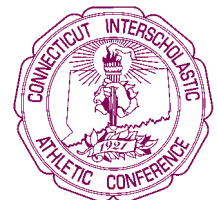


# BULLETIN

The Connecticut Association of Schools  
The Connecticut Interscholastic Athletic Conference



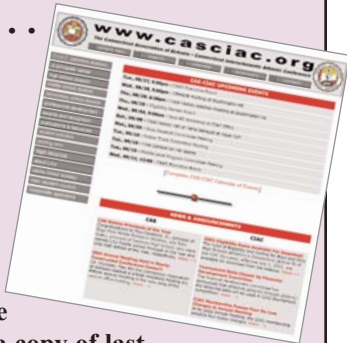
Affiliated with the National Association of Secondary School Principals **g** Member National Federation of State High School Associations **g** Member National Middle School Association

VOL. 77 / NO. 1

OCTOBER 2002

**The CAS-CIAC website has a new look . . . and many new features!**

**Want to confirm the date of next week's Assistant Principals' Committee meeting? Want to sign up for the fall conference? Need a copy of last month's BULLETIN – just visit the new website!**



Visit <http://www.casciac.org> to see the newly redesigned and expanded CAS-CIAC web site! The new cascading tile format will make it easier for visitors to navigate through the site and find the information they are seeking. The new site provides members with more information in a more timely manner. The site has been expanded to include on-line conference registration and daily calendar updates; plus, all conference brochures, awards applications, and banquet reservation forms can be downloaded from the site!

Two critical new features will be of particular benefit to CAS members: (1) **the meeting and events calendars** and (2) the **on-line registration option**. The new calendars, which are updated daily, post every meeting, event, or activity that the association sponsors or is involved with. And not only is there a master calendar – which lists ALL association-related activities – there are also separate calendars within the site for CAS, CIAC, the Principals' Center, and each of the three school divisions – elementary, middle and high school.

The new site is structured so that there is a "main page" for each "arm" of the association. Each main page contains important dates and news/announcements related to that division. So, an elementary administrator can go straight to the elementary division's main page if s/he is interested in elementary activities exclusively.

Members can also take advantage of the new on-line conference registration feature. Members can now register on-line for almost all association-sponsored events, including conferences, workshops, and banquets. Members can even submit credit card information through a secure server.

*continued on page 6*

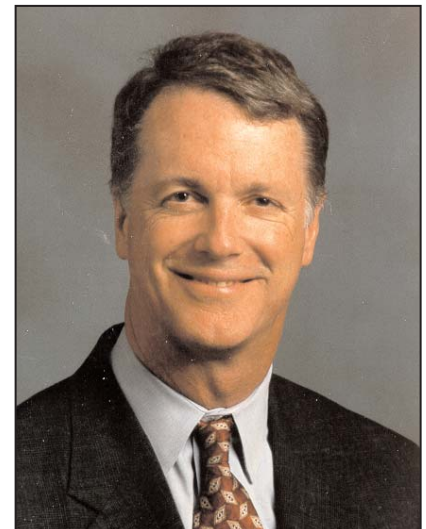
## **CARRITHERS JOINS CENTRAL OFFICE STAFF CAS Partners with Tricordia, LLC on new fund-raising venture**

Dennis Carrithers, long-time principal of Simsbury High School and loyal member of CAS-CIAC, has joined the Central Office staff as director of an innovative new fund-raising initiative. Dennis will be working to promote a new program called the **CAS Extra Credit Partnerships**, which provides schools with a unique opportunity to raise money for extra-curricular activities and programs.

The program is directed specifically at school-based groups/organizations such as sports booster clubs, music support groups, student councils, parent organizations, or any like groups that raise money for student activities. Members of a group/organization (parents, relatives, staff, etc.) register their bank, store or credit cards and, each time they use a registered card to make a purchase at a participating merchant, they earn money for their activity. Merchants typically provide a 2% to 10% rebate on groceries, gasoline, clothing, housewares, restaurants, entertainment, and more.

In order to get started, a school simply needs to: (1) designate a group/organization to be the "beneficiary" of proceeds; (2) have supporters register (only once; it takes less than 3 minutes); and (3) encourage them to shop with participating merchants.

CAS has partnered with Tricordia, LLC to bring this program to local schools. Tricordia, which created the program, helps community organizations unlock new sources of fundraising by matching the needs of merchants and non-profit organizations for their mutual benefit. For more information about Tricordia, visit their website at [www.tricordia.com/](http://www.tricordia.com/).



Retired Simsbury Principal Dennis Carrithers joins office staff.

An active member of CAS-CIAC up until his retirement earlier this year, Dennis was a respected, influential, and energetic leader. He served the association in a myriad of roles, including chair of the Eligibility Committee and secretary of the CIAC Board of Control. As testimony to his extraordinary talents and contributions, Dennis was named CAS High School Principal of the Year in 1999 and received a coveted CAS Citation in 2001.

Dennis earned a bachelor of arts degree from Hamilton College, an M.A.T. from Yale University and a Ph.D. from the University of Connecticut. A 35-year veteran educator, Dennis began his distinguished career in education in West Hartford, where he worked as an English teacher, department chair, and assistant principal. He served as principal at Simsbury High School from 1987 until June of this year.

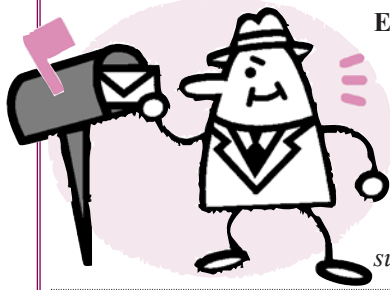
*Please turn to page 6 for additional information about the CAS Extra Credit Partnerships program.*



**TRICORDIA**  
PARTNERSHIPS FOR GIVING

# LEGAL MAILBAG

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



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

**Q. Dear Mailbag:** At the beginning of the year, a student took it badly when her guidance counselor forgot to sign her up for AP English, and she told the guidance counselor, "I could just kill you for that." The guidance counselor got all shook up, and turned her in for disciplinary action. When I talked to her, however, she told me that it was just hyperbole, and that I should just "cool my jets," which she explained was a "metaphor." Uncertain, I just said OK, until I could look up "hyperbole." Now I am mad at myself for not throwing the book at her. Could I have taken disciplinary action?

- No Language Maven

**A. Dear Maven:** You may have let your marginal literacy get in the way here. Students can be required to treat their teachers with respect, and her wise remark was inappropriate. A student in California said almost the same thing to her guidance counselor, and was suspended for three days. California being California, however, she sued, claiming that her First Amendment rights were violated. She even won her case originally (from the same judges who think that "under God" should be removed from the Pledge of Allegiance). The judges thought better of it, however, and withdrew their opinion. Whether in California or Connecticut, students are subject to discipline if they threaten their teachers, even in jest.

**Q. Dear Mailbag:** A fifth grade teacher in my school came to me with a concern. It seems that a student in her class tearfully disclosed that she is alcoholic. She asked my teacher for help, and the teacher gave her the names of agencies in the community that may be of help. The teacher thinks that the parent should know, but the student begged her to "keep her secret." What's the story?

- Concerned but Cautious

**A. Dear Concerned:** The teacher must make her own decision. She is free to tell the parents, and given the student's

tender age, she may well wish to do so. Conn. Gen. Stat. Section 10-154a provides that a teacher who receives information in confidence from a student about an alcohol or drug program may decide whether or not to disclose the information. Clearly, there are personal and policy judgments for the teacher to make, but the student's request is not binding. The law even provides immunity for teachers (and registered nurses and administrators) in such cases, whatever their decision on disclosing the information.

**Q. Dear Mailbag:** I am feeling guilty about a bad habit I have gotten into. We have software at our school that lets me read any e-mails that are sent out from school by employees. At first, I was just trying to make sure that there was no inappropriate use. After a while, however, I got hooked. Now, I regularly troll our data banks, and I have run across some highly personal information, not to mention some pretty good jokes. I tell myself that it is a dirty job, but somebody must do it. I worry, however, that employees would be frosted if they knew what I am up to. Do I have to tell them?

- Just a Snoop

**A. Dear Snoop:** Absolutely. You and the school district may be in violation of your obligations under state law. Employers have the right to monitor e-mail use. Before doing so, however, they must provide written notification to employees of their actions. State law requires such written notification to employees anytime they monitor employees electronically, including e-mail, voice-mail or anything else. There are exceptions related to the investigation of a crime, but here you may be the culprit. Moreover, even if your district has already provided such notification (as with an employee sign-off for use of district technology), common decency requires that you be more candid. You should provide a clear warning to employees that e-mail is monitored, and that they should not use the school e-mail to communicate highly personal information.

■ The State Board of Education has released a position statement on educational leadership which establishes a philosophical framework for thinking about school leadership. It provides a vision for enhancing or changing leadership structures in our schools in order to create collaborative professional environments where responsibility is shared for raising student achievement. The position statement, which could be a resource for discussion within your educational community, can be viewed through the State Department of Education's website at [www.state.ct.us/sde/board/ed\\_leadership.pdf](http://www.state.ct.us/sde/board/ed_leadership.pdf).

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■ A new report by the Connecticut Policy and Economic Council examines the effectiveness of the state's alternative incarceration programs which were established in 1994 to help juvenile delinquents get their lives "back on track." The programs were designed to help reduce the rate of recidivism among juveniles who completed the programs. The report shows that just the opposite is true. Youth offenders who took part in the state-funded programs in 1999 were more likely to commit crimes after their discharge than youths in the system during 1994, before the programs were implemented. Of the 22 programs featured in the study, only two – the Juvenile Justice Center in West Haven and the Out-patient Mental Health and Substance Abuse Treatment program in Mansfield – succeeded in significantly lowering recidivism rates. One of the study's other key findings was that current programs are failing to help children in three major areas: (1) substance abuse, (2) negative peer influences, and (3) the needs of dysfunctional families.

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■ Responding to the critical shortage of math teachers in Connecticut, Quinnipiac University has developed a non-traditional program for earning a cross-endorsement in mathematics. The university is now offering an on-line cross-endorsement program for certified teachers who wish to earn a math cross-endorsement at the middle grades or secondary level. Visit [www.quinnipiac.edu/x2980.xml](http://www.quinnipiac.edu/x2980.xml) for additional information or to apply on-line.

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■ The CT State Library last year launched a website, [www.greatkidsCT.org](http://www.greatkidsCT.org), connecting parents of young children with reliable information on health, safety, developmental issues and resources available in Connecticut. The response has been tremendous. The site averages 50,000 to 70,000 hits a month. Topics are identified on the website through a list of 1,000 keywords, and each topic connects to a limited number of sites, which librarians say are selected for their trustworthiness, accuracy and clarity of presentation and are replaced when a better source comes online.

## connecticut news & notes

■ Big Y has announced its academic scholarship offerings for the 2003-2004 school year. Awards – which are based on academic merit, regardless of financial need – will be given to students in the following categories: high school graduate, undergraduate, community college graduate and non-traditional. A new category was added last year which provides scholarships to dependents of law enforcement officers and firefighters. Last year, Big Y awarded over \$200,000 in college scholarships to 265 academically outstanding students in Massachusetts and Connecticut. Applications will be available at all Big Y stores beginning next month. To be eligible, a student's permanent address must be within Western and Central Massachusetts or Connecticut. Completed applications must be submitted by February 1, 2003.

\*\*\*\*\*

■ According to the *2002 Kids Count Data Book*, published by the Annie E. Casey Foundation, Connecticut ranked 8th in the nation in the overall well-being of its children. The annual report evaluates a wide range of factors — including infant mortality rate, teen birth rate, juvenile violent crime rate, dropout rate, etc. — to assess the welfare of the nation's children. Connecticut received particularly good marks in child death rate and percent of children in poverty, ranking 3rd and 2nd, respectively. Connecticut improved overall, with a jump in composite rank from 12th in 1998 to 8th in 2002. To view the *Kids Count 2002 Data Book* its entirety, visit <http://www.aecf.org/kidscount/kc2002/>.

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■ The League of Women Voters of Connecticut will conduct free one-hour tours of the State Capitol for students in grades 4 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:

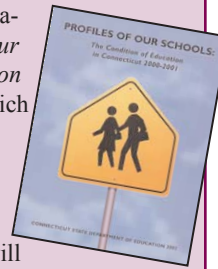
- learn the history of the Capitol building;
- learn about the legislative process while viewing public hearing rooms and legislative chambers;
- observe the proceedings of the legislature from the public galleries when the House of Representatives and the Senate are in session;
- view the items important 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 students of government, civics, architecture, and history. Find out more at the new tour website at [www.cga.state.ct.us/capitol-tours](http://www.cga.state.ct.us/capitol-tours). Call (860)240-0222 to book a tour. Call early to reserve a date!

### State Education Facts

#### State releases report on condition of education

The State Department of Education has released *Profiles of Our Schools: Condition of Education in Connecticut 2000-2001*, which provides statistics on schools and districts in Connecticut. Some highlights of the report include the following:



- “ public school enrollment will continue to increase through 2005-2006
- “ average class size has been relatively stable since 1991-92;
- “ average hours of instruction per year has steadily increased since 1991-92;
- “ the cumulative drop-out rate (preliminary) has declined by 3.9% since 1998;
- “ the full-time equivalent count of certified staff members increased 3.2% to 48,327 in just the last year;
- “ the special education prevalence rate has declined for the 6th consecutive year;
- “ the number of students per computer has decreased dramatically since 1993-94;
- “ student attendance has declined slightly at the elementary and middle school levels since 1991-92;
- “ the number of students (grades 6-12) per counselor has increased significantly since 1991-92;
- “ the number of staff members per FTE administrator is up 26.7% since 1991-92;
- “ the average years of teaching experience and the percentage of staff members with master's degrees (or higher) have been decreasing since 1993-94.

(View the entire report at [www.csde.state.ct.us/public/der/coe/index.htm](http://www.csde.state.ct.us/public/der/coe/index.htm))

#### CAS OFFICERS: 2002-2003

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Vice President.....Elaine Bessette, Greenwich HS  
Secretary.....Donald Gates, Portland HS  
Treasurer.....Michael Rafferty, Old Saybrook MS

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Earle Bidwell.....Asst. Executive Director  
Michael Buckley.....Asst. Executive Director  
Robert Carroll.....Asst. Executive Director  
Thomas Galvin.....Director, Principals' Center  
Anthony Mosa.....Asst. Executive Director  
Ann Malafronte.....Director of Unified Sports@  
Karen Packtor.....Editor, Asst. Exec Director

#### THE BULLETIN

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### CT Launches Operation Enduring Gratitude

A new initiative entitled "Operation Enduring Gratitude," which is derived from the title of our present military involvement in the Middle East, is an effort to organize a statewide letter writing campaign to Connecticut's servicemen and women.

The purpose of the campaign, which is the result of a bi-partisan concurrent resolution adopted by the state legislature and which is supported by both CAFE and CAPSS, is to encourage citizens to write letters and e-mails of appreciation and support to members of the U.S. Armed Forces serving both at home and overseas. The campaign began on the anniversary of the September 11th attacks and will continue through November 11th (Armistice Day).

As part of the initiative, school districts will have the opportunity to send delegations of students to present letters to units during weekend formations at many of CT's 20 armories across the state. Traditional (paper) letters from students should be delivered in bulk by district to the State Armory at 360 Broad Street, Hartford. Bulk deliveries must contain a cover letter from the school district which includes the name of the school district and the number of letters contained in the bulk mail delivery. Districts that are unable to deliver their mail to the Armory can contact Alan Danin-hirsch at 860.584.2354 or [leyenn@snet.net](mailto:leyenn@snet.net) to arrange for a pick-up.

Students can also send e-mail messages to:

[operationenduringgratitude@ct.ngb.army.mil](mailto:operationenduringgratitude@ct.ngb.army.mil)

Senders will receive the following automatic reply upon sending a message: "Thank you for supporting Operation Enduring Gratitude. Your message will be forwarded to a member of the United States Armed Forces." Due to privacy issues and operational logistics, all letters should be anonymous and should not be addressed to any particular service person. Including return address information is optional and students who choose to do so should be cautioned that they may not receive a response.

For additional information, please visit <http://www.house.gov/larson/enduringgratitude.htm>.

■ Researchers recently determined that school buses are the safest way children can get to and from school. School buses account for one-fourth of all trips but only 2 percent of children's deaths in school-related accidents. The most dangerous way to and from school is in a teenager-driven car. While this method accounts for only 14 percent of trips, it is responsible for 55 percent of the deaths. Accidents with adults driving amounted to 20 percent of the deaths. Each year, approximately 800 students are killed in motor vehicle crashes during school commutes. (*Dateline NAESP*)

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■ On July 28 Secretary Paige announced a new "No Child Left Behind - Blue Ribbon Schools" program. Schools singled out for national honors will now reflect the goals of our nation's new education reforms for high standards and accountability. The 2002 awards recognition program for middle and secondary schools will be held October 3-4, 2002, at the Washington Hilton Hotel with the participation of NAESP, NMSA and NASSP. For more information, visit [www.ed.gov/offices/OERI/BlueRibbonSchools/](http://www.ed.gov/offices/OERI/BlueRibbonSchools/).

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■ According to the annual "State of Our Nation's Youth" survey conducted by the Horatio Alger Association, 66% of America's children felt that the attacks of September 11th were the most significant event of their lifetime. However, only 20% reported that the attacks had had a great impact on their lives and 73% still felt hopeful and optimistic about the future. Since the September 11th attacks, 69% of students reported feeling closer to their family; 63% said that they have flown a flag; 53% have experienced frustration at not being able to do more; 47% have looked for a way to help; and, 32% have had new ideas or changed their plans.

■ According to an annual study released by the Educational Research Service, administrators' salaries do not provide enough monetary incentive to attract quality candidates to the job. For the 2001-2002 school year, the difference between the salaries of an experienced teacher and a relatively new administrator was narrow. "It is increasingly difficult to attract large numbers of high-quality candidates to classroom and administrator positions due to lack of competitive salary and compensation levels in education compared with other professions. The recruitment for administrator positions becomes even more challenging when differences in daily pay rates for teachers and administrators' salaries are so compressed," said ERS President Dr. John Forsyth. According to the study, *Salaries and Wages Paid Professional and Support Personnel in Public Schools, 2001-2002*, there is as little as a 4% difference in the salary for new assistant principals and a 23% difference for principals over relatively experienced teachers. And the differences between "real" daily pay rates could be even less if weekend and evening hours were taken into consideration.

#### Comparison of Average Daily Pay Rates\*, 2001-2002

Position	Ave. Daily Pay Rate	Comparison w/Teachers' Salaries
Teachers	\$225.89	1.00
Elementary Principals	\$278.13	1.23
Middle/Jr. High Principals	\$292.81	1.3
Senior High Principals	\$308.15	1.36
Elementary Asst. Principals	\$235.32	1.04
Middle/Jr. High Asst. Principals	\$249.34	1.10
Senior High Asst. Principals	\$255.13	1.13

\* Rates paid for experienced teachers (50th percentile), rates paid relatively new principals & asst. principals (25th percentile)  
© Educational Research Service, 2002

■ Over three quarters of the nation's children who need mental health services are not receiving them, according to a report published in the September issue of the *American Journal of Psychiatry*. The research also identifies Latino children, uninsured children and preschoolers as having the greatest unmet need, with over 80% of these children not receiving services or an evaluation. Earlier findings indicate that approximately one in five children between the ages of 3 and 17 years has a mental health disorder. The researchers found that, on average, 7% of children were receiving mental health services. However, only 21% of children who required mental health services actually received them, leaving an estimated 7.5 million children in need of mental healthcare.

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■ A recent survey conducted by the PBS kids' show ZOOM reveals that kids overall are happy with their schools. However, while it's true overall that kids these days approve of their schools, it's clear that gender and age make a difference. As kids get older they are less likely to approve of their schools. Girls, in general, are happier with their schools than boys; girls were nearly 10 percent more likely than boys to give their schools top grades. When asked who they would most like to have as a guest principal, 32% of girls voted for Jennifer Lopez and 30% of boys voted for Spider Man. Coming in second,

with 19 percent of the vote, was the kids' own principal. The survey also revealed that the start of the school year can be stressful for students. Approximately 22% of all kids said that the thing that worried them most about the start of the school year was "fitting in" and "making new friends." "Having new teachers," "getting good grades," and "having to wake up early" came in a close second, third, and fourth with 18%, 16%, and 14% respectively. (*Dateline NAESP*)

#### Miscellaneous Stats

■ A large-scale study of child-care centers found that television sets were more prominent in low-income child-care centers than books.

■ In 2000, 7 percent of eighth-grade students reported smoking in the previous 30 days. That was a one percentage point decline from 1999.

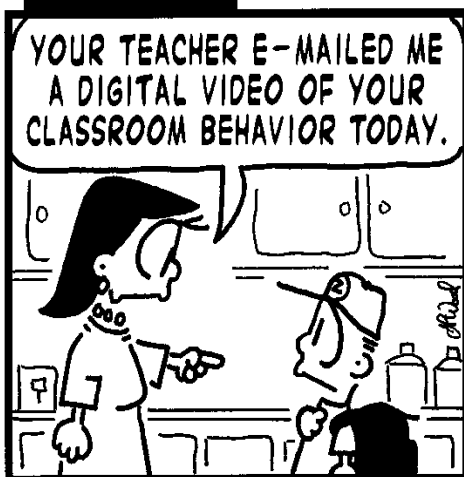
■ Only 78 percent of children 19 to 35 months complete the combined series of vaccinations.

■ State spending on prekindergarten initiatives has expanded from approximately \$700 million in 1991-1992 to nearly \$1.7 billion in 1998-1999.

■ In 1998, 5 percent of children under age 18 had asthma. That is up one percentage point from 1988.

(Source: *Dateline NAESP*)

#### SCHOOLIES © 2002 by John P. Wood



## College Board to Overhaul SAT by 2005

On June 27, the College Board voted to develop a new SAT which will be launched in March of 2005. The new test will place the highest possible emphasis on the most important skills needed for success in college and beyond – reading mathematics, and, now, writing. While the new test will continue to measure developed reasoning and critical thinking skills, it will be even more closely aligned with current high school curricula and instructional practices. Specific changes in the new test will include the following.

- A writing test will be added, including multiple choice questions and an essay;
- Analogies will be replaced by more critical reading passages from a variety of texts that range from science and history to humanities and literature (what is now called the Verbal Reasoning Test will be renamed the Critical Reading Test to emphasize the importance of reading);
- The math test will be expanded to include topics gram Algebra II, and quantitative comparisons will be eliminated.

## Withdrawal Could Lead to Violence, Study Says

A study of 440 children in Springfield, MA, has found that the greatest predictor of violence and aggression in children is whether they have been exposed to violence at home. The study, conducted by researchers at Harvard and Brandeis, also says that the best way to tell whether a child might be violent is to see how withdrawn the child is. The effect of violence in the home on children came as no surprise, but researchers were startled to learn that the next greatest predictor was a child's level of inhibition or social withdrawal. "We found that these kids had a tendency in their withdrawal to think negatively about others," said Kurt Fischer, professor of education and human development at Harvard. The study, paid for by the National Institute of Child Health and Human Development, also found that gender, race, and socio-economic status did not predict aggressive behavior. The researchers assert that the vast majority of inhibited kids are probably good, shy, quiet kids and that there is no one single cause of aggression. However, they caution that people should not just be "oiling the squeaky wheel" and that they need to look out for the kid who is withdrawn and isolated to help him/her connect with society.

## ALAN NOVEMBER TALKS TECHNOLOGY AT 4TH CONVOCATION



Keynote speaker Alan November

With a near-record turnout, the **Fourth Annual Fall Convocation**, co-sponsored by the Connecticut Association of Public School Superintendents (CAPSS) and the Connecticut Association of Schools (CAS), was a big success! More than five-hundred-twenty-five superintendents, principals, district administrators, guidance counselors, and teachers gathered at the Aqua Turf Club on September 18th to "kick off" the new school year. CAS president, Dr. Allen Fossbender, served as master of ceremonies for the evening and CAPSS president, Dr. David Clune, offered pre-dinner welcoming greetings to the crowd. Commissioner of Education Dr. Theodore Sergi spoke briefly but eloquently about the state of education in Connecticut and

touched on the issue of technology before yielding the floor to the keynote speaker.

Alan November, internationally known leader in educational technology and co-founder of the Stanford Institute for Educational Leadership through Technology, delivered a humorous and thought-provoking keynote address on using technology to improve learning for students.

November boldly told attendees to disband their technology committees and throw away their technology plans. "Let go of the word technology. If you focus on it, then you'll just do what you're already doing. The trick in planning as we move forward is to think about information systems, whole systems of the flow of information and communication."

He explained that the big change in today's schools was not in technology itself, but in the relationships that the technology makes possible. The real revolution, according to November, is information and communication, not technology.

The information age requires educators to fundamentally change the way they teach and how students learn. November asserted that the three critical skills that students need to succeed in the information age are the following:

1. the ability to retrieve the information you need when you need it;
2. the ability to communicate globally; and
3. the ability to manage one's own learning.

For additional information about November and his work, visit his website at [www.anovember.com](http://www.anovember.com).

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

## ANNUAL PICNIC DRAWS RECORD CROWD!

Administrators arrived at the CAS office in droves for the Fifth Annual Back-to-School Picnic and Legal Update! Perhaps it was the nice weather, or perhaps it was Attorney Mooney's sense of humor. Whatever the reason, this year's event drew a record crowd. Over eighty-five administrators traveled to Cheshire on August 15th to celebrate the advent of the new school year and to be briefed on newly-enacted education-related legislation. The event was both a social and professional gathering. Following a short legal update by Attorney Thomas Mooney of Shipman & Goodwin LLC, colleagues recapped their summer adventures and relayed their hopes for the coming school year while enjoying burgers and dogs fresh from the grill.

Attorney Mooney summarized a number of newly enacted bills and discussed how they would impact administrators in the day-to-day operation of their schools. Topics covered included bullying, the pledge of allegiance, school buses, criminal background checks, F.O.I., child abuse reporting, and others. Please contact Karen Packtor [kpacktor@casctiac.org](mailto:kpacktor@casctiac.org) for copies of the materials presented by Attorney Mooney.

Special Thanks to **IGA Supermarkets** for providing the food and beverages for this event.



Many thanks to our "grillmaster," Bristol Eastern's Dan Viens (l), and to our set-up/clean-up crew, Northeast Middle School's Rochelle Schwartz (2nd from left) and Litchfield Center School's Andrienne Longobucco(center).

## WELCOME TO THE TRENCHES!!!

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

***"In matters of style, go with the flow; in matters of substance, stand like a rock."***

This quote from Jefferson was the advice given Brian Benigni by his principal on his first day of work as an assistant principal at McGee Middle School in Berlin just over a year ago. It's something that he rereads periodically and that helps keep him centered in his first administrative position. It's also typical of the wisdom shared by a panel of "veterans" - assistant principals who survived their first year in the role - in the traditional "kick-off" event of the CAS Assistant Principals' Committee. On Monday, September 23, 2002, a cross section of assistant principals from CAS member schools gathered to hear from and interact with Brian and other panel members including Matt Dunbar, assistant principal at Glastonbury High School, Mary Thompson, assistant principal at Conard High School in West Hartford, Marty Semmel, assistant principal at Bristol Central High School, Anne Starr, assistant principal at Avon High School, and Tim Sullivan, assistant principal at Bulkeley High School in Hartford. Each participant was asked to identify (1) a significant first year challenge, (2) something they know now that they wished they'd known at the start of the year, and (3) a source of satisfaction or joy that they're finding in their inaugural administrative work. Relative to the first-year challenges experi-

enced, the following were put forth:

- imposing a structure on and setting priorities within a day that is much less defined than that of a classroom teacher;
- from the several who changed schools as well as roles, learning a new culture as well as a new job;
- tolerating the ambiguity of many situations where there's no clear right or wrong answer;
- managing many more relationships with both adults and students;
- communicating with and "staying on the same page" with other members of the administrative team; and
- figuring out how hard to push to effect change.

Some of the things "I wished I'd known" included:

- how my relationships with other teachers would change ("The role creates gaps and I find that some people respond to 'what' I am, not 'who' I am.");
- how much there is to do and how hard it is to get to those things most associated with being an educational leader;
- learning that there is a tomorrow, that everything doesn't have to be done tonight;
- learning that it sometimes helps to take some extra time, that sometimes things become clearer;
- seeing things as a problem rather than as

my problem;

- that I can't do everything myself, that I have to delegate, use my secretary and others better, etc.;
- how much of my time was going to be spent mediating.

And, in response to the question "Why would you take a job like that?," the following words of satisfaction were offered:

- creating partnerships between students and teachers and parents and teachers and seeing it work;
- the excitement and challenge connected to the unpredictable nature of the day;
- the opportunity to connect with more students than those formerly assigned to me as a teacher;
- the opportunity to make a difference, to have a positive impact in a larger arena;
- the challenge of being a school administrator in these times;
- the realization that the assistant principalship is an important job in and of itself, not just a way station on the road to becoming a principal.

The Assistant Principals Committee meets monthly, each time with a focus topic, and serves as a support network for its members. It is an excellent place to bring an issue or question. For more information or to join, call Mike Buckley at mbuckley@casciac.org.

### Website, continued from page 1

The site still offers the many useful features which provide members with instant access to information about association-sponsored events and activities . . .

- Hiring a new assistant principal? Use our message boards to post position vacancies. (Click on the "posting area" button)
- Looking for the name and e-mail address of the principal at a neighboring school? Use our Membership Directory (accessed through the "about cas" pop-up menu) to find staff names, school addresses, phone/fax numbers, and e-mail/website addresses for all CAS-CIAC member schools.
- Seeking elementary schools which offer Developmental Achievement Classes? Perform a search in our Membership Database (accessed through the Membership Directory link on the "about cas" pop-up menu). The database provides extensive information about the athletic, academic and administrative program offerings of CAS member schools.
- Visit our chat rooms and message boards for administrators! (Go to "posting area")
- Browse current and past issues of the BULLETIN and other CAS publications. (Go to the "publications/resources" link)
- Looking for professional development opportunities? Check out our upcoming events and activities (click on the "professional development" button). Don't forget, you can now register on-line for any of our workshops.

**If you haven't been to the new site, check it out!!!**

(See page 13 to read about the newly expanded CIAC website.)

### Extra Credit, continued from Page 1

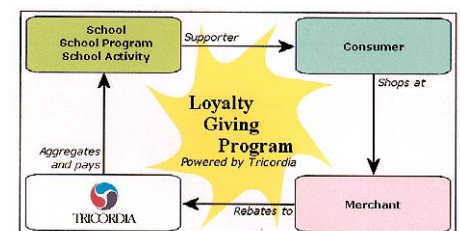
The CAS Extra Credit Partnerships program differs from others in that:

- it does not require school oversight, nor does it cost the school or its supporters anything to participate;
- there are no special cards, coupons, or passwords to remember. The supporters' purchases are tracked by registering their credit, debit, and store loyalty cards with the program. They just shop normally and the school gets credit every time they present a registered card at checkout.
- merchants want to participate because they want to attract and retain the patronage of school supporters. A true community partnership is being established.

**It's Private** — Supporters' personal data is not shared with anyone.

**It's Secure** — Supporters' personal data is stored using state-of-the-art security.

**It's Free** — And supporters' keep their existing card benefits (airline miles, etc.).



For additional information about the Extra Credit Partnerships program, please contact Dennis at [dcarrithers@casciac.org](mailto:dcarrithers@casciac.org) or at (203)250-1111, extension 3026.

## CANHS UPDATE

By Rachel Fishman, Senior  
Mercy High School, Middletown

In May, the Connecticut Association of National Honor Societies (CANHS) held its annual statewide conference. Over three hundred NHS and NJHS were in attendance. Ed Gerety, motivational speaker, opened the conference with large group activities. The large audience was then broken down into smaller groups for individualized workshops. At the end of the conference, elections were held for the new 2002-2003 CANHS Executive Board. Rory Truex, of Wethersfield High School, is the new president. Kate Dowd, of Mercy High School, is the new vice president. The new secretary is Jennifer Needham, of Southington High School. The National Junior Honor Society representative is Hope Nardini from John F. Kennedy Middle School. Rachel Fishman, of Mercy High School, is state newsletter editor.

Next up on the CANHS calendar is the NHS advisors workshop to be held this month. After that, Connecticut will be well represented at the National NHS/NJHS conference held in Atlanta. There are more than seventy students and advisors attending the national conference on Veteran's Day Weekend. The new executive board looks forward to a successful 2002-2003 school year.

## PRINCIPALS HELPING PRINCIPALS

By Arthur Sajecki, Retired Administrator

For over 24 years, the Connecticut Association of School Administrators, Inc. (CASA - formerly known as "Status & Welfare") has provided individual school administrators with financial and legal assistance in negotiations and difficult professional situations. School administration is a great responsibility which brings along accountability, and in many cases, unfounded liability. CASA is an organization formed and directed by practicing and retired school principals and assistant principals. The sole purpose is to provide educational administrators financial assistance to defray negotiation expenses, pay a substantial portion of professional legal defense costs and offer professional consultation with experienced administrators. In the past year, CASA assisted over twenty-four administrators with professional issues while reimbursing over thirty others for negotiation costs.

Over the years, CASA has developed a relationship with a prominent negotiations and contract attorney and a financial consulting organization. Benefits include personal legal services at significantly reduced cost and periodic seminars on financial planning, retirement and investing. The membership includes administrators from over 60 Connecticut towns and cities.

Membership invitations are currently being mailed to school administrators throughout the state. The non-profit organization is not a union, but a professional association of volunteer administrators helping other administrators. Annual membership remains at \$50.00. A web site at [www.casaonline.org](http://www.casaonline.org) explains the organization and provides links to many other educational sites throughout the state.

## CASC APPOINTMENTS ANNOUNCED

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

CAS is pleased to announce the appointment of Mary Leger, Director of Student Activities at East Hartford High School, as the new Executive Director of the Connecticut Association of Student Councils (CASC). Mary has had a career-long association with student councils and has demonstrated exemplary leadership at the local, state, and national levels.

At East Hartford High School, she advises a model student council of over ninety members assisted by an auxiliary council of about sixty-five. Steve Edwards, former principal of East Hartford High School, was effusive in his praise for her work there: Simply put, Mary Leger is the spark plug of our school. She . . . makes it happen at EHHS. Her talents as a teacher, activities advisor, and leader of our student council all contribute to making our school student-focused. Mary has been instrumental in developing, organizing, and implementing more programs and activities for youth than one would think humanly possible. Outgoing CASC Executive Director Al Cormier stated: The characteristics that describe who Mary is and what she does for students are numerous. Respectful, caring, dedicated, available, organized, and empowering are but a few . . . That she be appointed to the position of CASC Executive Director makes complete sense.

Mary is a graduate of Skidmore College with an M.S. in Guidance from Central Connecticut State University. She has taught mathematics at East Hartford High School for twenty-eight years and served as Student Activities Director for the last ten. CASC has recognized her twice as



Mary Leger, newly-appointed  
CASC Executive Director

advisor-of-the-year and she has been the recipient of numerous other awards including Wal-Mart teacher-of-the-year, CCSU multicultural educator-of-the-year, and the Mayor's Spotlight Award on two separate occasions.

Upon learning of her appointment, Mary stated that her goal for CASC is to have every middle and high school in the state with as active and involved a council as she has facilitated at EHHS. Toward that end, Mary has already organized:

- Advisors' Workshop, Oct 28, 8:00 am to 2:00 pm, Cromwell Holiday Inn
  - CASC Fall Leadership Conference, Nov 5, 8:30 am to 2:00 pm, East Hartford High School
- Registration materials for both events have already been mailed along with the CASC Newsletter. For additional information, contact Mary Leger at East Hartford High School (1-860-622-5326) or Mike Buckley at CAS.

CAS is also pleased to announce that Ron Nedovich, retired principal of Avon Middle School and former CASC Executive Director, has been appointed as a consultant to CAS and CASC for matters pertaining to student activities.

## AUTHOR JOHN REARDON COMING TO CAS

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

CAS proudly announces several upcoming workshops featuring the energetic and pragmatic John Reardon. The workshops, which will be directed at teachers, principals, and parents, will focus on the themes of "Teaching Children Responsibility for their Behavior" and "Raising Children and Having Fun."

Mr Reardon has thirty-eight years of experience in education. His experience encompasses k - 12. His talks inspire parents and teachers to search their hearts and rediscover their love for children.

He has written two books, the first book is called, "All Star Dads," which encourages dads to be more involved in their children's lives. His second book, "Diamonds Will Sparkle," captures the stories that have delighted his audiences during his presentations. These stories relate the successes and struggles of people who have touched his life. John Reardon says, "Children are often 'diamonds in the rough'. With the proper love and treatment, they can grow to shine with unlimited

*continued on page 8*

ARTHUR D. SAJECKI  
P.O. BOX 121  
TOLLAND, CONNECTICUT 06084

Mr. Michael H. Savage, Executive Director  
CAS  
30 Realty Drive  
Cheshire, CT 06410

June 17, 2002

Dear Mike,

I wanted to take the opportunity to thank you, and the entire staff at CAS, for many years of a supportive and professionally fulfilling relationship. I know of no other organization which so skillfully gathers the collective wisdom of educational leaders and creates a framework for fair and consistent educational practice. I found CAS to be a forum for exchange of ideas among administrators, and a welcoming meeting place for those with leadership positions which, by the nature of the job, tend to be isolating.

Shortly after accepting an administrative position in Connecticut twenty-six years ago, I had the good fortune of being invited to join the Girls' Tennis Committee. I learned very quickly of the camaraderie and the dedication within the organization, and was pleased to continue at various positions wherever my help was needed. While I received a treasured citation and selection as Assistant Principal of the Year, the true honor was to be part of CAS and associated with so many distinguished principals and administrators.

My retirement is the beginning of a new phase of my life, and I will continue to remain active within my community as I have done in the past. I also believe strongly in the mission of CAS, and if there is an opportunity for me to continue to be of assistance, do not hesitate to let me know.

Sincerely,  
*Arthur D. Sajecki*

### Reardon, *continued*

possibilities. John says, "Diamonds will truly sparkle when moms and dads, along with teachers, work hard to polish them so they can have success in life."

Mr. Reardon will be offering several workshops at the CAS conference center for teachers, principals and parents. Two workshops will be held for a principal and a team of no more than four (teachers and/or parents), one on Monday, October 21, at 7:00 p.m. and a second on October 30, at 9:30 a.m. These workshops are \$24.95 per person, including refreshments and \$49.95 for a team of up to five people from one school. Among the topics discussed at these workshops are:

- know the children's strategies to bring up adults.
- teach children to be responsible for their behavior.
- learn how to avoid power struggles with children.
- have great communication between home and school.
- teach children the meaning of the word "no".

Mr. Reardon will also present a workshop specifically for principals on November 14th entitled, "Being a School Princi-

pal and Loving the Job"(4:00 - 5:30 p.m.) and another specifically for teachers on November 19th entitled, "Teaching Children & Having Fun." (4:00 - 5:30 p.m.).

On-line registration is available for each of these workshops at [www.casciac.org](http://www.casciac.org). Or, contact Bob Carroll at [bc Carroll@casciac.org](mailto:bc Carroll@casciac.org) for registration materials.

Principals may book any number of workshops for their own schools or PTAs / PTOs by contacting Dr. Carroll. In speaking to parents about the challenges they face rearing children in today's society, Reardon says, "The missing ingredient is parental involvement, particularly the participation of fathers." Additional workshops available include:

- "Common Sense Discipline" or "Harnessing Children's Energy"
- "Coaching the Child of the New Century" or "Remember, He's only a Little Boy"
- "A Workshop for Coaches and Parents"
- "What Do You Want Men to Do to be Better Dads?"
- "Learning to Control Your Anger"
- "The School Yard Bully" or "Understanding the Child's Desire for Power and Attention"
- "Diversity Workshop"

DO YOU HAVE AN OUTSTANDING ASSISTANT PRINCIPAL IN YOUR SCHOOL OR DISTRICT?

Consider nominating him/her for the 2003 CAS Assistant Principal of the Year Award!

Visit [www.casciac.org](http://www.casciac.org) for details

## Stress and Administrators

In his doctoral research at St. Louis University, Richard Riggs, principal of Washington (MO) High School, surveyed secondary school administrators about stress. The following are among his findings:

- U 53.7% find it hard to relax;
- U 67.7% believe that if something can go wrong, it will;
- U 69.4% tend to look on the bright side of things;
- U 54.5% tend to be optimistic about the future;
- U 48.7% enjoy their friends a lot;
- U 57.8% hardly ever expect things to go their way;
- U 57.8% rarely count on good things happening to them;
- U 37.1% say that telephone interruptions cause them stress;
- U 38.0% said that complying with federation regulations causes a great deal of stress;
- U 38.8% felt their workload is too heavy;
- U 26.4% said that evaluating teachers was a high stressor;
- U 38.0% said that excessive (unnecessary) meetings cause a high level of stress;
- U 67.7% said they suffer from headaches;
- U 47.9% said they suffer from backaches;
- U 63.6% said they suffer from ulcers, constipation, diarrhea, or other digestive related illnesses;
- U 63.6% said they suffer from hypertension;
- U 74.3% said they suffer from sleeplessness;
- U 76.0% said they suffer from anxiety and nervousness;
- U 62.8% said they exercise to relieve stress;
- U 61.9% said they use time management skills to help manage their stress levels;
- U 73.5% said they use meditation, yoga, or other techniques to manage their stress;
- U 63.6% said they resort to hobbies or other home interest to manage stress.

Dr. Riggs recommends not getting tied up in the "administrivia" of the job and to inject a good dose of humor into your life every day.

(Reprinted from the Illinois Principals Association Newsletter)



## middle school news

### CAS Honors Middle Schools of the Year

By Earle G. Bidwell, Assistant Executive Director

It is fitting in a state as diverse as Connecticut that the CAS middle schools of the year are from a city in the middle of the state and a small community in the southeast corner. While as diverse as their demographics, **East Hartford Middle School** and **Mystic Middle School** share several commonalities. First and foremost is the fact that both are clearly child-centered. Not only do the teachers espouse this concept but also there was ample evidence that parents and students are well aware of this focus. Second, the academic programs are clearly the major focus of school improvement efforts. There is ample evidence that every program is geared toward success for all students and there is a plethora of evidence that classes are exciting and stimulating and that students are challenged to do their best. While the similarities don't end there, there are aspects of each school that set them apart from others.

"From East Hartford Middle School's Mission Statement to its Human Rights Document, from its character education curriculum to its conflict resolution program, the school embraces the many needs of an urban population of over 1,250 students. A child-centered, student oriented middle school, EHMS boasts over 30 clubs and activities, 14 proactive programs, 13 safety and disciplinary initiatives and over 12 student success driven processes." This excerpt from the school's application epitomizes the central beliefs embraced by the entire school community.

Members of the visiting team were also struck by the quality of leadership shown at all levels. While school and district administrative leadership is critical, it is apparent that leadership takes many other forms in East Hartford as well. Evidence of this is found in the shared leadership with teams and the various support systems that are in place. It is a sign of confidence and evidence of middle level education at its best when administrators are willing to share a high degree of responsibility with faculty, staff and parents.

With a strong organizational structure in place, the faculty and administration are committed to a major focus on academic improvement for all students in the next phase of their school improvement plan. Students spend two years with the same group of teachers, the curriculum is aligned with the state frameworks and specific expectations and rubrics are being established for each course.

Perhaps the most impressive aspect of EHMS is the fact that it is a work in progress. From Principal David Welch to the faculty, students and parents, there is a recognition that while much has been done, there is still much left to do. Furthermore, all share a vision and a commitment to make it happen. With this spirit, East Hartford Middle School is an exciting learning environment and a fine representative of what can be accomplished in a large urban setting.

"Mystic Middle School is committed to providing an educational program conducive to meeting the needs of emerging adolescents as well as ensuring the success of all ...students." To accomplish this, the staff has worked diligently to develop challenging, exploratory and integrated curricula. Furthermore, they constantly consider how students learn best and differentiate instruction and assessment. Principal Susan Dumas and her staff believe that by providing varied instructional and learning approaches, students will achieve high standards. Also teachers and students collaborate in the development of the rubrics by which progress and programs are assessed.

Interdisciplinary units are a staple of the program. Through instruction organized around themes (such as the Grade 5 Celebration of Excellence winning "Nutcracker Ballet" unit, the genre of science fiction, Slavery and the Underground Railroad, a Classroom City, or an America's Cup unit integrating world geography and writing),

*continued on page 10*

### Middle School Reform Making a Difference

By Earle G. Bidwell  
Assistant Executive Director

Middle schools in America are alive and thriving! While often maligned, misconstrued and misunderstood, research shows that middle schools that promote reform recommendations advocated by *Turning Points* (Preparing American Youth for the 21st Century) and other middle school reform principles, succeed beyond expectations.

In a time when the national focus is on "no child left behind," research undeniably shows that students in middle grade schools that have implemented a high number of the recommendations are experiencing a substantial degree of success in a number of areas. According to Sue Swaim, Executive Director of the National Middle School Association, "...current research indicates that young adolescents show greater achievement in academics and other aspects of their lives when they receive the benefits of a developmentally appropriate middle level education." That developmentally appropriate education is the key to the middle level reform movement outlined in the *Turning Points* recommendations and the subsequent *Turning Points 2000: Educating Adolescents in the 21st Century*.

In short, the *Turning Points 2000* recommendations are: (1) Teach a curriculum grounded in

*continued on page 10*

#### CAS and NELMS Seminars and After-School Activities

CAS's Center for Early Adolescent Educators will be hosting a series of NELMS In-Depth Seminars and After-School Activities at the CAS Conference Center during the 2002-2003 school year. These exciting activities will cover a wide range of middle level topics from effective practices to teaming. The next all-day seminar will be at the CAS Conference Center on November 20, 2002 and is entitled **EFFECTIVE LITERACY PRACTICES AT THE MIDDLE LEVEL** with presenter Cynthia Field. The program will explore the reading/writing/ thinking connection. Participants will also learn about theory and practices that affect comprehension for middle school readers. In addition, activities that can be used to improve learning before, during, and after reading any assigned material will be presented.

For a complete list of Seminars and After School Activities, or to register, visit [www.NELMS.org](http://www.NELMS.org).

## ... more middle school news

### Reform, *continued*

rigorous, public academic standards for what students should know and be able to do, relevant to the concerns of adolescents and based on how students learn best. (2) Use instructional methods designed to prepare all students to achieve higher standards and become lifelong learners. (3) Staff middle grades schools with teachers who are expert at teaching young adolescents, and engage teachers in ongoing, targeted professional development opportunities. (4) Organize relationships for learning to create a climate of intellectual development and a caring community of shared educational purpose. (5) Govern democratically, through direct or representative participation by all school staff members, the adults who know the students best. (6) Provide a safe and healthy school environment as part of improving academic performance and developing caring and ethical citizens. (7) Involve parents and communities in supporting student learning and healthy development.

· "The data (Phi Delta Kappan 1997) show that, across subject areas, adolescents in highly implemented schools achieve at much higher levels than those in nonimplemented schools and substantially better than those in partially implemented schools."

· "...in the most fully implemented schools, teachers report(ed) far lowers levels of student behavior problems than do teachers in less implemented and nonimplemented schools."

· "...students in the more fully implemented schools are less fearful of being victimized, are less worried about something bad happening at school and about the future, and have higher levels of self-esteem."

· "...findings to date strongly support the view that high-quality schooling, well implemented, can make profound contributions to the achievement, mental health, and socio/behavioral functioning of students who are often left behind and for whom there is often a sense that school cannot make a difference in their lives."

While class size, financial support and grade configuration certainly impact success in middle grades, the defining factors appear to be the Turning Points (and other reform document) recommendations. Schools that have more fully implemented the concepts experience the greatest success.

Urge your local school officials to fully adopt reform in your middle grades to provide each child with a program that is academic excellent in a developmentally appropriate manner. This is the best way to ensure that "no child is left behind."

### Schools of the Year, *continued*

students are able to experience and show mastery of new learning in authentic and meaningful ways.

The visiting committee was particularly impressed with the commitment to the exploratory programs. The world language program is for all seventh and eighth graders; the exemplary music program boasts a 94% participation rate; and the visual arts program focuses on art which expresses students' thoughts and creativity through a variety of creative and cultural experiences.

At Mystic Middle School, there are many options for students and parents ranging from choices in the way academic services are delivered to an outstanding unified arts program. Finally the academic program is clearly a major focus of the school's efforts.

The CAS Middle School of the Year Committee is proud to honor these two outstanding schools and to count them among the finest middle level programs that Connecticut has to offer.

## elementary news

### SHARON BEITEL NAMED OUTSTANDING FIRST YEAR PRINCIPAL

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

Congratulations to Sharon Beitel, principal for Burnham School in Bridgewater and Booth Free School in Roxbury who was recently named the 2003 Outstanding First Year Principal by the CT Association of Elementary School Principals (CAESP). Just completing her first year in the principalship, Sharon was ready to assume the leadership responsibilities of two buildings, two student bodies, two staffs, two towns, and two PTOs. Right from the beginning, Sharon was a visible presence in the classrooms, in the lunchroom, in the hallways, and on the playground. She quickly became acquainted with the students and demonstrated warmth and caring; while at the same time setting high expectations of behavior and mutual respect.

One of the first indications of how Sharon would handle difficult situations was evidenced in the aftermath of September 11. An emergency staff meeting was held during which Sharon presented guidelines for dealing with students in a sensitive manner. In the days and weeks following the tragedy, pupils were welcome to share their feelings openly with conversation, art, poetry, and prose.

Sharon established high expectations for both faculties and she facilitated each group in achieving its individual and school goals for the year. Mrs. Beitel has been recognized for her efforts in bringing together the entire school community in each town to assess needs from faculty, curricular and climate standpoints.

"Presentations to the community and the board of education in this first year clearly evidenced Sharon's outstanding ability to convey information in an organized and articulate manner. She responds well to questions and thinks well on her feet," said Charles Sweetman, Superintendent of Schools.

It was the unanimous decision of the staffs at Burnham School and Booth Free School to nominate Sharon Beitel for the William Cieslukowski "Outstanding First Year Principal" Award. The CAS committee that chose Sharon quickly realized the positive impact she made on students, parents, staff, and the entire community of Bridgewater and Roxbury. Sharon has shown everyone she comes in contact with that she is professional, dynamic, possesses a sense of humor and her caring and nurturing manner provided both schools with the knowledge that working together they could achieve great things. The entire CAS family congratulates Sharon Beitel on this wonderful achievement.

### Principals Receive Lowest Pay Increase in a Decade

The average salary for elementary school principals in 2001-02 was \$73,114, a seven-tenths percent raise (up only \$527 from last year's \$72,587). The 2001-02 average salary for middle school principals was \$78,176, a one percent increase over last year's \$77,382.

These increases are the lowest since 1991-92 and fell substantially below the 2.8 cost of living increase as measured by the U.S.

Department of Labor Consumer Price Index (CPI) for 2001-02.

These figures were released in April by the National Association of Elementary School Principals (NAESP) as 5,000 principals gather for their national convention. The annual national survey of salaries paid to the elementary and middle school principals, conducted by the Educational Research Service, was published in full by the May issue of NAESP's *Principal Magazine*.

## . . . more elementary news

### CT Educational Leaders Make Mark on Capitol Hill

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

The following educational leaders representing the Connecticut Association of Schools recently visited Washington, DC, to bring the views of school principals and their communities to the U.S. Congress: Dr. Allen Fossbender, president of the CT Association of Schools, Dr. Jerry Auclair, member of the CAS board, Katherine Bishop, CT State Representative to NAESP, Edie Franzi, chair elect of the CT Assoc. of Elementary School Principals, Ed Handi, member of the CAS Board, Michael Savage, executive director of the CT Association of Schools and Dr. Robert Carroll, asst. executive director. The CT group joined 250 colleagues from across the U.S. for a joint meeting of the National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP), which brings together affiliate associations from all 50 states and the District of Columbia. NAESP and NASSP serve all K-12 principals, assistant principals, and other educators in the United States, Canada, and overseas.

Vincent L. Ferrandino, NAESP's executive director and Gerald Tirozzi, NASSP's executive director, discussed the mood of the country and the critical need for funding education. Ferrandino said, "The best defense against terrorism and maintaining homeland security is an educated populace." "Money most definitely does matter as our schools educate the growing numbers of youngsters who are poor, have disabilities, or speak little or no English. We must be able to offer higher salaries, better working conditions, and continuous professional development to stem the critical shortage of teachers and principals."

Savage, who is the executive director of the CT Association of Schools, briefed colleagues on education issues in CT and attended sessions on the Individuals with Disabilities Education Act (IDEA), federal education funding, and leadership training.

The seven members of the CT delegation visited congressional leaders and urged them to:

**" Fully fund IDEA and Title I.** Congress enacted IDEA in 1975 to ensure children with special needs and disabilities would be educated. The CT delega-

tion urged Congress to make full funding of IDEA mandatory by 2008. Title I funds are directed at children who are the most at risk of school failure, often disadvantaged children who need extra and specialized assistance.

**" Reduce the special education paperwork requirements.** IDEA's paperwork requirements have become so overwhelming and repetitive that much needed special education teachers are leaving the profession. CT's delegation urged Congress to overhaul these requirements to give teachers more time to spend with students.

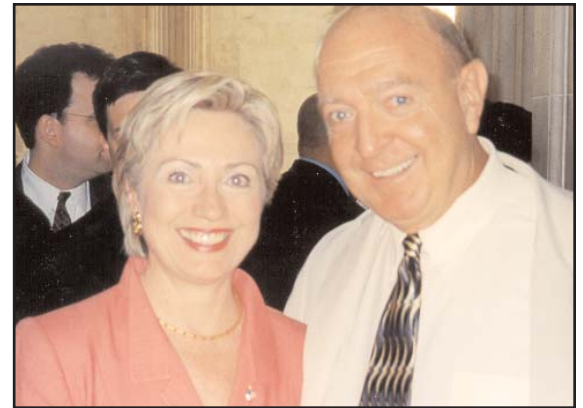
**" Support high-quality professional development pertaining to special education.** Principals often are not included in special education training and methods. However, as school leaders who hire and evaluate special education teachers, principals need to be kept up-to-date on special education theory and practice.

**" Eliminate IDEA's dual system of discipline.** The CAS representatives asked Congress to adjust the school discipline and safety regulations under IDEA so that they apply to all children, special and regular education students alike. The delegation further asked that federal funds not be contingent on a dual system of discipline.

**" Maintain funding for the School Leadership Initiative.** Principals from across the nation urged Congress to continue funding this new program, which is designed to help high-need districts hire more principals. The program also provides some funds for professional development to help school leaders build their skills.

**" Increase funding for Smaller learning Communities,** a program to help more school districts and large schools plan and develop better learning environments by using smaller-school strategies.

**" Continue full funding for education programs.** As demands for higher standards grow and educators are held accountable for student achievement, schools need a myriad of resources to help students meet high expectations. Members of the CT delegation met with Senators Joseph Lieberman and Thomas Dodd along with Representatives from each of CT's 6 congressional districts.



CAS Assistant Executive Director Bob Carroll meets Senator Hilary Clinton during his visit to Capitol Hill.

### BENEFITS OF ALL DAY KINDERGARTEN

Another study has confirmed the academic and financial benefits of full-day kindergarten; this one focusing on poor, minority students. The Philadelphia study of more than 17,000 schoolchildren found that children who attended a full-day kindergarten program were more likely to be promoted through the fourth grade. The study compared full-day and half-day kindergarten attendees with those children who had no kindergarten experience. By the time they reached third and fourth grades, former full-day kindergarteners were more than twice as likely as children who did not attend kindergarten and 26 percent more likely than half-day attendees to be promoted each year. While results were most dramatic for full-day students, both full and half-day classes were determined to benefit children. By the time they reached third grade, full-day kindergarten graduates scored higher on standardized reading and math tests; received better grades, and had better attendance compared with other students. In the fourth grade, the former full-day students were more likely to have better outcomes in attendance and science, and they did not lag behind their peers in any areas. (Education Week, April 2002)

### Books Every Elementary Principal Should Have

<b>Grade Level</b>	<b>Joke and Riddle Books</b>
5-12	Biggest Riddle Book, Rosenbloom
PK-3	The Riddle Book, McKie
	<b>Novelty Books</b>
PK-12	World's Toughest Tongue Twisters, Rosenbloom
K-3	Q is for Ducks, Elting
	<b>Picture Books</b>
K-12	The Kissing Hand, Penn
	<b>Poetry Books</b>
PK-8	The New Adventures of Mother Goose, Lanksy
K-8	No More Homework! No More Tests!, Lanksy
	<b>Information Books</b>
4-12	The Kid Who Invented the Popsicle, Wolffson
	<b>Resource Books</b>
	A Teacher is a Special Person, Farber
	Live and Learn and Pass It On, Brown

(Source: Illinois Principals Association Newsletter)

## ciac news

■ Reverend William Charbonneau, former principal of East Catholic High School and past-president of CAS, was named a monsignor by the Archdiocese for the Military Services of the United States. "Father Bill," as he was affectionately referred to, was a decorated CAS-CIAC veteran, having earned a CAS Citation, the association's highest honor, in 1994. He resigned from his position as CAS president in 1996 in order to accept his current assignment as Air National Guard chaplain. Monsignor Charbonneau continues to serve CAS-CIAC as chair of the NFHS Ice Rules Committee.

■ Use of the popular supplements ephedrine and creatine may be a factor in the recent surge of heatstroke deaths in football, according to an editorial in the medical journal "Neurosurgery." It says that ephedrine compounds, used as an energy supplement, increase the body's core temperature thereby decreasing its ability to cool itself, while creatine, a muscle builder, shifts body water from the blood stream to muscle cells, also contributing to heatstroke. According to the National Center for Catastrophic Sports Injury Research, an average of 4.4 heatstroke-related football deaths occurred each year between 1965-74 ("before awareness of proper hydration was widespread"). Only 1.7 such deaths occurred each year in the next ten years, but the numbers have gone up since, with four deaths each in 1995, '98 and 2000, and three in 2001. Dietary supplements were deregulated in 1994. [Los Angeles Times, 7/26/02]

■ The Missouri School State High School Activities Association has prevailed in a case brought by a student seeking to compete on both a school and a non-school team in the same sport during the school team's season. The student argued that the rule prohibiting her from participating on both teams simultaneously was in violation of the equal protection clause of the Fourteenth Amendment and of students' rights of free association under the First Amendment. The trial court denied the student's suit for injunction. The appellate court upheld the ruling, finding that (1) the rule did not impinge upon intimate human relationships or First Amendment freedoms; (2) it did not prevent association or discriminate against such association; and (3) it was rationally related to the welfare of high school athletes.

### CIAC's newest partners

- The U.S. Air Force sponsored the 2002 CIAC track and field championships in June. In association with IHIGH.COM, the US Air Force is planning to sponsor track and field championships in 30 National Federation states in the next several years.
- The CAS Financial Development Committee has recently approved a 3-year contract with The Kukulski Brothers, Inc., a Tempe, Arizona based sports merchandising company. The firm will provide programs and souvenirs for four CIAC championships. The Kukulski Brothers is the official supplier of sports merchandise for state athletic associations in Arizona, Nevada and Southern California. They have been in business since 1978 and enjoy a great reputation.

■ The recent U.S. Supreme Court ruling allowing the random, suspicionless urinalysis testing of any students participating in extracurricular competitive activities is likely to have a considerable impact on school districts around the country. The NASSP website provides a brief Q & A, a legal brief, and a link to the Supreme Court's brief that may prove helpful to schools in understanding the case and the Supreme Court's decision. Visit: [http://www.principals.org/services/legal\\_drugststngQA.html](http://www.principals.org/services/legal_drugststngQA.html)

■ College-level women's gymnastics programs are on the decline. In 1982, 22.7% of NCAA schools offered women's gymnastics; in 2002, 8.5% of NCAA schools offer women's gymnastics.

### SOCCER LINKED TO BRAIN INJURIES

A new study by the Institute of Medicine has concluded that head injuries are more common in soccer than in other sports and that one in four high school soccer players has sustained one or more concussions. A second concussion before complete recovery (which can take weeks) can be especially dangerous, and youths are particularly vulnerable because their brains are not fully mature. "Youth Today" suggests coaches can help by being more aware of the risks and taking these steps: 1) call timeout immediately after an injury to determine the player's consciousness; 2) ask him or her to describe symptoms; 3) seek medical attention after head injuries; and 4) allow players with head injuries plenty of time to heal before returning to action. [Youth Today, August 2002]

### Mark Blair Named Honorary Chair of the 11th Annual Golf Benefit

Mark Blair, president of Golfer's Warehouse in Hartford, Canton, Orange, and Cranston (RI), has been named honorary chair of the 11th Annual CIAC Golf Benefit.

Following an 8-year career as head golf professional at the Farmington Woods Country Club, Mark opened the first golf superstore in the country in 1983.

The 2003 golf tournament will again be held at the Torrington Country Club on Monday, June 23, 2003. The 2002 event was a sell-out and raised over \$35,000 for the association.

■ A new study claims that changing physical education classes so that students spend more class time in motion can yield measurable improvements in fitness. The study, which appears in the August issue of *The Journal of Adolescent Health*, found that students became more fit after just eight weeks of a new exercise regimen in class. Researchers looked at physical education classes for 1,140 students ages 11 to 14 and found that some classes required students to take part in as little as 6 to 10 minutes of aerobic exercise. Then they modified the classes by tripling the amount of time some of the students were active. After eight weeks, the students in the group that exercised more were found to have slightly lower blood pressure readings, and when "skin-fold" tests were used, those students also had lower levels of body fat. (Source: New York Times, July 30, 2002)

### POWERHOUSE SPORTS SCHOOLS DON'T SACRIFICE ACADEMICS, STUDY FINDS

Schools with top-ranked sports teams performed slightly better on state exams than comparable schools with less successful teams, according to the "How Well Are American Students Learning?" report, released by the Brookings Institution's Brown Center on Education Policy. The report compared reading and mathematics test scores from 163 "powerhouse" high schools with scores from other schools from their states with similar racial and socioeconomic profiles. The report did find that schools with both standout athletic teams and high test scores were more likely to be in wealthy suburban neighborhoods with predominantly white populations. [Education Week, 9/11/02]

## . . . more ciac news



Tony Mosa and Mike Savage share the spotlight with Lindy Remigino (center) after Lindy's induction into the National High School Sports Hall of Fame this past summer. Shortly after the induction ceremony, Lindy traveled to Helsinki, Finland to participate in the Finn's golden Olympic anniversary celebration at the very stadium where fifty years earlier he earned a gold medal in the 100-meter.

## COACHES' CORNER

*News from the National Federation of High School Associations*

### SOFTBALL

■ **Banned Bats:** The Amateur Softball Association (ASA) has announced that five models of softball bats sold throughout the country no longer meet the ASA Bat Performance Standard. Effective immediately and until further notice, the following previously certified models have been banned from use:

- DeMartini Doublewall Classic
- Miken Velocit-E Ultra (Balanced)
- Miken Velocit-E Ultra (Maxload)
- Worth 3DX
- Worth EST23

Since NFHS softball rules require that all bats meet the ASA performance standard, these particular models are no longer in conformance with NFHS rules. Random testing is ongoing and could result in additional models being banned. Check out [www.asasoftball.com/umpires/certified\\_equipment.asp](http://www.asasoftball.com/umpires/certified_equipment.asp) for the most up-to-date information.

### BASEBALL

■ **Rules Changes:** Most of the rules changes made by the National Federation Baseball Rules Committee deal with base running and the use of proper appeals. The most important change was made to Rule 8-2 Penalty Articles 1-5, which explains when a coach or player can make an appeal on a missed base. In addition to the set rules on appeals, the rule change added that an appeal must be made before an intentional base is grant-

ed. This rule was added to prevent the defense from intentionally walking batters it does not want to face and then appealing a missed base. The rule change also prevents the defense from attempting a pick-off play and then appealing a missed base, as well as allowing the defense to appeal if the offense initiates a play, such as stealing a base. The rule also stipulates that a defensive coach can appeal only during a dead-ball situation.

*continued on page 14*

## CIAC EXPANDS ON-LINE ELIGIBILITY CENTER

Beginning with the current sports season, member schools are now required to submit ALL eligibility lists and tournament forms on-line through the CIAC website. A number of new features have been added to the site to assist members with their on-line data entry.

### New "Administrative Actions"

Through the "Administrative Actions" pull-down menu, schools can:

- (1) submit a request for help and/or report a problem. If the request/report is made during normal business hours, it should be responded to promptly;
- (2) view a status report which indicates which forms are due, when they are due, and whether or not they have been submitted;
- (3) enter/edit general school information. Any information submitted here – such as principal name, school phone, athletic director name/phone, etc. - is stored in the system and will automatically be pre-entered on all tournament forms which ask for this data.
- (4) submit "Certification of Recruiting Compliance" form electronically;
- (5) add a team that is sponsored but not listed on their sports listing or delete a team that is listed but not sponsored;
- (6) request a change of password;
- (7) use the school-to-school messaging option. Athletic Directors may now send messages to other A.D.'s using the "Send A Message To Another School" option.

### New "Does Not Qualify" Form Added

Two new options have been added to the individual sports' menus - one to generate tournament fee invoices and one to notify the CIAC if a team will not be participating in a specific tournament.

While we do not invoice schools for tournament fees, if you need an invoice before cutting a check you can generate your own by selecting the "Generate Tournament Invoice" option under any sports' menu. For sports such as swimming and track where fees are based on the number of athletes participating, be sure to submit your entry form before generating your invoice so the fee is calculated correctly.

The DNQ notification is designed so schools that are sure they will not qualify for a tournament can inform the appropriate officials. If you have submitted a DNQ notification for a sport your school will be removed from the list for e-mail reminders for non-submission of that sport's tournament forms, and tournament directors will not contact you looking for that sport's results, rosters, etc.

### Master Schedules Now Available For Fall Sports

Master schedules compiled from the individual schedules schools have entered into the eligibility system are now available for boys' and girls' soccer, girls' volleyball and field hockey via the "View Other Schools Schedules/Results" option in the administrative actions pulldown menu.

Schools may find this information useful for double checking that opponents' schedules are in sync with their own. These schedules are also available to your coaches

*continued on page 14*

**COACHES' CORNER, continued**

Another important rule change is an addition to Rule 3-1-1i. The change states that coaches may have in their possession in the coach's box, a Personal Digital Assistant (PDA) or comparable electronic score-recording device, which shall be used for scorekeeping purposes only, in addition to a rules book and scorebook. For additional baseball rules changes, visit [http://www.nfhs.org/sports/baseball\\_rules\\_change.asp](http://www.nfhs.org/sports/baseball_rules_change.asp).

**LACROSSE**

■ **2003 Rules Changes:** The National Federation Boys' Lacrosse Rules Committee made four rules changes at its annual meeting in July. The most important rules change was an addition to Rule 4-28-7, which deals with the situation of an injured player. It stipulates that if a player is determined to be apparently unconscious by the game officials, the player may not return to play in the game without written authorization from a physician. It also states that this time-out, if not charged, is counted as an official's time-out. Other rules changes – which concern the expulsion of an individual from a contest and the wearing of jewelry – can be viewed at:

[http://www.nfhs.org/sports/lacrosseboys\\_rules\\_change.htm](http://www.nfhs.org/sports/lacrosseboys_rules_change.htm).

■ **Reminders of Future Changes:** Helmet decals and external markings on helmets shall be school-issued and beginning in 2005, all teammates shall wear helmets of the same color. Beginning in 2004, sweatpants are required to be the same, solid color.

**WRESTLING**

■ **New Video Available:** In an effort to educate coaches, officials and wrestlers about the misuse of a legal front headlock in wrestling, the National Federation has released an instructional video depicting the proper uses as well as the illegal uses of a front headlock. For the past two wrestling seasons, the NFHS Wrestling Rules Committee has received an alarming number of complaints about the front headlock and its apparent misuse. "The hold entails a subtle repositioning of the hand which applies pressure to the neck area which can cause temporary unconsciousness," NFHS Assistant Director Jerry Diehl said. "Wrestlers have been keen enough to know where the official was and then used the hold in an unacceptable fashion." The goal of the video, "Front Headlock: The Problem," to show coaches, officials and wrestlers how a legal hold can easily be turned into an illegal hold, which can affect the opponent. **Video tapes will be sent free of charge to all CIAC member schools with wrestling programs.** Look for your copy in the mail in the coming month!

**NEW SPORTS MEDICINE HANDBOOK**

After the overwhelming success of the first edition of the Sports Medicine Handbook, the National Federation of State High School Associations has made available the second edition earlier than originally expected. The Sports Medicine Handbook is a reference guide for coaches, athletes and administrators for sports injury treatment. The second edition includes additions that were identified as needs by our membership, such as new information about asthma, fluid replacement, disordered eating and nutritional concerns for the female athlete triad, as well as emergency planning, equipment issues, heat-related illness and other information that pertains to the sports medicine field at any level. The Sports Medicine Handbook is a publication of the NFHS Sports Medicine Advisory Committee, which consists of physicians, athletic trainers, physical therapists and representatives from the member state associations. The second edition of the Sports Medicine Handbook costs \$14.95, plus shipping and handling. Go to [www.nfhs.org/PDF/SM\\_flyer\\_orde.pdf](http://www.nfhs.org/PDF/SM_flyer_orde.pdf) to order online or contact NFHS Customer Service toll-free at 800-776-3462.

**DUES INCREASE**

Effective July 1, the National Federation has increased individual membership dues for coaches and officials from \$16 to \$30. This action was taken to address the continued increase in insurance premiums for its professional organizations.

**Website, continued**

and the general public via the "View Schedules" link on the CIAC pop-up menu which appears on the non-password protected pages of the site.

**Rankings By Class Posted On Website**

Rankings by class for boys and girls soccer, field hockey and girls volleyball are now available for viewing on the CIAC website (go to the CIAC pop-menu and click on the "View Schedules/Results" option). The information reflected on these pages is drawn from results entered by schools into the online eligibility system. Therefore, the accuracy of the rankings is contingent upon a member school's diligence in updating its results after each contest.

While there is still no requirement that schools enter their results prior to the established tournament form deadlines, entering games as they are played will allow a school's records to be correctly reflected in these rankings. It is our hope that making this information available to the general public will help build excitement around these sports as we head towards tournament time.

**Additional Features**

The CIAC website has been expanded to include a number of other new features which should benefit member schools.

- Retrieval of stored data – Schools can view all forms/data that have been entered into the system and can export data that has been entered, whether from the current or previous school year.
- Tournament packets – All sports tournament packets can now be downloaded through the CIAC website.
- Miscellaneous forms – All miscellaneous CIAC forms – such as coop team applications, NF sanctioning forms, out-of-state contest forms, transfer forms – can be downloaded from the site, but must be submitted manually.

**See page 15 to learn about setting up limited access codes to allow coaches to enter game results.**

**NATIONAL HIGH SCHOOL ACTIVITIES WEEK**

By Mike Buckley, Assistant Executive Director

*"We have fundamental, empirical evidence that interscholastic activities provide a successful way in which to create healthy and successful citizens."*

-- (R. Kanaby)

CAS/CIAC joins the National Federation of State High School Associations in celebrating National High School Activities Week, October 20 - 26, 2002.

This annual celebration was created in 1980 to increase the public's awareness of the values and needs of interscholastic activity programs. CAS member high schools are encouraged to use this week to call attention to and promote the values inherent in athletics and other activities such as debate, music, drama, cheerleading, multicultural/diversity clubs, student publications, service, and the like. As Robert F. Kanaby, executive director of the National Federation States, National High School Activities Week is an opportunity to remind the public that a comprehensive program addressing society's most pressing concerns is already in place in your community, by:

- finding and nurturing the best effort of each young participant;
- encouraging students to stay in school, perform better academically and become better citizens;
- demanding respect for fair play and appreciation for the equitable application of procedures, rules and regulations;
- providing healthy lifestyle instruction;
- challenging racism, sexism and classicism through the active pursuit of teamwork and school spirit.

What follows are the national designations (and suggestions for recognition) for the week of October 20-26. Schools are encouraged to "pick and choose" as befits their communities.

■ Sunday, October 20th, is **National Be A Sport Day**, a time to encourage awareness and discussion about the importance of sportsmanship, ethics and integrity to the conduct of interscholastic programs. Hand out incentives for staff and students "caught" being good sports. Welcome visiting teams for the week with announcements and/or posters. Print bookmarks with sportsmanship ideas and ask the school library to slip them into books being checked out.

■ Monday, October 21st, has been designated **Fine Arts Activities Day**, a time to focus on the students, teachers, and advisors involved in your fine arts programs. Perhaps local actors or musicians could be invited to perform with students, a drama skit could be presented during lunch, or former band members invited back to play with current band.

*continued on page 16*

## caad news

### San Antonio to Host 2002 Conference

The 33rd NFHS National Conference of High School Directors of Athletics will be held December 14-18, 2002 in San Antonio, Texas. Conference attendees will be housed at the Marriott Rivercenter and Marriott Riverwalk Hotels just a few blocks from the Alamo. Most conference functions will be held in the adjacent San Antonio Convention Center. The conference exhibit show is scheduled for December 15-17 in the convention center. The conference will also be the site of the National Interscholastic Athletic Administrators Association's 26th Annual Meeting.

These annual conferences offer outstanding educational in-service opportunities, featuring professional speakers, as a well as experienced athletic administrators who willingly share their knowledge on topics critical to today's athletic

administrator. In addition to the many professional development opportunities, the Texas Host Committee will assist the NFHS staff in arranging some outstanding entertainment activities.

The conference registration brochure will be available on-line in early September and will be mailed to all current NIAAA members at the same time. The conference registration fee has not been set at this time, however, due to inflation in meeting space costs, the fees will probably increase four to five percent.

Attendees will again make their own hotel room reservations directly with the Marriott Hotels. For planning purposes, conference room rates will be \$128.00 per night for a single and \$138.00 per night for a double. In addition a 16.75% per night room tax will be added for a

total price of \$149.44 per night single and \$161.12 per night double. If more than two persons are in a room, there will be a charge for each extra person. Reservations for either hotel may be secured by calling 1-800-648-4462.

When making reservations for the conference, you will need to give the following code. For the Marriott Rivercenter Hotel use the code FSHFSHA for the single/double rate; use the code FSHFSHB for three in a room; and use the code FSHFSHD for four in a room. For the Marriott Riverwalk Hotel use the code NFSNF-SA for the single/double rate; use code NFS-NFSB for three in a room; and use the code NFSNFSD for four in a room.

For a preliminary conference schedule, visit: [www.nfhs.org/niaaa/ad2001/AD-01Sched.htm](http://www.nfhs.org/niaaa/ad2001/AD-01Sched.htm).

#### CAAD Officers and Consultants 2002-03

##### Officers:

President	Paul Mengold, Amity Regional H.S. Woodbridge
President-elect	John Shukie, N.W. Catholic H.S. West Hartford
Secretary	Chip Dorwin, Guilford High School
Treasurer	Ken Marcucio, Derby High School
Past President	Robert Lehr, Southington H.S.
Exec. Secretary	Paul Maskery, CAA

##### Representatives:

District #1	Leo Bravakis, E. Windsor High School Trish Witkin, Enfield Public Schools John Krot, Killingly High School
District #2	Judy Samaha, Sheehan H.S., Wallingford Jim O'Neill, Waterford High School Jay Cottone, Wethersfield High School
District #3	Susan Murphy, Platt RVT School, Milford Bob Tait, Foran High School, Milford Joe Canzanella, New Haven Public Schools
District #4	Jeff Sunblade, Avon High School Matt Perachi, Shepaug H.S., Washington John Lawless, Nonnewaug H.S., Woodbury

##### Consultants:

Awards	David Johnson, Bunnell H.S., Stratford
CIAC Rep.	Joseph Tonelli, Notre Dame, West Haven
Constitution	Patrick Burke, Old Saybrook High School
Convention	Fred Balsamo, East Haven High School
Newsletter	Ray DeAngelis, O'Brien RVTS, Ansonia
Officials	Paula Fitzgerald, Westbrook High School
Prof. Devel.	Pamela Goodpaster, Joel Barlow, Redding
Retired AD's	Edward Tyburski (retired)
Season Limit.	John Novakowski, Bristol Public Schools
Sports	Barbara Startup, Glastonbury High School

#### Coaches Can Be Granted Limited Access to Eligibility Center

The CIAC recently announced that updated rankings for the sports of boys and girls soccer, field hockey and volleyball will be posted in an area of the website that is accessible to the public. The only way that these rankings will be accurate is if schools enter their results on a day-to-day basis. In order to alleviate the burden of having one person enter all the results for a school daily, we have added the ability for schools to set up sport-by-sport access codes to allow coaches, or other designated representatives, to enter game results without having the school's eligibility center username and password.

The management and security of these limited access codes is completely at the discretion of each individual school. The building principal and/or athletic director may elect not to use this new option.

To set up codes for sports, log into the eligibility center and select the "Manage Access Codes" option from the "Administrative Actions" menu. From that screen you will be able to add or change codes for each sport. You can use the same code for more than one sport, and you can have multiple codes for an individual sport. This allows you to give one person a code which can be used to update multiple sports, while giving another person a code that authorizes entry for only one sport.

Once your access codes have been created, the individuals to whom you issue your access codes can enter their results by choosing the "Submit Game Results" option under the "C.I.A.C. (athletics division)" button which appears near the top left corner of most pages on the site. On that page they need to pick your school and a sport from the pulldown menus to go to the data entry

section. The form they will be using will look very similar to the results form found in the CIAC Eligibility Center, except that no miscellaneous information fields are included and there is an additional field for entering the access code you issued them.

A few important points regarding this new option:

1. You are not required to use this option and should only give access codes to trusted individuals. Since the access codes must be created by logging in under a school's eligibility center username and password, these codes are considered an extension of that password, and therefore information entered under these codes is deemed to have been authorized by the principal, to whom the eligibility center password was originally issued.

2. Do not use any of the following for an access code for any sport:

- The name of your school, your town, the nickname of your teams or your school colors.
- The name of your coach.
- Your eligibility center username or password.
- The words "access" or "password".
- Anything else that would be easy for an unauthorized person to guess.

As with any password, random combinations of letters and numbers are the most secure option.

We hope you find this new option helpful in sharing the burden of daily entry of results. While these codes now work only for entering results, we are looking at the possibility of expanding their use to other appropriate forms in the future.

### NIAAA GAINS NATIONAL CERTIFICATION

Frank Kovaleski, NIAAA Director, has announced that the National Certification Commission, in recognition of national registration for its certification program, has approved registered athletic administrator (RAA), certified athletic administrator (CAA) and certified master athletic administrator (CMAA) programs as administered by the NIAAA, effective October, 2001. This achievement of national registration for certification is renewed annually.

### 2002-2003 C.A.A.D. GOALS

1. Continue to work with the CIAC and the CT High School Coaches Association in promoting positive sportsmanship by athletes, parents, coaches and spectators at all interscholastic competitions.
2. Begin to review and evaluate the current curriculum for coaching competencies in order to have the necessary revisions for the year 2004-05.
3. Assist the CAAD membership in educating boards of education, superintendents, and building principals of the importance of the full time athletic administrator in today's comprehensive high school setting.
4. Work closely with the CIAC in training athletic administrators with fewer than three (3) years of experience.
5. Continue to make every effort to increase the number of athletic administrators who can serve on the LTC teaching faculty.
6. Schedule two general membership meetings in various locations that will provide the optimum exposure to all CAAD members.

### What Could be Wrong with a Casual Game of Basketball?

#### Plenty.

**When some kids play, it's a tragedy ...** because some kids have the Marfan Syndrome, a life-threatening genetic disorder. If undiagnosed, those affected are at risk of dying suddenly or suffering severe disabilities. Even an activity such as a casual basketball game can end in tragedy. Many physical characteristics -- including some you might notice in "natural" athletes -- indicate the Marfan Syndrome. Watch for:

- U Tall, thin stature with disproportionately long arms
- U Long, double-jointed fingers
- U Flat feet
- U Unusually long lower half of the body
- U Curvature of the spine
- U Backward curve of the legs at the knee
- U Chest bone that curves either inward or outward
- U Nearsightedness

Early diagnosis and careful management of a Marfan patient's health are essential. Look for the signs of the Marfan Syndrome. You could help save a life.

### Activities Week, *continued*

- Tuesday, October 22nd, is **National Officials Day**, a time to salute the individuals who work as contest officials and judges. Perhaps a class or homeroom competition of "you make the call" could be organized, signs posted at contests thanking officials, and/or NFHS Sportsmanship cards (available through CIAC) distributed.
- Wednesday, October 23rd, is **National Youth Health Awareness Day**, a time to promote education and prevention efforts that encourage healthy lifestyles. Perhaps student workshops could be conducted on health issues, recognition accorded to the nurse and/or trainer, or a "health tip of the hour" read. Projects (posters, bulletin boards, etc.) from students taking health classes might be featured in public locations in the school.
- Thursday, October 24th, is **National Coaches Day**, a time to recognize the contributions of high school coaches. Invite non-coaching faculty to shadow or serve as "coach of the day" to gain a different perspective. Honor different coaches and advisors each hour (perhaps a reception each period). Perhaps organize a "name that coach" clue game for homeroom, invite retired coaches to attend practice or event, or send letters or emails of thanks to coaches and advisors.
- Friday, October 25th, is **National Fan Appreciation Day**, a time to thank the fans who support activity programs throughout the year. Perhaps introduce parents of players during pregame ceremony, give booster club members coupons for free soda or popcorn, or present a chair cushion to dedicated adult fan. This is also a good day to review the sportsmanship expectations your school has for fans.
- Saturday, October 26th, is **National Community Service/Participation Day**, a time to give back to your community and show your appreciation for their support of your programs. This day can also be used to promote fund-raising efforts that support interscholastic programs.

## INVESTORS IN CT YOUTH

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