



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

VOL. 79 / NO. 1

OCTOBER 2004

SUBWAY RESTAURANTS PARTNER WITH HIGH SCHOOL ATHLETICS FOR A WINNING TEAM

Subway Restaurants has always supported an active, healthy lifestyle and now Subway is bringing that message home to athletes in Connecticut by sponsoring high school sports through the CAS-CIAC.

The CIAC sponsors statewide programs including all high school post-season athletic tournaments, and it is through sponsors like Subway, that the nonprofit organization makes these events happen. "The CIAC could not maintain such a strong organization without its corporate sponsors, and Subway is a perfect match," said Bob Ford, director of development of the CIAC. "Both Subway and the CIAC are huge supporters of healthy choices, so our partnership is ideal."

Subway is sponsoring championship sporting events, including boys' and girls' soccer, football, hockey, boys' basketball and baseball. This two year agreement makes Subway the exclusive quick-service restaurant sponsor of the CIAC.

Each ticket sold for any high school athletic event will have a coupon on the back for \$1 off any foot-long sandwich or 50 cents off any six-inch sandwich, full-size salad or wrap.

This is the first time that Subway Restaurants has worked with the CIAC to sponsor athletic events. "Many of the Subways in Connecticut support sports teams at a local level, but this is a chance for the Connecticut Subway franchisees to team up to support high school athletic teams across the state," said David Balch, Connecticut Subway franchisee advertising chairman. "Subway is extremely excited about being a part of Connecticut's high school athletic programs, and we hope this sponsorship will reinforce our support of healthy living."



CAROL JANSSEN IS CT'S FIRST FINALIST FOR NATIONAL AWARD



Carol Janssen, principal of Catherine McGee Middle School in Berlin, was selected as one of three finalists for the 2005

MetLife/NASSP (National Association of Secondary School Principals) National Middle Level Principal of the Year award. This is the first time in the history of the National Principal of the Year awards program that a Connecticut administrator has achieved this distinction.

Carol was selected from a pool of all of the state winners from across the nation. The middle school principals from Idaho and Utah were also selected. Each of the three finalists receives a \$1,500 grant, which is used to promote the advancement of learning opportunities for students and/or for funding specific educational programs.

"This is indeed a milestone for Connecticut!," said CAS Executive Director Mike Savage. "There are many exceptional leaders in our state. Carol Janssen has distinguished herself among this group through her unique ability to challenge herself, her staff, and her students to meet higher standards. Carol was selected as our Middle Level Principal of the Year because she is a woman of vision, skill and persistence who is committed to and actively engaged in the promotion of quality educational experiences for her students and for the youth of this state."

NEW FACES AND CHANGING ROLES IN CENTRAL OFFICE

Paul Hoey, recently retired principal of Newington High School, has joined the central office staff as an assistant executive director for the CIAC. This is a new position, created in an effort to handle the increasingly large volume of regulatory matters as well as to expand into non-regulatory areas such as sportsmanship and advocacy.

Paul will act as liaison to the CIAC Eligibility Committee and the CIAC Eligibility Review Board. As such, he will be responsible for processing and monitoring all appeals of eligibility committee decisions. He will also oversee non-regulatory CIAC activities such as sportsmanship and leadership programs. Paul settled into the central office and began his new duties last month.

"Paul has been one of the strongest and most committed leaders in the history of the association," said CAS Executive



Paul Hoey joins CAS-CIAC staff.

Director Mike Savage. "His 24 years of involvement with CAS-CIAC have given him an intimate knowledge of the organization and its mission, which, coupled with his 35-years of experience as an educator, provide him with the proper background and knowledge to advance the interests of CAS-CIAC and of high school athletics in Connecticut."

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LEGAL MAILBAG

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



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

Q. Dear Mailbag: It is getting harder and harder to keep track of families these days. Just last week a student tearfully told me that her parents have split, and that her father has rented an apartment in a neighboring town. The student complained that her father insists that she live most of the time with him because her mom is still seeing the pool boy. Needless to say, I haven't heard a word of this from the parents. I don't want to pile on here, but don't I have to tell her and her family that she is no longer entitled to go to our school if she is living in another town?

-- *By the Book*

A. Dear Book: You may be correct, but then again maybe not. Eligibility for school purposes is determined by the place of actual residence, not by legal custody. If the situation described by the sad little girl continues, you would have grounds to exclude her from school. There are, however, two concerns here. First, this family's upheaval will ultimately be resolved, and it may be premature to decide now that the girl's residence for school purposes has changed. Second, in family matters the parents have some control over the facts, and they can easily modify the living arrangements to maintain "residence" in your town. Given the legal uncertainties and your concern for the student, I would keep my powder dry and simply monitor the situation for now.

Q. Dear Mailbag: When I became principal, I inherited a long-service teacher who has a reputation for insulting students. Unlike my predecessor, I decided to do something about it, and when parents complain, I tell them to put it in writing. Some of the letters are pretty bad, and, for example, one parent wrote that this "Professor Kingsfield" tossed a dime to her fourth grade son and told him to call his mommy to come pick him up. I am working with the teacher, but unfortunately our health insurance plan does not cover a personality transplant. In any event, the local press has gotten wind of this problem, and they are hounding me for copies of the numerous parent complaints I have already received. Can I just put them into the teacher evaluation folder and say no?

-- *Protecting the "Professor"*

A. Dear Protecting: In a word - no. When you receive a parent complaint, that complaint becomes a public record. Some portions of the "record" may be exempt from disclosure, such as any personally identifiable information concerning students. The complaint itself as well as the teacher's name, however, are not confidential and must be disclosed if requested in accordance with the Freedom of Information Act. You asked for it, and you got it! Now the press will get it as well.

Q. Dear Mailbag: My school is in the rich part of town. Some of the McMansion parents tend to have an inflated view of their children's intellectual prowess, and I am constantly getting push-back when we identify (and choose not to identify) gifted students. A second grader was not chosen to participate in our "Exploration" program for gifted youth last week, and his father got in my face and told me that I'd better rethink the selection process because his lawyer is bigger than mine. Can he really take me to a hearing?

-- *Standing Firm (for now)*

A. Dear Standing: The law requires that local districts identify gifted and talented students, and parents can even request a due process hearing over such identification. The parent can, in fact, take you to a hearing over an issue of identification as gifted or talented, though I am sure that your lawyer is big enough to handle it. School districts, however, are not required to provide programs for gifted and talented students. Here, if a program exists for which eligibility depends on gifted or talented status, the parent could possibly prevail on the identification issue through a hearing. Acceding to bullying tactics would be even worse, however, because it would then be difficult to respond consistently to other complaints.

ct news & notes

■ Attorney Tom Mooney of Shipman and Goodwin LLP has prepared a summary of education-related laws which were enacted during the 2004 legislative session. Many of the new statutes have implications for administrators and for the day-to-day operation of Connecticut's schools. To download the summary, visit http://www.casciac.org/pdfs/legal_update_2004.pdf.

■ Janet Garagliano, principal of Wamogo Regional High School in Litchfield, has recently been appointed to serve on the National Committee on Student Contests and Activities (NCSA). The NCSA annually prepares and publishes the National Advisory List of Contests and Activities to inform and assist principals, teachers, parents, and students in making decisions regarding participation in a wide variety of student program opportunities. The committee reviews all programs based on the following considerations: educational, financial, organizational, promotional, adjudication, and awards. Programs that meet the guidelines are placed on the National Advisory List. Janet currently serves as chair of the CAS Student Activities Board of Control and is the newly appointed treasurer of the CAS Board of Directors.

■ Typically speaking, higher percentages of test takers result in lower scores on standardized tests. But such was not the case with the 2004 CAPT. Despite significant increases in student participation rates this year, Connecticut's 10th graders showed performance gains in all four subject areas. More good news came in the form of significantly increased participation rates for students in two key subgroups: students eligible for free or reduced-price meals by an average of 10.8% and students with special education needs by an average of 15.4%. Student performance in the state's Regional Vocational-Technical Schools (RVTS) increased significantly from 2003 to 2004, with an average of 4.8% more students scoring at or above the goal level in the four subject areas in 2004 than 2003. Participation also increased by an average of 2.1%. For more information visit www.state.ct.us/sde/whatsnew/CAPTRRelease04.pdf.

... more ct news & notes

■ According to a report released last month by the state department of education, more than three-quarters of the state's high schools are meeting the requirements of the federal No Child Left Behind law. The state department of education reported that 138 of the state's 180 public high schools, or 77 percent, are making enough progress under the law, which aims to have every student proficient in reading and math. Last year, just 46 percent were in compliance. A majority of the schools not making significant progress this year are in cities or extremely rural districts. Three are identified because of overall academic problems, while others need to increase minority or special education achievement in math or reading. Fifteen schools were cited for having major problems in math. Next year, 72 percent of students will be expected to be proficient in reading, and 69 percent will be expected to be proficient in math, a 10 percent increase over this year.

■ Last month, the state board of education adopted new measures to reshape its statewide technical high school system, revising its mission statement, implementing tighter admission standards and changing its name. A critical stride for the schools, now known as the Connecticut Technical High School System (CTHSS), is a new admissions policy that excludes students who have serious disciplinary problems or low reading and math skills. The CTHSS will focus on such programs as Information Systems Technology, including microprocessing, networking systems, programming and software development, health technology, bioscience environmental technology and other technical fields. The Connecticut Technical High Schools are now beginning their recruitment period for next year. Grade 8 students who are interested in learning more should contact their middle school guidance counselor or visit the Connecticut Technical High School System web site at www.cttech.org.

■ In June, the state department of education adopted a position statement on science education. The statement, which is intended to provide districts with guidance as they address policies, curriculum and programs related to science education, can be viewed at www.state.ct.us/sde/board/statements.htm.

■ Statistics show that more and more of Connecticut's high school graduates are staying close to home. In 2002, the latest year numbers were available, 13,935 high school graduates (56 percent), planned to stay in Connecticut to attend college; in 2000, 52 percent stayed local. UConn was the most popular public institution for Connecticut grads. Among private institutions, Quinnipiac drew the largest number of Connecticut students.

■ According to a recent U.S. Census Bureau report, Connecticut's median household income has declined slightly in the last three years. While Connecticut remains a wealthy state overall with a median household income of \$55,004 (compared to a national median household income of \$43,318), that income dropped about \$236 on average from 2001 to 2003. The decrease came as no surprise to economists, who attribute it to a combination of economic stagnation and state aid cutbacks which have hurt poor families.

SCHOOLIES © 2004 by John P. Wood



Neag School of Education Seeks Nominations

The Neag School of Education at the University of Connecticut is accepting nominations for the following alumni awards:

- **Outstanding School Administrator** - A principal, assistant principal, central office administrator or director
- **Outstanding Higher Education Professional** - Faculty member or administrator at a college/university
- **Outstanding School Superintendent** - Leader of a public or private school system
- **Outstanding School Educator** - Pre-K through 12th grade teacher, including special education and support services educators
- **Outstanding Kinesiology Professional** - An exercise therapist, fitness professional, or a college/university faculty member
- **Outstanding Professional** - A professional working within the public or private sector

Nominees should meet the following criteria:

- Alumni status from the Neag School of Education
- Demonstrated excellence in the award category
- Significant contributions to her/his educational environment
- Professional and/or community service
- A minimum of five years of service in the award category

For nomination materials, visit www.uconnalumni.com/alumni_groups/neag_awards_2005.cfm. The deadline for all nominations is December 30, 2004.

CT STUDENTS EXCEL ON SATs

Connecticut's 2004 high school graduates recorded the highest combined average SAT scores in 30 years – even with one of the nation's highest percentages of students taking the exam in anticipation of attending college this fall. This year, 33,221 of Connecticut's 39,191 high school graduates (public and nonpublic combined) – an estimated 85% -- took the SAT. This compares with a national average of 48% and an average for New England of 82%. Connecticut's combined average score was up four points to 1030 – four points above the national average, which was unchanged from last year. Connecticut's performance represents:

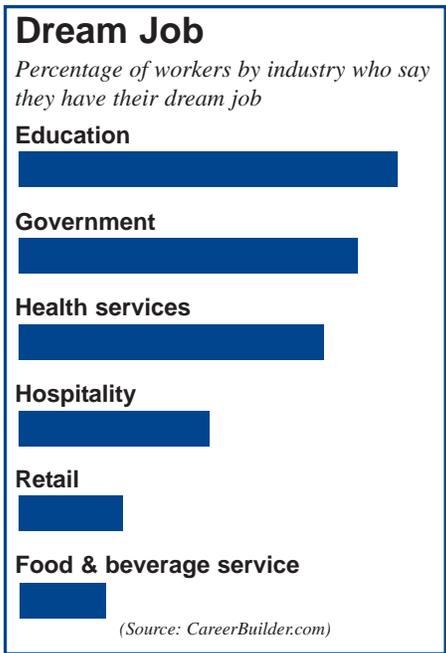
- one of the highest participation rates in the nation -- 85 percent;
- Connecticut's highest combined score since 1974;
- a one-point increase in mathematics, bringing the average to the highest level since the data were first reported by graduating class 32 years ago;
- a three-point increase in the verbal score, bringing it to the highest level in 17 years; and
- the highest scores for black and Hispanic students ever.

For additional information, visit www.state.ct.us/sde/whatsnew/SATFINALCT04.pdf

national news & notes

■ A Florida state court of appeals has ruled that the state's "Opportunity Scholarship" voucher program violates the state constitution's "no-aid" provision, which prohibits the expenditure of public funds "directly or indirectly" to aid sectarian institutions. To the extent the program authorizes state funds to be paid to sectarian schools, it is unconstitutional, the court held. The court rejected the state's argument that the Florida constitution provides no greater restrictions on taxpayer support of public institutions than does the federal Establishment Clause.

■ The Barrington School Board (NH) has billed the U.S. Department of Education (ED) in the amount of \$2 million for "services rendered" to express its dissatisfaction with the level of federal funding provided for special education. The board also sent a letter to both of its U.S. Senators, Judd Gregg and John Sununu, criticizing Congress for not doing enough to assist school districts in obtaining the funding they need to meet federal requirements. When the Individuals with Disabilities Education Act (IDEA) was enacted in 1975, Congress promised to fund 40% of the per pupil costs for students in the program. However, according to special education experts, the federal contribution currently amounts to only about 18% to 20% of the costs. Barrington spent \$1.9 million on special education this year, but received only \$67,929 in federal IDEA funding, well short of the 40% reimbursement. "Year after year, after year, local taxpayers are forced to compensate for the inadequacies of Congressional funding," the board's letter states. "Year after year, politicians make promises and still do not properly fund these mandated services."



CONFRONTING CYBERBULLYING

Cyberbullying is harassing, humiliating, intimidating and/or threatening others on the Internet. Although the Internet is most often used for healthy social communications, teens are increasingly using the Internet to deliver cruel and harmful messages and photographs. Cyberbullying sometimes involves racial, religious or cultural slurs. It can also be sexual in nature. It can involve someone your child knows or a complete stranger. Cyberbullying can include cruel jokes, malicious gossip, embarrassing information or photographs, and/or websites designed to target a specific child or teacher. Bullying is a widespread problem that has affected most of us at some point in our lives. It is especially difficult, even traumatic, for young people. Unfortunately, bullies have begun using the Internet as a means for reaching their victims at home via instant messaging, chat rooms, websites, and blogs. The MindOH! Foundation has created cyberbullying and other bullying resources for the victims of bullying, those who bully, and for bystanders. These activity worksheets are designed to help youth understand the full meaning and consequences of bullying, to reflect on the choices they are making with regard to this issue, and to explore ways of stopping online social cruelty.

Visit [http:// www.mindohfoundation.org/bullying.htm](http://www.mindohfoundation.org/bullying.htm) for more information

■ A survey conducted in the spring by Teenage Research Unlimited found that 50% of the nation's teenagers say they own a cell phone. For 18- and 19-year-olds, the percentage is 67%. Among 12- to 15-year-olds, the percentage is 37%.

■ As the issue of school-beverage partnerships gains prominence in the media and in community discussions, NASSP has issued guidelines to assist school leaders as they address the school-beverage issue and related health concerns, engage their communities in informed discussions, and initiate decisions. Visit www.principals.org/schoolimprove/school_beverage_partnerships.cfm for more information.

■ North Carolina Governor Mike Easley has signed legislation mandating extended summer vacations for public school students. The law requires most school districts to start classes no earlier than August 25 and to end by June 10, adding about two weeks of vacation. Supporters of the changes, including enthusiastic business groups and the North Carolina Association of Educators, argued that the state mandate would let students work summer jobs and would preserve family vacations, with benefits for tourism.

■ Teenagers who watch a lot of television with sexual content are twice as likely to engage in intercourse than those who watch few such programs, according to a study in the September issue of *Pediatrics* (electronic pages). The study covered 1,792 adolescents aged 12 to 17 who were asked about viewing habits and sexual activity and then surveyed again a year later. Both regular and cable television were included. The study found that youths who watched large amounts of programming with sexual content were also more likely to initiate sexual activities short of intercourse, such as oral sex. It found that shows where sex was talked about but not depicted had just as much impact as the more explicit shows. "Both affect adolescents' per-

ceptions of what is normal sexual behavior and propel their own sexual behavior," said Dr. Rebecca Collins, the psychologist who headed the study. "The impact of TV viewing is so large that even a moderate shift in the sexual content of adolescent TV watching could have a substantial effect on their sexual behavior," she added.

■ A new study suggests that the biology underlying reading disorders may vary by culture. The study, published in a recent issue of the journal *Nature*, found that Chinese speakers who suffer from dyslexia have different brain abnormalities than English speakers who suffer from dyslexia. The findings suggest that a person can be dyslexic in one language but not in another and that treatments for English speakers with dyslexia might not be effective for those who speak other languages and have the disability.

CAS OFFICERS: 2003-2004

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 Earle Bidwell.....Asst. Executive Director
 Michael Buckley.....Director, Principals' Center
 Dennis Carrithers.....Asst. Executive Director
 Robert Carroll.....Asst. Executive Director
 Matt Fischer.....Director of Information Services
 J. Robert Ford.....Director of Development
 Paul Hoey.....Asst. Executive Director
 George Hall.....Asst. Director of Unified Sports®
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THE BULLETIN

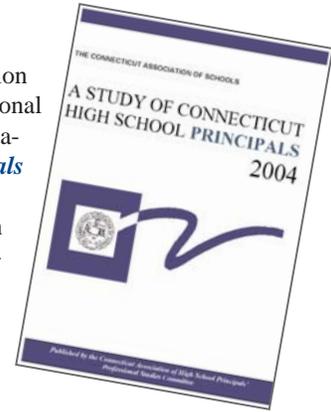
Published monthly except July, August and Sept. by the Connecticut Association of Schools at 30 Realty Dr, Cheshire, CT, 06410. Phone: 203-250-1111. Subscriptions to the BULLETIN are a membership service; subscription costs are \$5.00 for senior high schools; \$1.00 for middle level and elementary schools;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

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CAS PUBLISHES NEW MONOGRAPH ON HIGH SCHOOL PRINCIPALS

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

Art Arpin, assistant principal at Hamden High School and chair of the Connecticut Association of High School Principals' (CAHSP) Professional Studies Committee, is pleased to announce the publication of *A Study of Connecticut High School Principals 2004*. The purpose of this study, which parallels a 2002 study conducted by the Connecticut Association of Public School Superintendents (CAPSS), is to provide information to policy makers as well as school leaders about the demographics of the high school principalship as well as the issues and conditions related to the position. The monograph, currently available for download at http://www.casciac.org/pdfs/high_school_monograph_2004.pdf, will be printed and distributed to CAS member schools, superintendents, state department of education personnel, members of the State Board of Education, the commissioner of education, the governor, and state legislators.



Based on the sample of principals completing the extensive questionnaire, the "average" Connecticut high school principal is a fifty-something-year-old first time principal who has served 10 years in the role and has retirement on the horizon. This "average" principal is almost certain to be white and is more likely to be male than female, though this is changing. S/he is working longer (60 to 70 hours per week) and harder than ever to meet the demands of "multiple masters" and is frustrated by the constraints that limit the time available for the necessary curriculum and instruction work to raise student achievement. This principal is more likely than not to work with a superintendent who shares a common vision and is perceived to be effective but who could be a bit more supportive. This principal and superintendent agree that the most important issues they face together are raising student achievement, attracting high quality administrators and teachers, managing state and federal mandates, and bolstering inadequate sources of funding. This principal, in the face of changing, occasionally conflicting, and increasingly overwhelming expectations likes being a principal and, given the chance, would choose to do the same again. This principal draws satisfaction from doing work of value, from positively influencing the climate and culture of a school, and from making a difference in the lives of students.

Given this profile, the study suggests several implications.

First, accept the present and projected shortages of principal candidates as real and aggressively recruit promising candidates, many of whom are already teaching in our schools. In doing so, it is imperative for present practitioners and others to do a better job of publicizing to these aspiring administrators the high degree of job satisfaction inherent in the high school principal's role. To quote one respondent, it is the most challenging, influential, and exciting position in education! This is the message that needs to predominate: "Sure it's tough, but most things of value are, and you're the right person to take on this challenge."

Second, accept that the role of the principal as presently structured is flawed and support the changes that will allow the principal to focus primarily on being an instructional leader and still live a life apart from school. One hundred and seventeen nights out in the past year (as cited by one of the principals surveyed) may be extreme, but may not be. This recommendation parallels those included in the Hartley report ("The Future of School Leadership in Connecticut 2000") pertaining to role clarity (the school principal should be given authority, flexibility, and support in leading his or her school) and the separation of management functions and instructional leadership functions. The study suggests grist for a focused conversation for the leadership team of every district in the state. The discussion needs to be about which of the myriad of demands filling the principal's 60 to 70 hour work week are going to be handled by someone else - or are going away - in order to free the time necessary to be that instructional leader.

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FINANCIAL AID NOT KEEPING PACE WITH COLLEGE TUITION INCREASES

America's colleges and universities are becoming less affordable for students and their families, according to a report released this month by the National Center for Public Policy and Higher Education. Overall, the nation's institutions of higher learning received a failing grade in the "affordability" category. Only California, Minnesota and Utah received a grade higher than a D, while 36 states received an F in the category. Eleven were awarded Ds. The study indicates that recent tuition hikes have outpaced financial aid increases, making a four-year college education more difficult to afford for lower-income families than it was even two years ago. Entitled "Measuring Up 2004," the report card also issued letter grades for other aspects of the education system, including academic preparation of high-school students, enrollment in education programs beyond high school, completion of education beyond high school and increases in economic benefits from education. Many of these areas showed improvement nationally, including completion and increases in economic benefits. Individual states were graded (see Connecticut's report card below) and the nation was evaluated overall. The center issues report cards every other year. This is the third such report. Download the full report at http://measuringup.highereducation.org/docs/nationalreport_2004.pdf or, download CT's individual state report at <http://measuringup.highereducation.org/docs/statereports/CT04.pdf>.

STRENGTHS & WEAKNESSES

Connecticut consistently performs well in preparing students for and enrolling them in college. However, this good record masks several substantial disparities in performance based on ethnicity and income. The state has lost ground in providing students and families with an affordable higher education, which may undercut state efforts to send clear messages to students about the importance of taking rigorous courses during high school.

CT's 2004 REPORT CARD	
Preparation	A
Participation	A
Affordability	F
Completion	B
Benefits	A
Learning	I

CANHS CORNER . . .

The Connecticut Association of National Honor Societies was established in 1998 under the auspices of the Connecticut Association of Schools in accordance with its goals to provide more opportunities for student leadership. The purpose of CANHS, an affiliate of the National Honor Society, is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in its members of the honor societies of Connecticut. For further information about CANHS, contact Don Gates, principal of Portland High School, at (860)342-1720.

CANHS Update: 6th Annual Conference a Big Success

By Annaliese Aliprandi, NHS State Newsletter Editor

Rather than being filled with business professionals, on May 20, 2004, the Hartford Marriot Rock Hill hosted the sixth annual Connecticut Association of National Honor Societies (CANHS) Conference.

After a continental breakfast, Nicole Ruffo, president of CANHS, Dr. Michael Buckley, the assistant executive director of the Connecticut Association of Schools (CAS), and Dr. Betty Sternberg, the commissioner of education for Connecticut, welcomed the group of 290 National Honor Society (NHS) members, Junior National Honor Society (JNHS) members, and advisors.

Steve Gerety, the keynote speaker, presented a thought provoking and motivating talk about making choices. Many attendees commented on how enthusiastic and entertaining he was.

One member of NHS said of the presentation, "[It] was very good, I could identify with [it] and [it] made me interested."

Following Gerety's presentation, students and advisors broke up into workshops. "Surviving Your Senior Year," a presentation conducted by the former secretary and former vice president of

CANHS, gave high school students the opportunity to hear about senior year from two students who had just gone through the experience. Students received a hand-out with the basic life savers and a resume was passed around as an example.

The middle school workshop, "Bridge", was also an informational session done by high school students to help eighth graders know what to expect in the transition from middle school to high school. One JNHS member said, "The people who ran the workshop made it fun."

Some students had the opportunity to hear Steve Gerety again in his workshop on leadership. Students who had been elected president of their respective NHS and JNHS chapters, and students who ran for a state office, along with others learned how to liken their goals to a road trip. Following that, students participated in "ice breakers" to share ideas and goals. The other workshop that was offered to students was a "swap shop" in which students from different schools could share their experiences with different activities and fundraisers that worked or, in some cases, those that didn't work.

Advisors attended first a workshop

with Donald Gates, the executive director of CANHS, and then the new advisors met with David Cordts, the associate director of the National Association of Secondary School Principals. Experienced advisors had the opportunity to watch the student workshops.

After lunch, Mr. Gates and Mr. Cordts each addressed the group; CANHS presented a check for \$2100 to the Hartford Literacy Volunteer Program; and, students running for positions on the CANHS executive board gave short speeches.

The officers for the 2004-2005 school year are as follows: Tom Kiely from Wethersfield as President; Kaitlin Zdeblick from Southington as Vice President; Kristen Zapatka from Portland as Secretary; Annaliese Aliprandi from East Hampton as Newsletter Editor; and Molly Graffam from Bristol as Middle School Representative.

This school year promises to be successful for CANHS, and students are looking forward to the National Conference in St. Louis, Missouri this November.

Annaliese is a senior at East Hampton High School.

Staffing Changes, continued from page 1

Paul served as chair of some of the association's most important and challenging boards and committees, including the CIAC Board of Control, the Financial Development Committee, the Girls' Swimming Committee, and the Cooperative Team Committee. He also served on the Gymnastics Committee, the Boys' Tennis Committee, the Boys' Swimming Committee, the CAS Nominating Committee, the High School Program Committee, the Student Activities Board of Control, the High School Board of Control, and the CAS Board of Directors.

The hiring of Paul Hoey is one of several recent staffing changes. Following the retirement of Tom Galvin in June, Mike Buckley was appointed the new director of the Connecticut Principals' Center.

"While Tom's departure was a tremendous loss to the association, I am very pleased that Mike will be serving in this important role. He is a most capable and fitting successor," said Executive Director Mike Savage.

In addition to his responsibilities as director of the Principals' Center, Mike will continue to oversee the association's student

activities division. Since joining the central office staff three years ago, Mike has made tremendous efforts to expand member services in the area of student activities. Under his leadership, there has been a significant increase in the number of non-athletic student leadership programs planned and hosted by the Student Activities Board of Control; new procedures have been implemented to provide additional structure and support in the governance of cheer-leading activities and competitions; and the Connecticut Debate Society and the State Student Council Advisory on Education (SSACE) have come under the auspices of CAS.

Dr. Dennis Carrithers, formerly the CAS director of special programs, will replace Mike Buckley as assistant executive director for high school education. As Mike's successor, Dennis will serve as liaison to the Connecticut Association of High School Principals' Board of Directors, the High School Professional Studies Committee, the High School Program Committee, the Assistant Principals Committee and the Governor's Scholars Committee. Dennis will also be involved in grant-writing and he will continue to oversee CAS' new NEASC accreditation assistance program.

BRACEY SETS THE RECORD STRAIGHT AT CONVOCATION

Mike Buckley, Ed. D., CT Principals' Center Director



Keynote Speaker Gerald Bracey

Over 450 superintendents, principals, and central office and school administrators were in attendance at the Annual Fall Convocation at the Aqua Turf Club in Southington on September 14th. Sponsored by the Connecticut Association of Public School Superintendents (CAPSS) and the Connecticut Association of Schools (CAS), the event featured Commissioner of Education Betty Sternberg and independent researcher Gerald Bracey.

Commissioner Sternberg highlighted the ambitious new learning initiatives proposed for the next state biennial budget including expanding preschool access in priority and high need school districts and integrating the use of laptop computers in instruction in all Connecticut high schools.

Dr. Bracey responded vigorously to a just-published editorial in *The Hartford Courant*, "Connecticut Schools Are Worse than They Look." In debunking the work of its authors (Jay Greene and Greg Forster of the Manhattan Institute) and the specific NAEP reading and math statistics for eighth graders referenced in the editorial, he pointed out that only four states had a higher (and only slightly) proportion than CT students scoring at or above the "proficient" level in reading and only three in math.

Dr. Bracey also dispelled the myth that SAT scores have not changed in twenty-three years by demonstrating "Simpson's Paradox" - the paradoxical phenomenon that shows up in social science and medical research in which subgroups show one trend and the aggregate of all subgroups shows another.

Finally, in purporting that it's an agenda from the right that is driving NCLB - "privatization, vouchers, and tuition tax credits" - he assailed the administration for doing little more than punishing poverty.



Glastonbury Superintendent Dr. Alan Bookman enjoys an evening with colleagues from his district.

INTEGRATING HIGH SCHOOL REFORM INITIATIVES

By Dennis C. Carrithers, Ph.D., Assistant Executive Director

Connecticut high schools are facing reform initiatives from a variety of sources. Our own National Association of Secondary School Principals has published *Breaking Ranks II*, which presents a comprehensive list of reform characteristics. The *No Child Left Behind* legislation poses goals for annual yearly progress. In PA 01-166 the Connecticut State Department of Education asked all state high schools to articulate graduation requirements for the Class of 2006.

Furthermore, the accreditation standards of the New England Association of Schools and Colleges demand attention to the many indicators composing the standards. For high school administrators across the state, it is a daunting task to stay on top of the many sources of influence for change and the pressures to perform.

The question of how to integrate these initiatives is paramount. Schools and school leaders want to avoid an "initiative overload" that becomes even more common given the confluence of national, state and local priorities. Superintendents, curriculum directors, and principals themselves have additional ideas of what steps to take to make schools better.

My advice to high schools is to use the Standards of Membership contained in the NEASC accreditation process as comprehensive benchmarks for school improvement. They are broad enough to encompass all of the diverse initiatives for change. In fact, the emphasis in the standards on teaching and learning really does concentrate the school's thinking in evaluating present practices and considering changes. All activities can come to be viewed in relation to the school's mission and expectations for student learning the school has chosen and how those goals are met throughout the school.

In addition, by using clear and defined assessments of student learning, schools can know whether changes have improved learning. Otherwise, our view of change becomes a subjective reaction of personal likes or dislikes. As important as opinions might be or even as accurate as they may be, how much better it is to have instructive data to examine.

The overarching concepts running through the reform movements and certainly driving the NEASC accreditation standards are these:

- **Personalization:** Schools should be nurturing, caring places for young people to be. Students should feel connected to their school and have adults who know them and ensure that their personal educational goals and expectations are being met.
- **Equity:** Schools expect that all students can learn and meet high standards of performance. Access to programs, rigorous learning, integrated curricula, and connections to learning outside the school are available to all students.
- **Collaboration:** Schools are professional learning communities in which faculty members regularly have roles in decision-making, work collegially with each other, discuss student work, and are reflective in their approaches to teaching and learning.
- **Student Engagement:** Students are actively responsible for their learning, take ownership of their educational plans, become involved in the life of their schools and communities, and seek connections to learning outside of school. Their teachers have a variety of teaching strategies to actively involve students in instructional activities and to enable students to achieve expected levels of performance.

If your school is seeking assistance in how to integrate the various school reform movements or how to use the NEASC accreditation process efficiently and effectively, let me know. Please call me or email me at 203-250-1111 or dcarrithers@casciac.org.

WESTFIELD & CAS PARTNER AGAIN

Dr. Robert Carroll, Asst. Executive Director

Westfield Corporation, sponsor of the annual Connecticut Association of Schools High School Arts Awards Banquet and benefactor of the Bruce Eagleson Memorial Scholarships for high school seniors choosing the arts as a profession, has once again teamed up with CAS to benefit local schools.

This fall, Westfield Shoppingtown Meriden will be opening two exciting new anchor stores, Best Buy and Dick's Sporting Goods. To formally welcome the new retailers and recognize key community leaders who have supported Meriden's redevelopment plans, the shoppingtown will host a three-day grand opening celebration November 5-7, 2004. The weekend of indoor and outdoor Harvest-themed activities is intended to energize, educate and excite the community about the new additions. Activities will include horse-drawn hayrides, live music, haystack scavenger hunts, face painting, pumpkin-painting contests, door prizes and giveaways. Harvest-themed goodies, such as hot chocolate, hot cider and kettle corn will also be on hand.

In an effort to involve the local community in the festivities and to give back to local schools, CAS and Westfield have developed a themed competition to benefit high school students from Meriden, Berlin, Southington, Cheshire, Wallingford and Middletown. Leading up to the grand opening, each school will develop a mock Best Buy or Dick's commercial, showcasing its school spirit. Representatives from each school will be invited to the ribbon cutting ceremony on November 5, where the winners will be recognized and receive a cash prize to be donated to their school. In addition, a second competition - a free throw contest - will be held later that weekend to benefit the sports program of another local school. Dick's Sporting Goods will provide the equipment and prize.

More information will be sent to eligible schools. For further information please contact Christa Rozantes, Regional Assistant Marketing Director for the Northeast at (203) 878-6837, Michelle Morales, Marketing Director for Enfield and Meriden (203) 235-3343 or Dr. Robert Carroll, Assistant Executive Director, (203) 250-1111.

Monograph, continued from page 5

Third, nurture the relationship between superintendent and principal to their mutual benefit. This study makes clear that this relationship is of paramount importance, at least to principals, and that it is a successful relationship only when both share the same vision and plan for the high school. To improve these relationships, some may need only an adjustment in the amount of contact time (in most instances more, in some less); others may require more intensive support to develop the requisite management skill set to raise student achievement; a few may even require some outside mediation. Regardless, the way the principal and superintendent work together and support one another is too important to ignore. It is every bit as integral to the school improvement process as the relationship between the classroom teacher and his or her supervisor, but rarely acknowledged or addressed.

middle school news

Schools Young Adolescents Want. . . Schools Young Adolescents Need

By Lyn Ward Healy, Associate Executive Director
New England League of Middle Schools

"Everyone" knows that young adolescents are in a period of growth, intellectual, emotional, social and physical, that rivals any other period of their lives following infancy. Parents lament moodiness, teachers discuss raging hormones; and students increasingly turn to their peers for information and support. Historically, education in the middle grades has been the neglected "middle child" in terms of financial support and public perceptions.

In actuality, young adolescents are at a wonderful age of exploration and discovery. They are learning their own identity and struggling to find their place in our world. As students they are creative, curious, and social. Their sense of fair play is notorious, and their interest in the wider community is legion. What other group of students so ardently engages in environmental clean up projects, food drives, or projects with senior citizens?

So, how can schools capitalize on the developmental stage of students in the 10 to 14 year-old range and create powerful student learning? A recently published book, *Making the Most of Middle School: A Field Guide for Parents and Others*, supports the findings of middle level research found in *Turning Points, Turning Points 2000*, and *This We Believe: Successful Schools for Young Adolescents*. Students want (and need) a school of their own, different from both elementary and high school programs. Students want schools with a wide range of elective courses to supplement content area classes such as language arts and math. They are looking for teachers who care about them, have fun with them, and inspire them to learn. Young adolescents want to work with peers who are respectful and don't distract them from their learning, and they enjoy working with small groups of students in smaller classes. Students also would like to start their days later so that they are alert and have some built in breaks so they can stretch their legs and recharge their batteries. Finally, students would like to have fewer rules to follow but more consistent enforcement to eliminate unfairness.

How can communities address these important desires and provide the avenues for achievement that young adolescents crave? One of the most important requirements is to provide teachers who are "in tune" with this age group. An effective teacher is the most important element of an effective middle school. Teachers who are educated in the developmental needs of students, who relate with them, and who care about them, are most important in the middle schoolers' minds. When asked about their worst and best classes, students ranked teacher attitude/behavior significantly more important than items such as other students in the class, difficulty of the class, or boredom. Ultimately, good teaching leads directly to student achievement.

Students want to be known and important to at least one adult in a school. If they make a lasting connection with a caring adult, their learning improves. If schools address the emotional needs of young adolescents, they provide a safe environment that includes an important adult relationship. A safe environment for students also means more than physical safety. It means academic safety as well. Students need to be able to make mistakes without ridicule as well as be the Hermione Granger (Harry Potter series) who knows all the answers! Students appreciate having their teachers around them. At a Middle Level Summit in Vermont in April of 2002, students indicated that they don't want teachers to hover or be intrusive, but they do want teachers to greet them in a friendly way, to ask how they are, and to recognize that they have a life outside of school.

In our current educational climate of *No Child Left Behind* legislation, state-mandated testing, issues around middle level certification (pedagogy v. content), communities can still best provide for academic achievement by providing young adolescents with adults who relate. Middle level teachers with a sense of humor, those who can relate personally with students, and who understand their physical, emotional, intellectual and social needs are the teachers that adolescents both want and need in order to learn and achieve!

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... more middle school news

KEIGWIN MIDDLE SCHOOL: CAS 2004-2005 MIDDLE SCHOOL OF THE YEAR

By Earle G. Bidwell, Assistant Executive Director

The middle level division of The Connecticut Association of Schools is proud to add the name of the Keigwin Middle School in Middletown to the list of distinguished schools previously recognized as the "School of the Year." Keigwin is a grade six middle school that welcomes students from eight elementary and several private schools in the Middletown area. Creating a sense of community and belonging with a diverse population from so many schools may seem like a daunting task, yet it is one in which the faculty and staff at Keigwin excel.

Divided into three teams, the 340 students begin their middle school journey in the feeder schools through a variety of extensive orientation programs as well as through group and individual transition plans. Once at the school, the faculty supports and "fully recognizes the relationship between a child's connection to school and the child's learning." There are a multitude of programs such as advisory, "Boyz to Men," "Girl Power," "US Kids" and anti-bullying groups. At the heart of the program is a recently adopted classroom management system "Effective Behavior Support" (EBF) that has been universally embraced by the faculty and administration, a testament to the shared leadership provided by principal Troy Monroe, and to the collaborative efforts of parents, teachers, school board members and district administration.

Academically, Keigwin embraces interdisciplinary learning and all students participate in a variety of commercially available and "home-grown" interdisciplinary projects. Furthermore, with newly established curriculum supervisor positions in core subjects, the process of curriculum alignment is well underway. Students also participate in an impressive array of unified arts and exploratory subjects encompassing music, fine arts, health, physical education and technology.

Keigwin celebrates diversity. With significant numbers of students from different cultures, the educators have created literally dozens of opportunities to honor differences and support all students. A partial list includes: a cultural dinner, Latin dance



A banner advertising the importance of home, school and community partnerships hangs in the hallway of Keigwin Middle School.

program, summer theater, peer buddies, CAS' "Making Acceptance Acceptable," (Keigwin was the 2001 winner of the Arthur Director Leadership Award), "Kids to College" and the Math-Science Academy.

One of the more striking aspects of Keigwin Middle School is the high rate of involvement and support of parents and community members. Parents often come to school to have lunch with students, tutor at risk students, and ride buses with them to athletic contests. Furthermore, there is a wealth of communication from the school about the curriculum, frequent newsletters and contacts from teachers.

In the words of Carol Parmelee-Blancato, superintendent of schools, "Keigwin Middle School is unique and exemplary in offering an academically challenging and culturally enriching program to an even broader and more diverse community of learners."

New Advocacy Article On-Line

"Where are Your Priorities," the second article in the on-line series of advocacy articles available to member schools, will focus on the need for funding professional development for educators. In an age of tight budgets, in-service and professional development are often areas that are severely under funded. The article is designed to raise public awareness of the importance of professional development in success for all students.

As was the case with the first article entitled "The New Alphabet," this article is directed toward an audience of parents and other community members. The articles are in a PDF format suitable for downloading and reproducing in school or PTO newsletters.

Principals of member schools can access "Advocacy Articles" by going to the "Member Schools" section of the CAS website, www.casciac.org.

Adolescents, continued from page 8

Resources:

- *Making the Most of Middle School. A Field Guide for Parents and Others.* Anthony W Jackson and P. Gayle Andrews with Holly Holland and Priscilla Pardini. Teachers College Press, Columbia University, New York, NY, 2004
- *This We Believe: Successful Schools for Young Adolescents:* National Middle School Association, Westerville, Ohio, 2003
- *Turning Points. Preparing American Youth for the 21st Century.* Carnegie Council on Adolescent Development. Teachers College Press, Columbia University, New York, NY, 1989
- *Turning Points 2000: Educating Adolescents in the 21st Century:* Anthony W. Jackson and Gayle A. Davis; Teachers

College Press, Columbia University, New York, NY, 2000

VAMLEGram. Published quarterly by the Vermont Association for Middle Level Education

Copyright © 2004 by Lyn Ward Healy. *Schools Young Adolescents Want. . . Schools Young Adolescents Need* is another in a series of articles created by the New England League of Middle Schools on a variety of middle level topics.

For more information about specific practices and answers to your questions, please contact the New England League of Middle Schools by e-mail nelms@nelms.org or phone (978) 887-6263. Information is also available on the NELMS web site at www.nelms.org.

elementary school news

STATE DEPT'S FOCUS ON SCIENCE SUBJECT OF CAS CONFERENCE

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

The Connecticut Association of Elementary School Principals (CAESP) Fall Conference is scheduled for November 23rd at the Farmington Marriott. Connecticut's new Commissioner of Education, Dr. Betty Sternberg, and the state department of education is emphasizing science as a key initiative and focus for the department this year. In response to this effort, CAESP is bringing Dr. Lawrence Lowery, a nationally renowned keynote, to address conference attendees and to do several break-out workshops for Connecticut administrators.

Dr. Lowery will present ideas on how young people can become "experts" in science and how teachers can move "novices" toward expertise. Some information on how the brain processes and learns will deepen and enrich teaching strategies. Examples will span all the grade levels.

Dr. Lowery is professor emeritus at the University of California at Berkley. He developed a science curriculum for grades K-8 at the Lawrence Hall of Science. He publishes and edits articles and books, the most recent being *Guidelines to Implementing the Science Standards*, a National Science Teachers Association publication; *How Science Curriculums Reflect Brain Research* for Phi Delta Kappa; *Developing Minds* for ASCD; and *The Nature of Inquiry* for Science Technology and Children.

Professor Lowery was voted *Educator of the Year* by the Association for the Education of Teachers of Science and was awarded the Distinguished Career in Science Award from the National Science Teachers Association. In 2002, he was inducted into the Science Hall of Fame.

Other workshops being held at



Dr. Lawrence Lowery

the conference are: "Integrating Science With Other Subjects" - presented by Michael Zebarth, Director of the Projects to Increase Mastery of Mathematics and Science (PIMMS); "Inquiry Science" - emphasized by the new state of Connecticut science framework and presented by Robert Borello, Associate Director for Science, PIMMS; and "Science Assessment" - which the state is beginning in 2008. This workshop will be conducted by Dr. Sigmund Ables, retired science consultant for the state of Connecticut.

Dr. Sternberg will be the luncheon speaker. An extensive lunch buffet will include three main entrees. Refreshments will be continuously replenished throughout the day. Over thirty-five vendors will display at this conference and participants who attend will be eligible for door prizes and in addition will receive 0.5 CEU

Register by mailing or faxing the registration form sent to all CAS elementary schools. Those who have not received program or registration materials may register by calling Jennifer LaCroix at CAS at (203) 250-1111.

NAESP DUES ALERT

NAESP is in the process of changing from a staggered anniversary date for membership to a single date for membership. In the future, the NAESP membership year will run from July 1 to June 30th. To effect a changeover, current members may receive prorated invoices to cover the months from their current anniversary date to June 30th. We encourage Connecticut principals to pay their NAESP dues through CAS. It provides CAS with credits from NAESP with no additional charge to individuals.

CAESP SPONSORS RETIREMENT WORKSHOPS

Dr. Robert Carroll, Asst. Executive Director

The CAESP Board is sponsoring two FREE retirement workshops for any CAS administrator or teacher (K-12) in a CAS member school. These workshops will be held on two consecutive Saturdays in October. The first of these two workshops will be held on October 16th at the Olympic Inn in Groton. The second will be held at CAS in Cheshire on October 23rd. Both workshops will begin at 8:30 a.m. and conclude at 11:30 a.m. Breakfast rolls, danish and coffee will be served throughout the morning.

Presenters will be David Levine, Joshua Gottfried and Matthew Somberg of Teacher Retirement & Planning Services, LLC and William Sudol, former administrator for the CT teacher retirement board.

Both workshops will cover understanding and maximizing your teacher retirement system. The presentations will help you determine the following:

- ✓ when you are eligible to retire;
- ✓ when is the best time to retire in order to maximize your benefits;
- ✓ under which plan you should retire (N, C, or D);
- ✓ whether you can purchase additional months and/or years of service, how much they will cost, and the current rules governing such a purchase;
- ✓ what are the best health insurance options available for your family;
- ✓ what are the best long-term care options available to your family;
- ✓ what you should do with your additional 1% account;
- ✓ whether you will receive Social Security, and if so, how much; and,
- ✓ how much money you will need to retire.

To register for either of these two workshops please contact Jennifer LaCroix at CAS (203) 250-1111. Spouses are welcome to attend as well. Registration deadline for both workshops is October 14, 2004.

From the Central Office . . .

■ **REMINDER:** Beginning this season (Fall 2004), member schools are required to submit regular season game scores on a weekly basis. Scores for all games/contests played in a given week must be submitted on-line by 5:00 p.m. on Monday of the following week (or, in the event of a holiday or vacation, the first day that school is back in session).

In an effort to facilitate results entry and to ensure that this new requirement imposes as little burden as possible

upon member schools, the CIAC has added a new feature to the on-line eligibility system which allows member schools to access a single screen where they can enter game scores for all of their sports. Member schools simply need to visit www.casciac.org/results.shtml and enter their username and password.

Athletic directors will receive weekly "status reports" via e-mail which will reflect any missing game scores.

■ **CLARIFICATION:** Regarding the requirements for submission of penalty report forms for boys' and girls' soccer, schools are not required to submit the complete penalty report form until Oct. 28. However, two fields have been added to each game line on the results form to list the number of red and yellow cards a team receives in each game. These fields must be completed for each game or the system will not accept the game score. The fields can be filled in on either the results form using the school password or the coaches' results entry form using a school-created access code.

NEW SURVEY SHOWS HIGH SCHOOL SPORTS FILLED WITH CHEATING, IMPROPER GAMESMANSHIP AND CONFUSION ABOUT SPORTSMANSHIP

A new Josephson Institute survey of over 4,200 high school athletes provides a chilling picture of a confused generation floating in moral relativism and self-serving rationalizations.

According to the results of the survey, high school sports do teach positive values and build character, but in many cases young athletes -- especially males -- simply learn to cheat, engage in improper gamesmanship and indulge in excessive violence.

The study, conducted by the CHARACTER COUNTS! Coalition (a project of the nonprofit Josephson Institute of Ethics), is believed to be the most comprehensive measure of the attitudes and behaviors of high school athletes.

According to the Institute's president, Michael Josephson, "The values of millions of youngsters are directly and dramatically influenced by the values conveyed in high school sports. This survey reveals that coaches and parents simply aren't doing enough to assure that the experience is a positive one. Too many youngsters are confused about the meaning of fair play and sportsmanship and they have no concept of honorable competition. As a result they engage in illegal conduct and employ doubtful gamesmanship techniques to gain a competitive advantage. It appears that today's playing fields are the breeding grounds for the next generation of corporate pirates and political scoundrels."

Among the key findings:

- **Coaches Don't Always Set a Good Example.** While nearly 90% of high school athletes report that most of their coaches set a good example of ethics and sportsmanship, it's not clear they know what a good example is. Large portions of these same athletes endorse questionable actions of coaches including: 1) arguing with an official intending to intimidate or influence future calls (51% of males, 30% females); 2) instructing players how to illegally hold and push opponents without getting caught (45% of males, 22% females); 3) using a stolen play book of another team (42% of males, 24% females); 4) saying nothing when official declares the wrong score in favor of the coach's team (a mathematical rather than a judgment error) (40% of males, 21% females); 5) instructing a player to fake an injury to get a needed extra time out (39% of males, 22% females); 6) ordering a pitcher to throw at an opposing hitter in retaliation after a key player was hit by a pitch (30% of males, 8% females); 7) swearing at an official to get thrown out of a game in order to get team worked up

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CIAC HOSTS ANNUAL WORKSHOP FOR NEW ADS

On September 4th, twenty-three new and veteran athletic directors traveled to the central office for the **19th Annual New Athletic Directors Workshop**. Following a formal review of CIAC rules and regulations, participants engaged in informal discussions on timely topics such as pay-for-play, recruiting, and sportsmanship. Executive Director Mike Savage (below) provides clarification on the CIAC Eligibility Rules while Tony Mosa (bottom) encourages participants to take advantage of the CIAC's many support services.



ciac news briefs

■ According to the National Federation of State High School Associations (NFHS), for the 15th consecutive year, the number of students participating in high school athletics has increased, setting an all-time high for participation. The results of the annual high school athletics participation survey conducted by the NFHS showed that participation for the 2003-04 school year rose by 58,456 students, to 6,903,552. This marked the sixth consecutive year that a record was established for participation in high school athletics. The survey shows that more than half (53.3%) of all total enrolled high school students compete in athletics. Participation numbers for both boys and girls increased, though boys' athletics experienced the greater increase. The biggest gaining sport among girls was soccer, while the eleven-player football registered the largest increase among boys' sports. To view the survey results in their entirety, visit http://www.nfhs.org/scriptcontent/VA_Custom/SurveyResources/2003_04_Participation.pdf.

■ Last month, President George W. Bush signed into law a measure that makes it illegal for sports agents to sign student-athletes into representational contracts with bribes or misleading information. The Sports Agent and Responsibility Trust Act forbids agents from providing anything of value to the student-athlete or anyone associated with the athlete and requires agents to tell student-athletes in writing that they may lose their NCAA eligibility after signing an agency contract. Pre- and post-dated contracts also are forbidden. Furthermore, the law requires both the sports agent and the student-athlete to notify the athletics director at the athlete's school within 72 hours of signing the contract or before the athlete's next sporting event. Many of these provisions already are outlawed by the NCAA and some individual states, but 17 states have no such laws. Schools could seek civil remedies for damages suffered through violations of the law.

■ According to the Massachusetts Dental Society, mouthguard use prevents approximately 200,000 oral-facial injuries every year. Without one, athletes are 60 times more likely to suffer damage to the mouth. That doesn't even account for more severe consequences that may result from mouthguard disuse such as loss-of-consciousness, concussions, jaw fractures, and cerebral hemorrhages. Earlier this year, a hospital in Australia reported that nearly half of all facial fractures in children ages 10 to 14 were sports-related and that one in 12 emergency patients admitted between 1998 and 2002 had facial injuries.

CIAC WEBSITE UPDATE

Schools should take notice of a couple of changes when logging into the eligibility center. The "administrative actions" section includes two new options - one for entering directions to their school's sports sites and another for creating and viewing "support tickets".

The "directions" option allows schools to enter directions to each of their sports sites. Directions entered will be accessible to the general public, and via direct links from tournament brackets when a school is the home team for a CIAC tournament game. If a school already has a file with directions to its sites, the text of the file can simply be cut and paste into the directions form, thus preventing any re-typing.

The "support tickets" option is used for requesting general help with the eligibility center and/or changes to forms such as tournament rosters which cannot be done directly by schools. All such changes must be requested via the support tickets system. This will help member schools as they will now have an official record of all such requests and of the central office reply to their request.

Any questions can be directed to Karen Packtor <kpacktor@casciac.org> or Matt Fischer <mfischer@casciac.org>.

NFHS ISSUES CLARIFICATION OF RULE 3-3-1 IN SWIMMING

It has come to the attention of NFHS officials that some manufacturers of swim suits are incorporating a trade-marked word or phrase on swim suits in addition to the manufacturer's logo. As an example, a swim suit that incorporates both the Speedo logo as well as the word "Endurance" which is a trademark used on this style of suit would be an illegal swim suit. Please inform your schools of this trend. The NFHS is contacting manufacturers to inform them that they should alert their suppliers that these type of swim suits are illegal for high school competition. The NCAA also follows the single-logo rule. Below is a situation that provides clarification.

SITUATION:

A swimmer is wearing (a) a swim suit containing a single manufacturer's logo and a phrase that is trade-marked by the manufacturer as part of its marketing efforts, (b) a swim suit with an appropriate size manufacturer's logo and the phrase "Hard Work" stenciled on by the school's supplier.

RULING:

In (a) illegal, in (b) legal. A phrase or slogan trade-marked by the equipment manufacturer is considered to be part of the manufacturer's trade name. Only one logo/trade name, of no more than 2.25 square inches, is permitted on a swimmer's suit. School-specific information, such as athlete's name, school mascot, and school slogans, are not regulated by the rule. (Rule 3-3-1)

INVESTORS IN CT YOUTH



- ★ Baden Sports ★
- ★ Big Y Supermarkets ★
- ★ Coca Cola ★
- ★ CT Lighting Centers ★
- ★ CT Sun ★
- ★ Horace Mann ★
- ★ IGA Supermarkets ★
- ★ Konica ★
- ★ Kukulski Bros ★
- ★ Liberty Mutual ★
- ★ Martin Screen Printing ★
- ★ McDonald's ★
- ★ NBC-30 ★
- ★ Rawlings ★
- ★ Spalding ★
- ★ Sports Image ★
- ★ Subway ★
- ★ Teachers' Insurance Plan ★
- ★ US Marines ★
- ★ Westfield Corporation ★

... more ciac news

Editor's Note: Printed below is a surprisingly mature and compelling letter written by a high school junior from Waterbury, CT. He speaks to the issue of steroid use in CT high schools. As one who is "on the front lines," his thoughtful opinions should lead us all to "raise an eyebrow" to this issue.

Mr. Savage,

Good afternoon. I am writing you due to my concern with the amount of illegal steroids being used in high school sports here in Connecticut. I am an athlete (in my junior year) who participates in two varsity sports and I am beginning to notice an "outbreak" of sorts of steroid use in the state.

This "outbreak" in steroids is having a very negative effect not only on the players who choose not to cheat, but also the games themselves.

Steroids are setting a double standard today in high school sports. Kids are no longer satisfied with hard work, competition, and the love of the game. High school sports have turned from tradition and respect, to macho contests for personal glory. The lessons of team work, commitment, and striving to be the best are being replaced with needles, pills, and capsules. All the morals and traditions we are taught are being replaced with shortcuts and easy routes.

You also have to take into consideration, the lifetime effects that these chemicals cause. Every year the bar gets raised causing people to use more and more of these dangerous chemicals. Slowly we are allowing kids to cut into their lives and shorten them all in the hopes that one day they will "make it" in sports.

What I am proposing is that you begin testing all high school athletes for steroids. It would be unfair only to test certain sports so I am suggesting you do it for everyone. I would like to take this time to thank you for listening to my request. I hope you take this into consideration and into action in the near future.

Sincerely,
Jonathan D. Sellers
Waterbury, CT

CIAC BOARD CHANGES TICKET PRICES FOR CURRENT SCHOOL YEAR

As a result of feedback from CIAC tournament and site directors last year, Executive Director Mike Savage recommended that the CIAC board change its ticket pricing structure for the current school year. After careful consideration of a number of pricing options, the CIAC board adopted the following, which will be in place for the 2004-2005 year.

Children five (5) and under -----	free
Senior citizens (age 65 and older) -----	\$5.00
Students (grades 1 -12) -----	\$5.00
Adults (all others not in the above categories) -----	\$7.00

Pre-sale tickets will be available for events which require advanced sales. However, there will be no discounting of pre-sale tickets. All pre-sale tickets will be sold at the above prices.

The above prices supercede any prices set forth in the sports tournament packets.

Ice Hockey Moves to Three Divisions

At its meeting on September 16th, the CIAC board voted to expand the ice hockey tournament from two to three divisions. The decision was made following a proposal from Ice Hockey Committee Chair Tom Neagle, who outlined a rationale for expansion based upon fair play, safety and increased opportunities. The three division format will be in place for the 2005-2006 season.

NATIONAL FEDERATION ISSUES HEAT ALERT

The practice season for fall sports was barely underway and there were already three deaths in football that were strongly related to heat exhaustion.

High temperature is not the only factor that contributes to heat problems. A temperature that is in the acceptable range coupled with high humidity is a recipe for disaster.

A second factor is inadequate hydration. Participants must be well hydrated before going to practice. It goes without saying that fluids must be readily available during practice, and athletes need to be directed by the coaching staff to consume the available fluids. Following practice, the athletes must consume enough fluid to offset the losses at practice.

Also, coaches should be mindful of accepted heat indexes when determining the length and timing of practices.

Lastly, indoor sport practice session participants should also be acutely aware of the climatic conditions. Heat/humidity can increase quickly indoors, and the presence of fans should not relieve any due diligence.

The following are just some of the many resources available on this topic:

1. *Recommendations for Hydration to Prevent Heat Illness* (http://www.nfhs.org/scriptcontent/va_custom/SportsMedicine/HeatStressFlyers.pdf)
2. *Heat Stress and Athletic Participation* (http://www.nfhs.org/scriptcontent/va_Custom/va_cm/contentpagedisplay.cfm?content_id=211)
3. NFHS Sports Medicine Handbook: *Heat-Related Illness* (pages 34-39)
4. Gatorade "*Coaches Corner*" (www.gssiweb.com/tackleheat/index.cfm)

Sportsmanship Survey, *continued from page 11*

(38% of males, 12% females); and 8) using profanity and insults to motivate players (37% of males, 15% females).

- **Many High School Athletes Break Rules and Engage in Unsporting Conduct.** Judging by the conduct and attitudes of young athletes, it appears that many coaches place winning above the concept of honorable competition and sportsmanship by teaching or condoning illegal or unsporting conduct. Thus, high percentages think it is proper to: 1) deliberately inflict pain in football to intimidate an opponent (58% of males, 24% females); 2) trash talk a defender after every score (47% of males, 19% females); 3) soak a football field to slow down an opponent (27% of males, 12% females); 4) build up a foul line in baseball to keep bunts fair (28% of males, 21% females); 5) throw at a batter who homered last time up (30% of males, 16% females); and 6) illegally alter a hockey stick (25% of males, 14% females).
- **Cynical Attitudes About Success.** Nearly half of the male athletes reveal cynical attitudes about the prevalence, necessity and legitimacy of cheating in the real world. Thus, high percentages agree with the following statements: 1) "in sports, people who break the rules are more likely to succeed" (30% of males, 15% females); 2) "in the real world, successful people do what they have to do to win even if others consider it cheating" (56% of males, 45% females); 3) "a person has to lie or cheat sometimes in order to succeed" (43% of males, 27% females); 4) "it isn't cheating if everyone is doing it" (19% of males, 9% females); and 5) "if you're not cheating, you're not trying hard enough" (12% of males, 5% females).
- **Winning More Important Than Sportsmanship.** 1) More than one in three males (37%) -- versus only 15% of the females -- agree that "when all is said and done, it's more important to win than be considered a good sport". 2) While 94% of the females agree that "playing the game fairly and honorably is more important than winning," 20% of the males disagree. 3) While 87% of females believe that a high school coach "should be more concerned with character building and teaching positive life skills than winning," more than one in four males (27%) disagree. 4) 31% of males and 25% females believe their coach is more concerned with winning than in building character and life skills.
- **Putting Sports Above All.** Only half of all athletes (52%) think it is improper to hold an academically successful student back a grade so he will be older and bigger when he plays high school football; 25% say they are unsure.
- **Performance Enhancing Drugs.** 1) 12% of the males and 3% of females used performance enhancing drugs in the past year. 2) 78% of the males and 91% of females agree that "no athlete should use performance enhancing drugs because it is unhealthy". 3) 78% of males and 87% of females agree that "no athlete should use performance enhancing drugs because it is cheating".
- **Cheating and Theft.** In the past year: 1) 68% of both males and females admitted cheating on a test in school, 2) 26% of the males and 19% females said they stole something from a store, and 3) 43% of the males and 31% females said they cheated or bent the rules to win.
- **Hazing and Bullying.** 1) 31% of males and 17% of females report that degrading hazing or initiation rituals are common at their school. 2) 69% of the males and 50% of the females admit that they bullied, teased or taunted someone in the past year. 3) 55% of the males and 29% of the females said they used racial slurs or insults.

To view report in its entirety, visit
<http://charactercounts.org/sports/survey2004>

MICHIGAN LOSES DISCRIMINATION SUIT

The U.S. Court of Appeals for the Sixth Circuit has ruled that the Michigan High School Athletic Association's (MHSAA) scheduling of girls' interscholastic sports during nontraditional seasons violates the right of female student-athletes to equal protection under the Fourteenth Amendment.

The decision affirms the federal district court ruling but, because the Sixth Circuit ruled on the basis of the equal protection claim, it did not need to reach the district court's holding that MHSAA also violated Title IX of the Educational Amendments of 1972, which prohibits gender-based discrimination in federally funded education programs.

The Communities for Equity (CFE), representing female high school student-athletes and their parents, brought the suit, alleging that the MHSAA's scheduling, in contrast to its scheduling of boys' athletic seasons and tournaments, discriminated against girls and put them at a disadvantage as to tournaments and college recruiting and scholarships.

Relying on the U.S. Supreme Court's ruling in *Brentwood Academy v. Tennessee Secondary School Athletic Association*, the district court found that the MHSAA is "so entwined with public schools and the state of Michigan" as to be deemed a state actor for purposes of equal protection analysis, even though it is a private organization.

Rejecting the MHSAA's justification for scheduling girls' sports out of traditional seasons, the district court found that the scheduling was not "substantially related" to the stated objective of maximizing high school athletic participation through optimal use of existing facilities, officials, and coaches.

In affirming the equal protection holding, the Sixth Circuit agreed that the MHSAA failed to demonstrate an "exceedingly persuasive justification" for its gender-based action as required under the standard established by the Supreme Court in *United States v. Virginia*, the Virginia Military Institute case ("VMI"). Specifically, the evidence failed to support the MHSAA's argument that its scheduling maximizes opportunities for participation.

The court also rejected the MHSAA's argument that VMI imposes a requirement that plaintiffs in gender-based equal protection cases prove "an evil, discriminatory motive" for the state action. For the full opinion in *Communities for Equity v. Michigan High School Athletic Association*, visit <http://pacer.ca6.uscourts.gov/cgi-bin/getopn.pl?OPINION=04a0241p.06>

CAAD President's Message

Fall, 2004

John Shukie, CAA

“As I begin my term as CAAD President, I find myself reflecting back over my 20 years as a high school director of athletics. Particularly, I seem to be reminded of how important CAAD and the individuals who comprise it have been to my survival in this most demanding of professions. I truly believe that the only people who understand what an athletic director does (the pressures, the responsibilities, the expectations) are other athletic directors. It has been my good fortune to have found the support, advice, encouragement, and opportunity for professional growth in our fine organization that I have needed throughout my career.

“It is my sincere hope that CAAD will continue to be for all of you what it has been for me. However, everything related to our profession seems to be more complicated than it once was, and many of the voices of wisdom and experience that once shared our professional life have achieved or are quickly approaching that happy state known as retirement. Others, who come forward to fill the vacancies, seem to find the demands of athletic leadership so difficult that they remain on the job only a few years before moving on to something else. All of this concerns me and I know that it concerns many others as well.

“There is virtually nothing that I can do alone. However there is much, I feel that we can all do together to ensure that CAAD continues to be the type of organization that it has always been, an organization in which veteran athletic administrators in our state can find that their professional needs are met and that those entering our ranks will find guidance and nurturing to help them succeed.

“To these ends I have called for the formation of two committees. The mentor/mentee committee will look to put together a program by which veteran athletic directors can help those new to the job, and a long range planning committee will take a long hard look at our future and develop a plan that ensures that CAAD will continue to meet all of our new challenges.

“I look forward very much to the next two years and hope that you will join me in helping CAAD continue its tradition of service and professionalism.”

-- John Shukie, Athletic Director,
Northwest Catholic High School, West Hartford

C.A.A.D. GOALS 2004-2005

1. To explore the feasibility of establishing a mentor-mentee program for new athletic directors, with veteran regional athletic directors to assist new CAAD members.
2. To update and revise the CAAD Constitution where needed.
3. To form a committee to create a coaches evaluation tool to help with the implementation of the requirements of Public Act No. 04-243.
4. To reactivate the transition committee for the purpose of creating a long range plan for CAAD.

GLASTONBURY'S BARBARA STARTUP WINS PRESTIGIOUS NATIONAL AWARD

Barbara Startup, athletic director of Glastonbury High School, is the recipient of the prestigious National Interscholastic Athletic Administrators Association (NIAAA) Distinguished Service Award.

Presented annually to individuals inside and outside the field of athletic administration, the award is designed to recognize individuals for their length of service, their special accomplishments and their contributions to interscholastic athletics at the local, state and national levels.

An accomplished educator, coach, official and athletic director, Barbara's prodigious career includes accomplishments both on and off the playing field. She has received the Outstanding Volleyball Coach Award from the Connecticut High School Coaches Association; the professional Service Award from the Connecticut Affiliated Board of High School Volleyball Officials; and, the Professional Service Award from the Connecticut Association of Health, Physical Education, Recreation and Dance. A past president of the Connecticut Association of Athletic Directors, she currently serves as a member of the Advancing Young Women in Sports Committee, the



CIAC Girls' Tennis Committee, and the CIAC Girls' Volleyball Committee. She is also co-director of the CIAC girls' volleyball tournament and scheduling coordinator for the Connecticut Affiliated Board of High School Volleyball Officials.

"Barbara's accomplishments at the local, regional, state and national levels are legendary," says Dave Johnson, athletic director of Bunnell High School and chair of the C.A.A.D. Awards Committee. "She has had a profound and positive impact on the quality of life for thousands of children in her capacity as a teacher, coach, official and administrator."

Barbara will be honored at the NIAAA national convention in December.

News & Notes

■ FALL GENERAL MEMBERSHIP MEETING

The Fall General Membership Meeting of CAAD will be held on Wednesday, October 6 at 4:00 p.m. at the Holiday Inn in North Haven.

■ BATTING HELMET RULE CHANGE

Effective January 1, 2006, all baseball and softball fast pitch helmets shall be equipped with a NOCSAE approved face mask/guard. NOCSAE now has a standard for masks/guards on baseball and softball helmets. A.D.s should take note as they prepare their budgets for the '05/'06 school years.

■ COACHING C.E.U.s

A.D.s and coaches with questions regarding coaching C.E.U.s can find valuable information at the CAAD web site www.caadinc.org. The CAAD statewide faculty is planning another

make-up session for this fall. The tentative dates are November 20 and 21. More information will be forthcoming.

■ THE ANNUAL CAAD CONVENTION

The Annual CAAD Convention will be held on March 23 and 24 at the Holiday Inn in North Haven. Please note that these dates are a Wednesday and Thursday (not the usual Thursday/Friday combination) because of Good Friday on the 25th.

■ ImPACT: THE BEST APPROACH TO CONCUSSION MANAGEMENT

"ImPACT" is making an impact in CT high schools. ImPACT is a sophisticated research-based software tool developed to help sports-medicine clinicians evaluate recovery following concussion. The ImPACT program evaluates

and documents multiple aspects of neuro-cognitive functioning including memory, brain processing speed, reaction time and post-concussive symptoms. In addition, the program provides a user-friendly injury documentation system that facilitates the tracking of the injury from the field through the recovery process. For more information about this exciting new program call (877) 646-7991 or www.impacttest.com. (Source: *ImPACT promotional materials*)

Material included in the C.A.A.D. section of the BULLETIN was provided by Jeff Sunblade, director of athletics and student activities at Avon High School.

CAAD MEETING DATES: 2004-05

DATE	MEETING	TIME	SITE
NOVEMBER 3, 2004	EXECUTIVE BOARD	12:00 P.M.	CIAC
DECEMBER 10-14, 2004	NATIONAL CONFERENCE		NEW ORLEANS, LOUISIANA
JANUARY 5, 2005	EXECUTIVE BOARD	12:00 P.M.	CIAC
MARCH 2, 2005	EXECUTIVE BOARD	12:00 P.M.	HOLIDAY INN, NORTH HAVEN
MARCH 23-24, 2005	CAAD CONFERENCE		HOLIDAY INN NORTH HAVEN
APRIL 27, 2005	EXECUTIVE BOARD	12:00 P.M.	CIAC
MAY 18, 2005	GENERAL MEETING NIAAA - LTC TRAINING	8:00 A.M. 9:00 A.M.	HOLIDAY INN, NORTH HAVEN