dateline NAESP)

legal news & notes

○ Under a ruling from the Indiana Court of Appeals, students with disabilities are required to pass the same high school exit exam in Indiana as their peers who are not disabled. In a 1998 lawsuit, four disabled students claimed their due process rights were violated because they were not given sufficient notice needed to adjust their curriculum to pass the exam. The students also argued that the state violated the Individuals with Disabilities Education Act (IDEA) because they were denied test-taking accommodations. The unanimous opinion made clear that the state had given the students enough time - three years - to prepare for the exam and that opportunities to retake the test were available to students who did not receive proper notice of the test. The justices also ruled that the state did not violate IDEA, stating that the federal law only requires that the students receive a free and appropriate education. For more information, visit the state of Indiana at www.in.gov/ai/gov/state/html. Click on Judicial Branch and then Indiana Court of Appeals.

○ A Fifth Circuit Court of Appeals ruling upheld a school uniform policy in the Bossier Parish School District in Louisiana. The students in Bossier Parish challenged the school board's decision to institute a district wide dress code on First Amendment grounds in *Canady v. Bossier Parish School Board* (No. 99-31318), stating that the school uniform requirement violated their rights to free speech. Although the court acknowledged student dress as speech, it determined that such

speech is not absolutely protected in the school setting. The court set the standard for constitutionality as follows: if the policy furthers an important governmental interest, the interest is unrelated to the suppression of student speech, and the restriction of student speech is incidental to the governmental interest, then the school uniform policy would not violate the First Amendment. The court found that the purpose of the policy was to improve test scores and reduce disciplinary problems, not to suppress student speech. Evidence further showed that test scores increased and discipline problems decreased in schools where the district initially implemented the program. The court also found that student speech would not be entirely suppressed because students have other mediums through which to express themselves. As a result, the Fifth Circuit upheld the school uniform policy. (Source: NASSP, *Cases in Point*, April 2001)

○ The Supreme Court, in a 5 to 4 decision, declared a Massachusetts law restricting tobacco advertising near schools unconstitutional. Relying on the First Amendment right to free speech, the tobacco companies successfully challenged the law which regulated advertising by tobacco companies near public schools, parks and playgrounds. The court, while sympathetic to the state's desire to attempt to curb teen smoking, held that the ban was too broad as to violate the First Amendment rights of tobacco companies.

CAS Mourns Loss of A Friend

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

On September 11, 2001, CAS and the students of this state lost a dear friend. Bruce Eagleson, the former general manager of Westfield Shoppingtown Meriden, sponsors of the CAS Annual Arts Awards Banquet for the past seven years, was helping fellow employees evacuate from the 17th floor of the South Tower when he went back to his office to get two-way radios so workers could stay in touch. That was the last time anyone saw our hero.

Bruce had been instrumental in Westfield taking on the sponsorship of a program that honors students from across the state who excel in the Arts. Westfield's continuing sponsorship of this event was one of Bruce's dreams. Bruce was promoted last year to East Coast Vice-President of Management. Most recently the company asked Bruce to oversee the setting up of its new corporate offices and stores at the World Trade Center. The World Trade Center was the company's top priority and they wanted Bruce to head it up.

Bruce was one of eleven employees working on the 17th floor of the South Tower at the time of the crash of Flight 175 that was taken over by terrorists. Bruce's oldest son, Kyle, was able to speak to his father after the first plane hit the North Tower. He saw the plane crash on television. He then dialed his dad on his cell phone and yelled, "Dad, dad, where are you, where are you?" Bruce replied, "I'm all right; I'm evacuating people." Kyle pleaded with his father to leave the tower, but Bruce stayed to help



Photo by: John Clarke Russ, Director of Photography, Meriden Record-Journal

others escape. This was the last Kyle heard of his father. All of the other employees were confirmed as safe and unharmed. Bruce was never seen again.

Kyle and other family members are proud of Bruce, as is the entire staff of CAS. And we all now mourn the loss of this great man. Kyle said of his father, "Dad was always so dedicated to his coworkers and his family. I just wish sometimes he would have listened to me and gotten out of there, but I couldn't be more proud of my dad."

This year's Arts Awards Banquet, which is scheduled for April 2nd at the Aqua Turf in Southington, will honor over 300 of Connecticut's outstanding high school artists will be dedicated to the memory of our wonderful friend, Bruce Eagleson. He was a tireless advocate for students.

OVERFLOW CROWD ATTENDS PROGRAM ON LEGAL ISSUES AND TECHNOLOGY

By Tom Galvin, Director, Connecticut Principals' Center

One hundred nine educators representing technology and media personnel, school and central office administrators, the state department and universities recently attended a conference covering legal issues in using technology in the schools. Seven lively sessions, peppered with frequent Q and A's, explored topics such as student internet use, privacy, technology use policies, FOI issues, and the electronic monitoring of employees. The legal issues related to the use of technology are developing and changing so quickly that participants appreciated the opportunity to be brought up to speed, at least for the moment.

The program was co-sponsored by The University of Connecticut's Neag School of Education and CAS's Principals' Center. Tom Mooney, an attorney with Shipman and Goodwin and professor at The Neag School of Education, organized the program. It was held at The Heritage in Southbury on September 28th.

Speakers included: Christine Chinni, Richard Mills and Tom Mooney, all attorneys with Shipman and Goodwin, Mitchell Pearlman and Attorney Colleen Murphy of the FOI Commission and Attorney Patrice McCarthy and Vincent Mustaro of The Connecticut Association of Boards of Education.

Top Ten Traits of School Leaders

Education World recently asked principals which traits they felt were important in school leaders. The top 10:

1. Has a stated vision for the school and a plan to achieve that vision.
2. Clearly states goals and expectations for students, staff, and parents.
3. Is visible—gets out of the office and is seen all over the school.
4. Is trustworthy and straight with students and staff.
5. Helps develop leadership skills in others.
6. Develops strong teachers; cultivates good teaching practice.
7. Shows that he or she is not in charge alone and involves others in decision making.
8. Has a sense of humor.
9. Is a role model for students and staff.
10. Offers meaningful kindnesses and kudos to staff and students.

“No matter what happens, there's always somebody who knew it would.”
-- Lonny Starr

CAS-CIAC ANNOUNCES TRAVEL PARTNER

By J. Robert Ford, Director of Development

WorldTek Travel in New Haven, one of the largest travel agencies in the country, has been chosen to assist CAS-CIAC in providing travel services to its membership. WorldTek is the number one sport travel agency in the USA. They have managed travel services for amateur and professional sports for more than twenty years. Their clientele includes, among others, the NCAA and PGA. They currently have 76 offices located in the athletic departments of major colleges and universities.

WorldTek brings to CAS-CIAC the benefits of their early pioneering efforts within the airline industry which have resulted in negotiating group rates and structured close-outs.

Director of Operations David Smith said, "We are excited about the opportunity of working with Connecticut's 1,100 schools. We are well equipped to provide your schools, teams and student organizations very competitive pricing and outstanding service."

WorldTek Travel can be reached at
(800) 257-8343.



The Connecticut Principals' Center has recently created a new, fifth, strand to meet the needs of principals' professional development. The strand will address issues and programs related to the integration of technology into school leadership. In particular, how does the principal assure the appropriate use of technology in the school to advance teaching and learning. Volunteer principals from all levels and consultants from other educational agencies are needed to join the committee and a chair needs to be chosen.

Anyone interested in becoming a member is asked to contact Tom Galvin at the Center at CAS. Telephone (203) 250-1111 / Fax (203) 250-1345 / E-mail: tgalvin@casciac.org



M.B. "Flip" Flippen

SPEAKER URGES EDUCATORS TO "CAPTURE KIDS' HEARTS"

By Tom Galvin, Director, Connecticut Principals' Center

Speaking before close to 400 Connecticut administrators at the Annual Fall Convocation, M.B. Flippen, dressed in his native Texas cowboy outfit, called on educators to "capture kids' hearts," paying needed attention to the emotional dimensions of students in meeting the full range of their educational needs. Dr. Flippen, a trained psychologist whose company offers leadership training to schools on a national basis, amplified his message through professional and personal anecdotes and film clips, including excerpts related to his work with "The Horse Whisperer." Dr. Flippen was brought to Connecticut through the courtesy of Connecticut Balfour.

The program was held at the Aqua Turf in Southington on September 19th and is co-sponsored by The Connecticut Association of Schools and The Connecticut Association of Public School Superintendents. CAS president, Tony Molinaro, served as master of ceremonies and CAPSS president, Dr. Randall Collins, offered greetings.

CAHSP UPDATE

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

Sixty-six representatives of sixteen CT high schools preparing for evaluation met at Maloney High School on September 25th to interact with a panel of four CT principals who had either chaired or hosted a visiting committee utilizing the new NEASC standards. Jerry Auclair of Southington, Gerry Mistretta of East Lyme, Tom Moore of Wethersfield, and Dave Perry of North Branford covered a wide range of evaluation issues and feedback from participants indicated they viewed the session as extremely productive. It is the intention of the CT Association of High School Principals (CAHSP) Board of Directors to repeat this high-interest mini-conference annually. Perhaps as important as the formal question and answer portion of the program was the informal networking that occurred among participants before, during, and after the workshop – and this speaks directly to the first goal of CAHSP for this year, to further opportunities for principals to network around issues of mutual concern. Other CAHSP goals for the 2001-2002 school year include:

- " To further the cause of high school reform by using "Breaking Ranks: Changing an American Institution" as a template for examining existing policies and practices.
- " To connect high school principals with policy makers, ensuring a strong "voice at the table" when decisions affecting the conditions for teaching and learning are made. A particular focus this year will be the work of the Re-Conceptualized CT High School committee.
- " To better utilize the CAS Bulletin, CAS web site, and other communication vehicles to inform principals and schools about things they need to know.
- " To help member school principals improve how issues of diversity are addressed in their schools.



Mark Your Calendars!

Your attendance is encouraged at the following upcoming CAHSP-sponsored events:

"44th Annual High School CAS Conference"

This is a conference on assessment featuring Grant Wiggins ("Understanding by Design") with break-out sessions on basic skills as a graduation requirement, the NEASC and assessment, and linking assessment to appraisal.

October 30th / Waterbury Sheraton.

"The Re-Conceptualized Connecticut High School"

This mini-conference (3:00-5:00 p.m.) will feature Associate Commissioner Betty Sternberg and the work of the SDE High School Study Group.

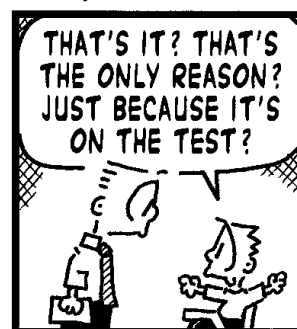
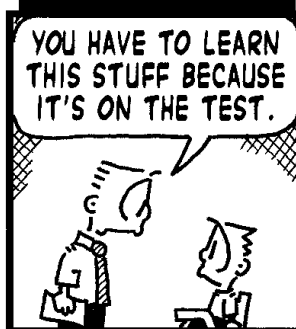
November 14th / Jonathan Law High School, Milford

"State Department of Education Update"

This mini-conference (3:00-5:00 p.m.) is CAHSP's annual opportunity for high school administrators to interact with Commissioner of Education Dr. Ted Sergi.

December 11th / Conard High School, West Hartford.

MR. WOODHEAD © 2001 by John P. Wood



"SO Get Into It" (SOGII)

A Curriculum to Promote Understanding and Acceptance of Differences and Participation in Special Olympics
By Harold Goldberg, Middle Level Unified Sports® Committee

During the 2000-01 school year, Special Olympics Inc., conducted a field test of the four lesson unit of its new school outreach curriculum titled "SO Get Into It". Designed for middle school classes (grades 6-8), the curriculum was used by 20 teachers in 13 schools in eight states and one Canadian province.

The Griswold Middle School located in Rocky Hill, CT was selected as one of the sites. Tyrell White, a health and physical education teacher, participated in this field test known as "Phase I" by teaching this curriculum to a class of seventh grade students. In response to her experience Tyrell had this to say, "After reviewing the post-test and discussing the material with my class, it was clear that they had a much better understanding of mental retardation after these lessons ... In the past, I would struggle for ideas on subjects such as prejudice and stereotyping. This curriculum helped myself and my students clearly define and understand these important areas." One of her students also responded in kind, "I liked learning about how mentally retarded people are discriminated against and how I can help them. I also like how the Special Olympics are helping them."

CAS has had a close working relationship with Special Olympics through our K-12 Unified Sports® program for the last eight years. It has been evident that Special Olympics has benefited students with and without disabilities.

On August 5 of this year the participants of the Phase I Field Test and Special Olympics personnel of this School and Youth Outreach Program met in Orlando, Florida to review the findings and to formulate a plan of action which included an update of the Teachers' Curriculum Resource Kit.

CAS and Special Olympics will continue their support and guidance as we expand the program to include additional schools. Ann Malafronte, CAS Director of Unified Sports®, Steve DeWitte, Director of Special Olympics Connecticut Northwest Region and Tyrell White, health and physical education teacher at Griswold Middle School in Rocky Hill, CT, are to be commended for their efforts to bring this very special program to our Connecticut students.

See you at the Middle Level Fall Conference!

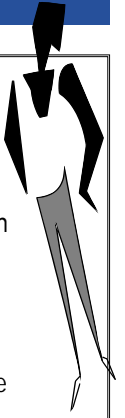


The conference, built around the theme, "A Team Approach to Positive Change" is for teachers, principals, team leaders and parent leaders. Topics include building teams for positive change, involving parents in the life of the school, legal issues for educators and parents, integrating teaching practices for student success, effective middle schools and making the adolescent years satisfying and productive. There are only a few days left to register.

Call the CAS Office Now!

I Am A Teacher

By John W. Schlatter



I am a Teacher.
I was born the first moment that a question leaped from the mouth of a child.
I have been many people in many places.
I am Socrates exciting the youth of Athens to discover new ideas through the use of questions.
I am Anne Sullivan tapping out the secrets of the universe into the outstretched hand of Helen Keller.
I am Aesop and Hans Christian Andersen revealing truth through countless stories.
I am Marva Collins fighting for every child's right to an education. The names of those who have practiced my profession ring like a hall of fame for humanity...Booker T. Washington, Buddha, Confucius, Ralph Waldo Emerson, Leo Buscaglia, Moses and Jesus.
I am also those whose names and faces have long been forgotten but whose lessons and character will always be remembered in the accomplishments of their students.
I have wept for joy at the weddings of former students, laughed with glee at the birth of their children and stood with head bowed in grief and confusion by graves dug too soon for bodies far too young.
Throughout the course of a day I have been called upon to be an actor, friend, nurse and doctor, coach, finder of lost articles, money lender, taxi driver, psychologist, substitute parent, salesman, politician and a keeper of the faith.
Despite the maps, charts, formulas, verbs, stories and books, I have really had nothing to teach, for my students really have only themselves to learn, and I know it takes the whole world to tell you who you are.
I am a paradox. I speak loudest when I listen the most.
My greatest gifts are in what I am willing to appreciatively receive from my students.
Material wealth is not one of my goals, but I am a full-time treasure seeker in my quest for new opportunities for my students to use their talents and in my constant search for those talents that sometimes lie buried in self-defeat. I am the most fortunate of all who labor.
A doctor is allowed to usher life into the world in one magic moment.
I am allowed to see that life is reborn each day with new questions, ideas and friendships.
An architect knows that if he builds with care, his structure may stand for centuries. A teacher knows that if he builds with love and truth, what he builds will last forever.
I am a warrior, daily doing battle against peer pressure, negativity, fear, conformity, prejudice, ignorance and apathy. But I have great allies: Intelligence, Curiosity, Parental Support, Individuality, Creativity, Faith, Love and Laughter all rush to my banner with indomitable support.
And who do I have to thank for this wonderful life I am so fortunate to experience, but you the public, the parents. For you have done me the great honor to entrust to me your greatest contribution to eternity, your children.
And so I have a past that is rich in memories.
I have a present that is challenging, adventurous and fun because I am allowed to spend my days with the future.
I am a teacher...and I thank God for it every day.

(Reprinted from Chicken Soup for the Soul)

Let's Hear it for the Good Kids Who Don't Make the Headlines . . .

This one is for the "other kid"!

By Linda T. Crossman, Ph. D.,
Principal RHAM Middle School

It's for the kid who never was and never will be the fastest runner on the track team, the quickest thinker on the math team, or the one who stands up on stage and does a five-minute solo. There are millions of these forgotten kids. They are the ones who have not super excelled, overachieved, or given their parents bragging material to carry with them to work. Kids who have spent the beginning of their lives accomplishing nothing more than being pretty good kids. Sometimes, in our national obsession with achievement, we tend to overlook these kids. Our attention and our praise flow to the kids who rate headlines in the newspaper and have nine inches of activities listed beneath their picture in the school yearbook.

We are understandably proud of our achievers. They are proof to the world - and to ourselves - that maybe we have done something right as parents after all. And these kids may well be the ones who invent the cure for cancer or some other dreadful disease.

But parenthood never was meant to be a competitive sport. Kids are not Rolex watches to be flashed to the world as evidence of how successfully we have accomplished the job of child raising.

The trouble is, it's easy to get caught up in the bragging game. It is human nature, when someone asks you how your kids are doing, they talk first and most about the one who is the achiever. The one who has excelled. Often, the conversation never gets around to the "Other kid". If it does, you find yourself saying merely, "Oh, s/he's just fine."

It's not that you love the "other" kid any less. But how can you brag about a kid whose major accomplishment in the past year was remembering his lunch money every day? How do you boast about a kid whose best grades are B's and whose biggest sports achievement is participating in "walking for fitness?" Who are you going to impress when you say that your kid almost got picked as the equipment manager of the soccer team?

What is there to say, after all, about someone who is "just" a good kid? There are plenty who aren't. Plenty succumb to the temptation of drugs, alcohol, sex, and peer pressure. Plenty whose best grades are "incomplete". Plenty aren't members of a team because they're too busy being members of a gang.

Maybe we don't spend as much time talking about the ones who are "just" good kids. But we don't spend as much time worrying about them either. They're not perfect, but we can be pretty sure we're never going to get a phone call about them that begins, "this is the desk sergeant at . . ."

The ones who are "just" good kids may or may not wind up playing in the NFL, living in the White House, or sitting on the board of a Fortune 500 company. They may always be the "other" kid.

But that kid you're raising more than likely will grow up to be a good person. And I think that's worth bragging about, too.

We need to count our blessings.

Newsletter Notes

"Newsletter notes" are culled from middle school newsletters submitted to CAS from member middle schools. Share your good ideas with other middle schools by simply adding us to your mailing list.

P Thank a Teacher With a Gift That gives Back

The Foundation for West Hartford Public Schools' Teacher Thank You Gift program is a great way to acknowledge a wonderful and talented teacher. Here is how it works: A family makes a tax-deductible donation to the Foundation of \$10 or more per teacher. The Foundation sends the family a special certificate to present to the teacher that says a gift has been made in the teacher's honor. The funds raised from the Thank You Gifts go to a Teacher Mini-Grant program. Every donation goes back to helping teachers teach students! *"Headlines" King Phillip Middle School, West Hartford*

P School Report Card

Parents of middle school students in Clinton are encouraged to fill out a report card on the Jared Eliot Middle School. Parents grade the school on 33 statements in five categories: high expectations for success, opportunity to learn, monitoring of student progress, other school issues and home/school relations. The responses will help the administration and staff to look at strengths and weaknesses as they plan for the future. The results of the returned surveys will be published in a future newsletter.

Jared Eliot Middle School Newsletter, Clinton

P Project Wisdom

The John F. Kennedy Guidance Department has launched "Project Wisdom," a daily comprehensive character education initiative presented each morning via the intercom during morning announcements. Organized by Nancy Nealon, Project Wisdom's message has helped to improve school climate, cut down on office referrals and increased students' willingness to share concerns about fellow students in need of adult support.

Each month, Project Wisdom promotes a theme ranging from respecting elders, making a difference, kindness to one another, being a friend, building character and making good choices. The themes are read by faculty, clerical staff, custodians, nurses, librarian, parents students and bus drivers. Participation by all of the staff at JFK helps show students that everyone can make a difference and that no one is isolated. "We care and we share."

In the Middle, John F. Kennedy Middle School, Enfield

P Empty Bowls

Students at the Griswold Middle School in Rocky Hill participate in the "Empty Bowls Project," a national effort to alleviate hunger. As part of the school's caring theme, they make ceramic bowls which are sold for \$5 each at an Ice Cream Social. All moiney collected for the project is donated to the Rocky Hill Human Services Department Food Bank.

Griswold Middle School Newsletter, Rocky Hill

Reminder!

October 31st is the deadline for submission of articles for the Fall 2001 issue of "Impact." The editorial staff welcomes articles on the focus topic of technology or any other middle level topics of interest to middle level educators. Send articles or inquiries to Earle Bidwell, ebidwell@casciac.org.

elementary school news

News from the National Association of Elementary School Principals

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○ NAESP Leadership Academy Expands

Responding to the ever-changing needs of today's principals, the NAESP Leadership Academy has expanded its professional development offerings. New program topics this year include brain-based reading, valuing diversity, building community relationships, closing the achievement gap, and more.

For more information on One-Day Workshops and Proficiencies for Principals Seminars, and how your state can offer these programs, visit the Professional Development section of www.naesp.org. Some states, including Alabama, Ohio, Oklahoma, South Dakota, Washington, and Wyoming are currently offering NAESP Leadership Academy programs. For program dates and times, call your state association or visit the professional development calendar at www.naesp.org.

Principals who prefer to access quality professional development on their own time should look for the debut of the NAESP Leadership Academy Online. They will find a wide array of topics to choose from, with additional offerings appearing throughout the year.

○ Get a Head Start on NAESP's Convention

Although NAESP's 2002 Convention and Exhibition is still some time away, it's never too early to register and start planning. Convention registration information is available online at www.naesp.org/conventions.html. If you'd like a Convention Information Kit, return the postcard that was in the September issue of Principal magazine, complete the request form online at www.naesp.org/conventions.html, or call 800-386-2377.

NAESP's 2002 Convention and Exhibition will be held in San Antonio, Texas, April 5-9, and feature pediatric neurosurgeon Dr. Benjamin Carson, former astronaut (and the first American woman to walk in space) Dr. Kathryn Sullivan,

"The Horse Whisperer" Monty Roberts, and child psychotherapist M. B. 'Flip' Flippen.

○ NAESP Launches On-line Federal Legislative Action Center

Principals are encouraged to take advantage of NAESP's Federal Legislative Action Center (FLAC). The center, part of the NAESP's website, provides weekly legislative updates as well as direct links to Congress. Click on the "Government Relations" link and look for the FLAC icon.



CAESP Names Outstanding Elementary School of the Year

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

Congratulations to the administrators, staff and students of Myrtle H. Stevens Elementary School in Rocky Hill! The school, led by Principal Richard L. Watson, was selected as the 2001 CAESP Outstanding Elementary School of the Year. This is a school truly committed to the development of the whole child, and recognizes that a child cannot succeed academically if all facets of his being are not taken into account: social, emotional, physical, psychological, and intellectual.

At Stevens they provide a variety of student opportunities that go beyond those that are a part of the school day. An after school program, available to all students, provides students with practice, reinforcement and enrichment sessions taught by the school staff in the areas of reading, writing and math. Sessions are well attended. At lunch time many students participate in a Junior Great Books program. These students brown bag their lunch with their peers and the trained adult volunteers, and all read and discuss different novels. The children in this 6-8 week program use critical thinking skills to discuss character, setting, plot and author's style.

Throughout the year, all students have the opportunity to deepen their understanding of the school curriculum by participating in a variety of field trips. Three to four subject areas of the curriculum are reviewed each year following a very organized and detailed plan. Grade level teams meet weekly to discuss and review the curriculum and to share ideas about programs and teaching strategies. Teachers are also given additional planning time each week to allow them to plan for these weekly team meetings.

The enormous amount of support and involvement the school receives from parents is staggering and really sets the school apart from many. There is a fleet of volunteers that go into the classrooms and do everything from helping the teacher with preparing materials for upcoming assignments, to working one-on-one with a student, to running a small group activity that reinforces various skills.

At Stevens School, every child is respected and valued; every family is respected and valued; every staff member is respected and valued. CAESP is proud to name the Myrtle H. Stevens School as the 2001 Outstanding Elementary School.

PRESCHOOL: Benefits for the Public

Participation in a quality preschool program not only has positive benefits for students enrolled, but also years later for the public-at-large, according to research conducted by Arthur Reynolds, associate professor of social work at the University of Wisconsin- Madison and Judy Temple, an economist at Northern Illinois University. Included in the study were new data on crime and high school completion that showed early intervention creates a "cumulative advantage" that persists into early adulthood.

Reynolds and Temple did a cost-benefit analysis of the federally financed Chicago Child-Parent Center and found that years later the 18-month program, which costs about \$7,000 per child, generates an average return of \$47,759 for every participant from the time he or she leaves

the preschool program until age 21. According to the study, most of the payoff was due to higher salaries earned by program graduates who tended to complete more years of school.

The study also found that there was a 33% reduction in the rate of juvenile arrests among preschool attendees; there was a 29% increase in high school graduates; and, there was a 40% reduction in grade retention.

A related study estimated that every dollar invested in an early childhood education program returns \$4 to society by reducing spending on remedial and corrective programs and increasing economic well-being.

For more information about the Chicago study visit:

<http://www.waisman.wisc.edu/clscbaexecsum4.html>

... more elementary news

ELEMENTARY FALL CONFERENCE NOV. 9TH

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

It's not too late to reserve your place at the CAESP Fall Conference being held at The Heritage in Southbury on November 9, 2000. The theme of this year's conference for CT principals and teachers is brain research, how to take what we know about how the brain works and apply it to improving the learning of students in our classroom.

The keynote speaker and break-out presenter is Susan Jones who is hailed by professionals in the field of brain research as a voice of reality. Susan is one of the most sought after international presenters on the topic of brain research. She has had over 20 years of experience at the elementary and junior high (middle) levels and presently teaches graduate level classes on brain research at several universities. She has helped over 15,000 educators throughout North America translate brain research into practical strategies for teaching and learning. Her no-nonsense approach to instruction and leadership separates critical new research from speculation and skillfully presents the elements to

her audiences that most positively impact student achievement. She is the co-author of the very popular e-book, "Brain-Mind Connections: Implications for Young Children." She is currently working on two new book projects, "Get Real: A Practical Approach to Dynamic Teaching." and "Music and the Brain." Susan is Director of the Lighthouse Professional Alliance in St. Augustine, Florida and presently serves on the Board of Directors for the Association for Supervision and Curriculum Development (ASCD).

Other workshops will address topics on retraining your brain such as *How to use a new neurological theory to ease language and reading problems. The Seven Steps to Critical Thinking: A no-nonsense approach to making the students do 80% of the work in the classroom* will discuss this new model and how it has positively affected test scores in a number of schools where it has been adopted.

The conference begins at 9:00 a.m. and concludes at 3:30 p.m. There will be four break-out sessions in the morning and



Susan Jones will be keynote speaker on Nov. 9th

another four in the afternoon. Everyone will be treated to the Heritage's famous buffet lunch and continual refreshments will be available throughout the entire workshop day.

This is not a conference you will want to miss. Dr. Theodore Sergi, Connecticut's Commissioner of Education, will personally welcome everyone to the conference and address attendees during lunch.

Those who have not already registered may call the CAS office and late registration may be done by phone or fax.

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THE BULLETIN

Published monthly except July, August and Sept. by the Connecticut Association of Schools at 30 Realty Dr., Cheshire, CT, 06410. Phone: (203)250-1111. Subscriptions to the BULLETIN are a membership service; subscription costs are \$5.00 for senior high schools; \$1.00 for middle level elementary schools; \$1.00 for associate and retired members. Third class postage paid at New Haven, CT. Permit #561. POSTMASTER: Send address changes to -- BULLETIN, 30 Realty Drive, Cheshire, CT 06410.

ELIZABETH BURNS IS 2001 TEACHER OF THE YEAR

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

Elizabeth Burns is truly a master among master teachers. She teaches reading recovery in the morning and bilingual kindergarten in the afternoon at Lincoln School in New Britain. Liz surrounds her students with the power of oral and written language in both Spanish and English. Every student leaves her classroom with a love of books and reading and with skills far surpassing reasonable expectations.

Liz recognizes the essential role of parents in education and is always willing to serve as a translator at school functions. She continuously finds ways to involve parents in their children's learning both at home and at school. Each school year ends with a picnic for her students and their parents at Liz's home.

Within her school, Liz is a leader among her colleagues. She served on the school steering committee and helped her school adopt the Basic School model. She co-chairs her school's curriculum committee. On the state level she has served as a consultant for the Connecticut Writing Project and has presented numerous workshops on early literacy and writing throughout the State. She has worked with a state team to develop the portfolio assessment of new teachers through the BEST program. For her professional plan this year, Liz is initiating the development of a satellite intra-district summer program for young writers in New Britain.

Lincoln Principal Dr. Pamela Ganucci says of Elizabeth, "Liz Burns is in a class by herself." The CAESP selection committee couldn't have agreed with her more. Liz was honored at the annual Program Recognition Banquet on May 21st.



ELIZABETH BURNS
Elementary Teacher of the Year

ciac news & notes

P TRUMBULL'S VIC SESTO WINS NATIONAL AWARD

Vic Sesto, long-time tournament director for Girls Tennis, was named "Coach of the Year" by the Special Olympics - National High School Athletic Coaches Association. Vic, the Indoor Track and Girls Tennis coach at Trumbull High School, has been a Special Olympics volunteer for seventeen years, coaching athletics, aquatics, bowling, tennis and unified basketball.

P AD NEEDED

An athletic director is needed to chair the Girls Swimming Committee. If interested, please contact Barbara Startup at Glastonbury H.S. (860)652-7234.

P NCAA ENJOYS ANOTHER COURT VICTORY

The National Collegiate Athletic Association scored another major court victory when a Pennsylvania federal judge dismissed yet another lawsuit brought by African-American student-athletes to challenge the use of SAT scores in deciding freshman-year eligibility. The new suit, Pryor v. NCAA, once again challenged the NCAA's "Proposition 16" -- and specifically its use of SAT scores. Under Title III of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act, plaintiffs alleged that the NCAA's eligibility requirements discriminated against learning disabled athletes by denying them the opportunity to participate in intercollegiate athletics at Division I schools. Furthermore, under § 1981 of the Civil Rights Act, the plaintiffs alleged that Proposition 16 denied black student-athletes the opportunity to make and perform contracts since it harms their ability to get athletic scholarships. U.S. District Judge Ronald L. Buckwalter dismissed the entire suit.

P NBA DRAFTS YOUNGEST-EVER ROOKIE CLASS:

This year's NBA draft featured the first high schooler to be picked number one, four teenagers among the top ten picks who chose to bypass college altogether, and only four selections among the entire first round of 28 who had completed four years of college. Critics worry that younger players may be ill-equipped to deal with the challenges of life in the NBA, and that the removal of education from the typical path to the professional level might jeopardize the most tangible

reward many prospects receive for their talent, a college education. [Source: The New York Times, 6/30/01]

P FITNESS WEBSITE WINS AWARD

The MetLife Foundation supported PBS TeacherSource Health and Fitness website (<http://www.pbs.org/teachersource/health.htm>) recently received the Spring 2001 World Wide Web Health Award for the best health education website in the miscellaneous/ health professional class. The World Wide Web Health Awards Program is organized by the Health Information Resource Center (HIRC) to recognize the world's best health information being published on the Internet. MetLife Foundation has provided funding to the Public Broadcasting Service (PBS) for the development and expansion of the PBS TeacherSource Health and Fitness Web page. The site provides K-12 health educators with free on-line teaching resources that meet national and state health education standards. PBS TeacherSource attracts up to 250,000 visits per month during the school year. MetLife has been a long-time sponsor of CAS-CIAC activities.

P REPORT RANKS SPORTS ORGANIZATIONS ON DIVERSITY

Sports organizations have improved in hiring minorities for managerial and front-office jobs, but not in hiring women, according to the Racial and Gender Report Card, a study conducted by the Center for the Study of Sport in Society. In all of professional and college sports, the WNBA received the highest marks for diverse hiring, followed by its parent organization, the NBA, with overall grades of A and

B+, respectively. Of all the other leagues surveyed, including the NCAA, MLB, the NFL and the USOC, none received an overall grade above a C+. Out of concern for the diversity of college football -- only 3.5 percent of Division I-A head football coaches are black, compared with 50.5 percent of players

P CREATINE USE WIDESPREAD

A recent questionnaire assessing awareness and use of creatine supplementation among 674 high school athletes found that 75% had knowledge of creatine supplements, and 16% used creatine to enhance athletic performance. The percentage of use increased with age and grade level. Awareness and use were greater among boys than girls. Adverse effects were reported by 26%. Most athletes consumed creatine using a method inconsistent with scientific recommendations.

P HIGH SCHOOLS NEED BETTER MEDICAL STAFFING

The National Association for Sport and Physical Education recommends that each high school have at least one certified athletic trainer. Only 34 percent of high schools nationwide meet that requirement, according to the National Athletic Trainers' Association. [Education Week, 9/5/01]

P 1ST LADY OF DIV I FOOTBALL

Ashley Martin of Jacksonville State University became the first woman to play Division I football by kicking three extra points in a 72-10 season-opening victory. Martin was named the Southland Football League's special-teams player of the week. [The Chronicle of Higher Education, 9/14]

Girls LAX

The Connecticut High School Girls' Lacrosse Association was established several years ago by the high school girls' lacrosse coaches for the purpose of promoting girls' lacrosse in Connecticut high schools. Bulletins are sent out periodically during the year to share important information. The organization is responsible for the running of the State tournament and the All State selections. Meetings are held twice a year, in mid December and prior to the start of the season at Daniel Hand High School in Madison. Each school, regardless of the level of their team, club, JV or varsity is asked to have representation at both meetings. This is the time for the sharing of information regarding girls lacrosse in the state, information from the scheduler of officials and the CT chapter of US Lacrosse.

Since high school girls' lacrosse is not a CIAC sport we rely on the support of our coaches and former coaches to help run this organization and its programs. Any school beginning a program or who has a program and is not involved is encouraged to contact Patty Gesell, president, at Glastonbury High School, 860-682-1470, 860-652-7200 voicemail #2371 or gesellp@glastonburyus.org for more information. "We are ready and anxious to assist you as you build a girls' lacrosse program in your school."

... more ciac news

○ NOTICE: ALL TOURNAMENT FORMS CAN NOW BE FILED ELECTRONICALLY

The CIAC continues to improve and expand its website and is making progress towards its goal of using the site to replace traditional paper communication in most areas of operation. Last year the on-line eligibility center was expanded to allow member schools to submit their games schedules, tournament rosters and disqualification reports through the website. Because of the favorable response by member schools, we have further expanded the system to allow member schools to submit ALL tournament forms on-line. Beginning with the current sports season, all tournament forms – including intent-to-enter, entry, selection of officials, change of division request, and penalty report forms – for all CIAC-sponsored sports are available and can be submitted on-line through the CIAC website.

Visually, the on-line system appears largely unchanged. Members access the system in the same manner as in the previous years, by clicking on the "Submit Eligibility" link at www.casciac.org. The on-line center remains a secure, password-protected area of the CIAC website. The original usernames and passwords which were assigned to schools two years ago are still in effect.

As in the past, once a member school has signed on, a listing of all the school's sports will appear on the screen. However, there are now a number of new options in the pull-down menu for each of the sports listed. A simple click on the desired option will lead the user to a screen which provides the necessary instructions for completing the on-line form. Almost without exception, all on-line forms are identical to the paper forms which are included in the tournament packets.

For the current sports season, we are offering member schools the option of filing their tournament forms 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 2002-2003 school year.

Please note that some, but not all, information that is entered electronically is stored in the system and can be accessed at a later time. However, because not all information can be retrieved and viewed, we STRONGLY encourage you to provide us with an e-mail address so that we can send you a confirmation e-mail which will contain all the information that you have submitted. (At the bottom of most forms, you will see that there is an option to enter an e-mail address.) This confirmation e-mail will be your only record of the information that you have entered.

If you should have any questions regarding the new procedures, please contact Karen Packtor at the CIAC office, (203)250-1111 x3010, kpacktor@casciac.org.

CIAC BOARD ADOPTS NEW GOALS

At its meeting on September 20th, the CIAC Board of Control adopted the following goals for the 2001-02 school year.

- P Review and revise where necessary CIAC policies governing out-of-season coaching activities.
- P Review the CIAC scholastic rule.
- P Determine alternate sources of income to promote character, sportsmanship and leadership activities; i.e., grants, foundations, sponsorships.
- P Develop a plan of action to enhance the image of CIAC through marketing and public relations initiatives.
- P Review the CIAC co-op team regulations and revise where necessary.
- P Utilize the CIAC website and electronic mail to replace traditional paper communication in all areas of operation.

WHY SPORTS OFFICIALS QUIT --- In a nationwide survey of high school sports officials conducted online by the National Federation of State High School Associations (NFHS), career/job demands was cited as the most frequent reason that men and women leave the avocation of high school officiating. Of the 463 respondents to the survey, all of whom had resigned as active officials in their respective states, 167 listed career/job demands as one of the reasons that they left officiating. Other top reasons cited by the former officials were poor sportsmanship by participants (105), poor sportsmanship by spectators (96), time away from family/friends (84) and low game fees (83). All sports were included in the survey, but basketball, football, volleyball, soccer, baseball and softball officials responded most often. Demands from their jobs or careers was the most frequent response by officials in all sports. Poor sportsmanship by spectators ranked second in basketball, football, soccer and softball. Volleyball officials ranked time away from family/friends as the No. 2 reason, while baseball umpires cited low game fees as their second most frequent reason for leaving officiating. In the breakdown between male and female respondents, females who had left the avocation of officiating ranked time away from family and friends much higher than the male respondents, although both males and females cited career/job demands as the top reason. The survey also looked at years of experience by those leaving the officiating ranks. Of the 463 respondents, 249 dropped out of officiating after 10 years or less. Although career/job demands was still a prominent reason that this group listed for leaving officiating, the 102 respondents in the range of six to 10 years of experience cited poor sportsmanship by participants and poor sportsmanship by spectators as the top two reasons they chose to leave officiating. The respondents who left officiating with more than 25 years of experience cited voluntary retirement and personal health as the main reasons they ended their officiating careers.

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DON'T WORRY, THIS GENERATION HAS ITS OWN "SPORTS"

Michael Grynbaum, Junior, Hall High School, West Hartford

(Reprinted from the Hartford Courant)

In elementary school, I and most of my friends played on a local youth soccer team. Sometimes it was fun but, as I grew older, I lost interest and eventually stopped.

Later I tried West Hartford town league baseball but had a bad experience -- namely, my coach. Being stuck in the outfield for a whole season can put quite a damper on a kid's enthusiasm.

Tennis was my next pastime, and I loved it. But when high school came around, I was suddenly involved in activities that I found much more exciting and stimulating. I started acting in my freshman year and, as a sophomore, I was accepted onto the school newspaper staff.

Soon I was spending countless hours after school rehearsing plays, working on the paper, meeting new friends and forgetting most of my tennis skills and aspirations.

Which is why a recent story in The Courant caught my attention. The piece examined statistics showing that fewer kids are participating in team sports such as baseball and football. Instead, teens are spending more time skateboarding and taking part in other, more individual, activities. The article seemed to lament these findings, asking whether solitary hobbies are healthy for kids and their generation overall.

As a teenager, I can tell you that these concerns are absolutely unfounded. Parents may want their children to follow in their footsteps, but they have to understand that each generation has its own personality, something that cannot be molded into a desired form. There is nothing traditional about today's teenagers, but we are still gaining the skills and experiences we need through the melange of activities we do take part in.

Like most teens, I carved out a unique niche for myself in high school, and it didn't contain such traditional activities as baseball or other team sports. Yes, I stopped playing tennis, but I constantly work with other students in groups: rehearsing plays, working on the newspaper, competing in debates. Last year a group of us entered a drama festival in which our production contended with 11 others from around the state. Who says that only sports teams compete?

My peers practice with choral groups, bands and orchestras, and commit to other activities that provide them with the social experience adults are so concerned about.

For the modern teen, sports are only one part of the equation; analysts shouldn't be so worked up over a few harmless statistics.

The fact is no matter how many archetypes of the American kid are created by sociologists and the like the only certainty is that our country's children are an eclectic bunch. And yes, the times they are a-changing, much like they did when our parents were kids.

Teenagers today are more sophisticated, independent and busier than their predecessors have every been. As students at Hall High School in West Hartford, my friends and I are routinely faced with long days and little sleep, encompassing everything from rigorous courses to extensive extracurricular activities.

High school has become almost a college environment, placing work and responsibility on students that their parents never had to face. During production week on my high school newspaper, I might spend 30 hours working on my section. Many of my friends participate in Pops'n'-Jazz, Hall's annual entertainment extravaganza. Thirteen advanced placement courses are offered at my school; some students will take eight or nine of them.

Though most of my friends have the same hectic, frenetic schedule I do, we all participate in different activities and commit our time to highly varied interests. Tom plays baseball. Dave plays bass. Emily plays the violin. Anna runs cross country. Carter volunteers. Chris sings and dances.

Some of these teens have traditional interests, and some don't. But regardless of how their pastimes are classified, they are taking part in valuable pursuits, which are providing them fun, friends and fulfillment. One of these activities could lead to a career; others simply give their participants an experience they might not be able to have outside of high school. Each person puts hours of commitment into his or her chosen undertaking, and everyone is rewarded in their own way.

Statistics about what sports are most popular offer little insight into America's kids. Parents and adults shouldn't look into these reports too deeply. Instead, they should be happy that teens are able to find activities that keep them interested and involved, whether they are traditional or not. Let the next generation find its own niche; your kids will thank you when they're older, I promise.

HIGHLIGHTS:

CIAC Board Meeting - Sept. 20, 2001

P The board denied a request made by Quinnipiac University soccer coach Dave Clark to have CIAC players participate in the World Class Premiere Soccer Club Tournament (WAGS Tournament) in October.

P The Board accepted, with regret, the resignation of Ms. JoAnne Jakab, Principal, Kolbe-Cathedral High School, from the CIAC Eligibility Review Board (effective September) and Joseph Fleming, Principal, Bolton High School, from the CIAC Board (effective October 30). The board moved Janet Garagliano from the Eligibility Committee to replace Joseph Fleming on the Board as the class S representative, and added Richard Cavallaro, Director, Wilcox RVT School, Meriden, to the Eligibility Committee and as an at-large member of the board. Bill Manfredonia has replaced Jo-Anne on the Eligibility Review Committee.

P Dr. Robert Biondino reported that the Sports Medicine Committee has endorsed a practice that would permit "daily access to certified athletic trainers at all high schools." Dr. Biondino also noted that the "family physicians" have retreated from their position of yearly pre-participatory physicals. The Connecticut Sports Medicine Committee has not endorsed this position and continues to favor the present CIAC policy. The board at this time decided not to establish a directive to schools requiring the actual presence of athletic trainers at schools, but agreed to consider after further discussion.

P In response to a charge by a Newtown parent that the CIAC's regulation preventing boys from participating on girls' teams was unconstitutional, the board, following lengthy discussion and review of past rulings on this issue, voted to maintain its present regulation.

P The board tabled an item concerning alleged out-of-season coaching violations by a number of member school football coaches so that inquiries could be made and additional information could be gathered.

P The board upheld the decision of the Co-op Team Committee to deny a cooperative team application between East Catholic High School and Cheney Tech. The application, which was in the sport of football, was rejected because the projected number of players at East Catholic exceeded the maximum number permitted by co-op policy.

President's Message . . .

by Robert Lehr, AD, Southington High School

"On behalf of the Executive Board of the Connecticut Association of Athletic Directors, permit me to extend a warm welcome to another school year. The start of a school year is always exciting as we anticipate the good things that can happen during that period. The year will surely be filled with wonderful triumphs as well as some disappointments. The new year does, of course, provide us with limitless opportunities to serve our programs, our schools and ultimately our youngsters.

A focus for CAAD during the coming year will be to effect state legislation concerning the sale and/or distribution of harmful substances by school related personnel to our student-athletes. Our organization will also take a close look at the variety of middle school athletics programs offered throughout our state. Perhaps CAAD can be of assistance to Middle School administrators looking for help in the development or redefining of those programs. Hopefully, these will be joint efforts supported by the CIAC and the coaches association.

The national high school coaches convention will be hosted by the Connecticut High School Coaches Association next June. Plans are underway for making this the biggest and the best high school coaches convention ever held. All of Connecticut's athletic directors and coaches are encouraged to assist this effort in any way possible, not the least of which would be by attending the conference.

Finally, CAAD remains committed to working with the Connecticut High School Coaches Association and the CIAC in order to further strengthen what already is a solid interscholastic athletics program. That joint effort is essential if we wish to see interscholastic athletics in Connecticut remain on the high level that it currently enjoys.

Best wishes for a terrific year!"

CAAD GOALS: 2001-02

1. **Promote state legislation related to interscholastic athletics.**
2. **Continue to strengthen the affiliation with the state coaches' association and the CIAC, including assisting with the National Coaches Convention in 2002.**
3. **Study Connecticut's middle schools interscholastic athletics programs and develop a position statement related to those programs.**
4. **Explore successful programs related to the issue of parents' involvement in interscholastic athletics.**
5. **Continue to provide professional growth opportunities for CAAD members through the NIAAA leadership training program.**

FIELD HOCKEY: THE GAME HAS CHANGED, BUT A MAJOR RULE HASN'T. WHAT WILL IT TAKE TO AVOID A CATASTROPHIC INJURY?

By Jeff Sunblade, Director of Student Activities, Avon High School

Have you been to a field hockey game recently? If you haven't, you're in for a pleasant surprise. This is not the game your mothers and sisters played. The game has evolved into an action-packed-thrill-a-minute sporting event, played by young women who are redefining the physical fitness standards of women athletes. These athletes are exceptionally strong, have incredible speed and endurance, and are fearless in the face of a three-inch ball struck with deadly velocity. They fling themselves with abandon to save shots on goals, and they drop their sticks parallel to the ground with faces inches above. Sweat is no longer a dirty word and blood is a common sight, no longer winced at. Field hockey is as good as it gets for excitement at the high school level.

As an athletic administrator, I watch these games with pride and admiration. These young women are as dedicated and hard working as any competitors with whom I have ever had the privilege of working. However, I also watch these games with great fear and dread. In recent years, the number of injuries, specifically to the head and face, has risen significantly. Health South reports the following:

Year	# schools reporting	Head injuries	Facial injuries	Total injuries
1996	6	5	2	7
1997	8	2	13	15
1998	DATA NOT AVAILABLE			
1999	11	4	6	10
2000	DATA NOT AVAILABLE			

Even from this small sampling, the statistics are frightening. At Avon High School, we have had seven major facial injuries in the last three years and one serious eye injury already this season. Something must be done immediately, before someone suffers a catastrophic injury or permanent loss of eyesight.

The National Federation's field hockey rules (Rule 1-6-4) prohibits any unyielding headgear (even if padded). While the Federation does allow for eye protection, there is currently no equipment on the market that meets the standards for field hockey set by the American Society for Testing and Materials. I find it ironic that the same rule further states, If an entire team has no mouth protection and/or shin guards and they are not immediately available, that team shall forfeit the game. Is the message simply that teeth and shins are more important than eyes?

There are many in the field hockey community who do not feel this is an issue. I have heard the arguments on their side. I admire and respect all field hockey coaches, especially the old guard who have fought so long and hard to keep field hockey a viable sport as girls soccer began to undermine its place in the fall line up. I, too, want to see field hockey grow and prosper. However, I disagree with their logic. Helmets and/or protective face gear will not make the game more violent. Certainly better field maintenance is something

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we all strive for, but that is not the cause of these injuries. Better officiating would also help, but it will not stop the injuries. The excuses for not doing something are numerous. Unfortunately, the bottom line is that we are putting athletes on the field with sticks and doing nothing to ensure their safety. I think the surest way to help with the demise of field hockey is to ignore this trend and do nothing. Parents will discourage participation if they feel it is dangerous and girls will veer away from the sport. Worse, someone will get seriously injured, file a class action suit and win, and the sport will be shut down until a solution is found.

I feel frustrated and hampered in my efforts to provide for my athlete's safety. The Federation's rules prevent me from outfitting my teams with an ice hockey type helmet and face cage, which is ASTM approved. While this might seem a drastic intervention, it would be an immediate and safe one until a more field hockey appropriate piece of equipment could be made available. As educators entrusted with the well fare of young athletes, it is our responsibility to do everything in our power to ensure their safety on the playing fields. We can no longer turn the other cheek or eye and hope that the problem will go away. If we look to the evolution of sports, the coaching fraternity has always advocated change where safety was concerned, first with improving helmet standards for football, mandating helmets and face guards for ice hockey, and requiring softball players to wear batting helmets. I have yet to hear an argument that would refute good common sense.

If the National Federation won't take the lead, then the time has come for the C.I.A.C. and the Field Hockey Committee to address this problem. The safety of our athletes depends on it.

○ ATTENTION ADS:

The CIAC office would like to make better use of e-mail to send important announcements and information to our member schools. For instance, we are looking to send tournament packets out via e-mail, so as to eliminate the considerable cost and labor involved in copying, stuffing and mailing them to schools. A first step in expanding our electronic services and communications is building a database of the e-mail addresses of our member school principals and athletic directors. Would you please take a minute to visit the CIAC website at:

www.casciac.org/emailentry.html

and submit your e-mail address to us. Please be assured that your address will be used by the CIAC office only and will not be shared with any other individual or entity.

CAAD MEETING DATES: 2001-02

DATE	MEETING	TIME	SITE
NOV. 7	EXECUTIVE BOARD	12:00 P.M.	CIAC
DEC. 12-17	NATIONAL CONFERENCE		ORLANDO
JANUARY 9	EXECUTIVE BOARD	12:00 P.M.	CIAC
MARCH 6	EXECUTIVE BOARD	12:00 P.M.	CROMWELL
MARCH 21-22	CAAD CONFERENCE		CROMWELL
MAY 1	EXECUTIVE BOARD	12:00 P.M.	CIAC
MAY 8	GENERAL MEETING NIAAA - LTC TRAINING	8:00 A.M. 9:00 A.M.	CROMWELL

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