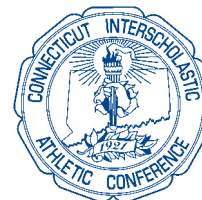


BULLETIN

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. 8

MAY 2005

CAS NAMES CT's NATIONAL DISTINGUISHED PRINCIPAL



Edward Handi

CT's 2005 National Distinguished Principal

Congratulations to Edward Handi, principal of Green Acres Elementary School in North Haven, who has been named the 2005 Connecticut National Distinguished Principal by the Connecticut Association of Schools (CAS). Nominated for the award by two of his teachers, Laura Donle and Betty Ann Collinge, Handi was selected for his strong academic leadership skills and his single-minded drive to ensure success for every child in his care. Says Collinge, "Mr. Handi's passion is with each individual student. He has a relationship with each child and all of the children know he is their biggest cheerleader."

A 36-year veteran educator, Handi has been a tireless worker and leader in public education at the local, state and national levels. Says colleague Claudia Grantham, principal of Clintonville School in North Haven, "Edward Handi is definitely the most outstanding educational leader I have had the privilege of working with in my 34-year career."

continued on page 6

TSUNAMI RELIEF EFFORT UPDATE

Dr. Robert Carroll, Assistant Executive Director

Well, it looks like dreams really do come true! Thanks to the hard work of thousands of Connecticut students, CAS has received approximately \$250,000.00 in donations for the *CAS Tsunami Relief Effort*. With the help of Brother's Brother Foundation from Pittsburgh, PA, which has agreed to match our funds dollar for dollar, we now have the half million dollars it takes to build a new school! The new facility will be constructed in Sri Lanka, one of the areas hardest hit by the tsunami.

I will be leaving for Sri Lanka on May 22, 2005, to participate in the school's ground breaking ceremonies and to meet with local educational leaders, including the Minister of Education, Dr. Tara De Mel, and the president of Sri Lanka, Ms Chandrika Kumaratunge. The cost of this trip is being borne by Brother's Brother -- every penny raised by Connecticut's schools will go directly to the building construction project. Traveling with me will be Mr. Luke Hingson, President of Brother's Brother, and Mr. Nagen Kurukulasuriya, a representative of the Sri Lankan Association, who is in charge of our group's arrangements while in Sri Lanka.

Pictures of the ground breaking ceremonies, students who will be attending the rebuilt school, and areas of devastation will be put on the CAS website at

www.casciac.org upon my return. Schools wishing to do so will be able to print pictures directly from the website for use on bulletin boards, in newsletters, etc.

Through the generosity of a Connecticut architect, a 3'x 4' raised bronze plaque is being designed and donated. The plaque will be constructed in Columbo, Sri Lanka, and it will have the name of every Connecticut school that has contributed dollars to this building project.

There is a very good possibility that Connecticut students will be able to name the new school. If that is the case, CAS will sponsor a "name the school" contest for students. Students should start thinking of an appropriate name that can be translated into the native language of Sri Lanka! Maybe we will let the students attending the new school decide the winner? More on this in our next update - the June issue of the CAS Bulletin.

Remember it's not too late to become a part of this global community project. Even though we are building a school, that school will still need desks, textbooks, a cafeteria, library furniture and a host of other amenities. Don't be afraid to make parents a part of this project as well. Their contributions will be tax deductible.



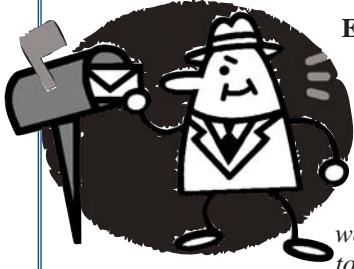
CIAC Revamps On-line Eligibility System

The CIAC has dramatically expanded its on-line eligibility system, allowing schools to enter schedules efficiently on a standard interface, with one entry screen per team and enhanced error-checking to prevent mistakes. This is just one of many new features!

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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: As summer approaches, I am reminded of bitter disputes I have had with parents in past years. Some of my teachers are old-school, and they consider the summer to be an excellent time for students to do some in-depth study by reading a work of literature and writing an essay. However, parents have confronted me with claims that the summer is family time and that we lack the authority to give assignments for the summer months. This year, one parent is already crazed and is threatening to sue if her little darling's fifth grade teacher assigns a book and essay over the summer. Is there any chance of our losing this battle in court?

- *It's Good for Them*

A. Dear Good: No. The courts defer to school authorities in issues of curriculum, and giving students homework over the summer is not materially different from giving students homework during the week or over the weekend. The courts would likely side with the parent only if your teachers were arbitrary or unreasonable, either in the length of the assignment or in the weight it is given for grading purposes. That said, we should keep in mind the distinction between legal rights and good educational policy. I would not be dissuaded by a few parents from assigning some work over the summer. However, I would be careful not to let frustration over a parent's intransigence affect how much weight we put on the student's work over summer vacation or lack thereof.

Q. Dear Mailbag: A group of students at my middle school send out brutal instant messages from their home computers. The way they pick on certain students sure seems to fall within the definition of bullying - their cruel comments have no purpose but to ridicule, humiliate and intimidate the other students. I know that bullying is defined as such conduct that occurs on school property or at a school-sponsored activity, but enough is enough. Can we warn these bullies and then impose discipline if they keep it up?

- *I. M. Cyberplexed*

A. Dear Mr. Cyberplexed: You have raised a tough issue. While we may sympathize with the victims, the general rule is school districts are responsible for investigating and intervening only when bullying occurs on school property or at a school-sponsored activity. Moreover, to regulate off-campus conduct school officials must show that it actually disrupts the day-to-day operation of the school. Nonetheless, there are (at least) four strategies to consider. First, you can refer the parents and victims to the police because some such conduct can be harassment in violation of the law. Second, you can and should educate all students generally about bullying issues, whether on- or off-campus. Third, you can talk to these bullies to help them understand how hurtful their actions are. Finally, in extreme cases you may find that such conduct actually does impede the daily operation of the school and impose discipline.

Q. Dear Mailbag: Walking to school, my son took a few puffs from a cigarette his friend had bummed. Apparently someone ratted him out, because when he got into school the principal took him and his friend to the nurse's office for observation. The friend confessed it was just a cigarette, but the principal called me anyway and told me to take my son for a drug screening. I did so, because the principal said that all would be forgotten if the test were negative, which it was. However, when my son got to track practice the next week, the coach said he couldn't run and be in the meet. What's the deal here? Can these guys really do this?

- *I Think It's Pretty Tough!*

A. Dear Protective Parent: In a word, yes. Perhaps the principal should have communicated more clearly with you, but the action taken does not raise a legal issue. Sports and other activities are considered a privilege that can be subject to reasonable conditions. It is perfectly appropriate for a school district to provide that a student's smoking, drinking or taking drugs at any time and any place will result in suspension or removal from a sports team. Student athletes are role-models who have no legitimate interest in such activities, and their forbearance may be required as a condition of participating in sports.

From: CAS Member School

To: <legalmailbag@casciac.org>

Sent: Thursday, April 28, 2005 11:42 AM

Subject: Thank You

> Mr. Mooney-
>
> Thank you for including my "Willing
> But Wary" submission (April 2005). It
> helped to clarify the issue, and I
> shared your response with our principal.
> My world language department will
> benefit from your advice with our
> numerous student trips abroad in the
> future.
>
> Thanks again.
>
> A Grateful Administrator

national news & notes

■ Although principals' and assistant principals' salaries have increased overall, in the past five years, salaries for secondary school principals and assistant principals have not matched the consumer price index (CPI), according to a new report by Educational Research Service (ERS). From 2000–05, the CPI increased 13.4%. In contrast, over the same time period, senior high school principals' salaries increased 8.9%; junior high and middle level principals' salaries increased 10.3%; salaries for assistant principals in senior high schools increased 10.2%; and salaries for assistant principals in junior high and middle level schools increased 11.1%. To put this in terms of real-dollar values, if principals' salaries had kept in line with the CPI, the average salary for senior high school principals' in 1999–2000, \$79,839, would be equivalent to \$90,537; however the actual 2004–05 average is \$86,938—a difference in present dollar value of \$3,599. Likewise, junior high and middle level principals' average 1999–2000 salary, \$73,877, would be equivalent to \$83,777; however, the actual 2004–05 average for junior high and middle level principals' salaries is \$81,514—a difference in present dollar value of \$2,263. Similarly, senior high school assistant principals' average 1999–2000 salary, \$64,811, is equivalent to \$73,496, but the average 2004–05 salary is \$71,401—a difference of \$2,095; and junior high and middle level assistant principals' average 1999–2000 salary, \$60,842, would be equivalent to \$68,995, but the actual 2004–05 average salary is \$67,600—a difference of \$1,395. Thus, the data show that when the past five years are viewed as a whole and the cost of living is taken into account, principals and assistant principals are making about 3.2% less this year, on average, than they did five years ago.

. . . more national news & notes

■ Research shows that parents give unattractive children less attention than prettier children. In a new study, better looking children were more likely to receive more attention and better care from their parents than their less attractive siblings. The study was conducted by a team of researchers at the University of Alberta led by Dr. Andrew Harrell. The findings are based on an observational study of children and shopping cart safety. With the approval of management at 14 different supermarkets, Harrell's team of researchers observed parents and their two to five-year-old children for 10 minutes each, noting if the child was buckled into the grocery-cart seat, and how often the child wandered more than 10 feet away. The researchers independently graded each child on a scale of one to 10 on attractiveness. Findings showed that 1.2 per cent of the least attractive children were buckled in, compared with 13.3 per cent of the most attractive youngsters. The observers also noticed the less attractive children were allowed to wander further away and more often from their parents. In total, there were 426 observations at the 14 supermarkets. Harrell, who has been researching shopping cart safety since 1990 and has published a total of 13 articles on the topic, figures his latest results are based on a parent's instinctive Darwinian response: we're unconsciously more likely to lavish attention on attractive children simply because they're our best genetic material. (Child Development Newswire)

■ The fact that overinvolved parents can cause problems for their kids is well-known. Now, new research shows they can drive themselves nuts, too. In one of the first studies of this mental-health issue among parents, researchers found that parents who base their own self-worth on their children's accomplishments have worse mental health than those who base their self-worth on other factors. Often called "helicopter parents" (they hover), these overinvolved moms and dads reported more sadness, crying and negative beliefs about themselves and less joy, contentment and life satisfaction, says the study. Parental overinvolvement has increased markedly in the past 20 years, says Peter N. Stearns, provost of George Mason University. He cites a competitive frenzy over school success; guilt over mothers working, and growing parental distrust of schools and media as an influence on kids. Although there are benefits, including parents' spending more time with their kids, Stearns says, the emotional bottom line for parents isn't pretty: Parental worry and dissatisfaction is up sharply.

■ Just 21 percent of the nation's 3 million teachers are men, according to the National Education Association (NEA). Over the past two decades, the ratio of men to women in the classroom has steadily declined. Today it stands at a 40-year low. The shortage of male teachers is most pronounced in elementary school, where

men make up just 9 percent of teachers, but middle schools and high schools also suffer from a male-female imbalance. Currently, in secondary schools, about 35 percent of teachers are men - the lowest level ever for the profession.

■ Texas researchers have found a correlation between the amount of mercury released into an area's environment and the number of children with autism and in special education in surrounding schools. For every 1,000 pounds of environmentally released mercury in a county in Texas, the rate of autism in its school districts increased by 61 percent, and the rate of children in special education rose by 43 percent, according to researchers at the Texas Health Science Center in San Antonio. Environmentally released mercury is usually a byproduct of fossil-fuel combustion by electrical utilities and medical and municipal-waste incinerators. The researchers say their work cannot support a claim that mercury causes autism or developmental disabilities. But "what is currently known about the low-level toxicity of mercury from behavioral toxicology and behavioral teratology studies is convincing enough to warrant further study," the report concludes.

■ A college-educated person is less likely to suffer from age-related memory loss than someone with less education, a report from Canada suggests. The findings from the University of Toronto's Rotman Research Institute show that people with more education tend to use the more active frontal lobes of the brain associated with problem-solving, memory, and judgment. Co-author Cheryl Grady said more education while the brain is still developing, before the age of 30, causes more connections between brain regions to form. "The Relation Between Brain Activity During Memory Tasks and Years of Education in Young and Older Adults" can be found online at <http://www.apa.org/journals/releases/neu192181.pdf>.

■ Online learning -- also referred to as e-learning, virtual learning, and a mode of distance learning -- is unconstrained by time or place. Online learning provides opportunities for students whose choices may be limited to their rural location, who are unable to attend classes due to physical illness or expulsion, who seek credit recovery or advanced courses, or who have scheduling conflicts in their home school. Online learning also can be a good alternative for students who have work or family obligations outside of school. In addition, students who have social or behavioral issues in school find that online learning allows them to focus more on content. High school reformers in particular, bent on boosting dismal graduation rates and bringing back students who have left the education system, look at online learning as a means of providing new options to students. For all these reasons, it is clear that online learning

is more than a passing fad. This policy brief highlights K-12 online learning policy and practice based on the report, "Keeping Pace with K-12 Online Learning: A Snapshot of State-Level Policy and Practice." The publication will help education stakeholders be proactive in shaping policies in order to ensure success in broad access, equitable opportunities, and high-quality online learning options. Visit www.ncrel.org/policy/pubs/pdfs/piv0117.pdf.

■ Last month, the National Education Association announced that it had joined with nine school districts and several of its state affiliates in filing a lawsuit challenging the unfunded mandates of the *No Child Left Behind* (NCLB) Act. Its co-plaintiffs include the School District of the City of Pontiac, Michigan; Laredo Independent School District, Texas; seven Vermont school districts (Leicester Town School District, Neshoba Elementary School District, Otter Valley Union High School District, Rutland North-east Supervisory Union, Pittsford Town School District, Sudbury Town School District, and Whiting Town School District); its state affiliates in Connecticut, Illinois, Indiana, Michigan, New Hampshire, Ohio, Texas, Utah, and Vermont; and its local affiliate in Reading, Pennsylvania. The lawsuit is based on the Section 9527(a) of NCLB, which specifically provides that a state or school district cannot be compelled to spend its own funds to meet the requirements of the law.

■ A recent study supports previous findings that students' academic achievement is the most significant protective factor against substance abuse. The study also found that popularity and depression are strong predictors of adolescent substance use. According to the study, conducted by researchers from the Touch Research Institutes at the University of Miami, adolescents with a low grade-point average and high self-ratings of popularity and depression were more likely to smoke cigarettes, drink alcohol, smoke marijuana, and use cocaine.

SCHOOLIES © 2005 by John P. Wood



national news & notes

■ In response to the national success of the "Day of Silence," an event intended to call attention in schools to anti-gay bias, conservative activists have organized a counter-demonstration they call the "Day of Truth" aimed at mobilizing students who believe homosexuality is a sin. The counter-demonstration took place the day after the Day of Silence. The Day of Truth was organized and promoted by Alliance Defense Fund (ADF), a Christian legal group that opposes same-sex marriage and restrictions on religious expression in public schools. ADF reports that the Day of Truth drew 1,150 participants at 350 schools. The Gay, Lesbian, Straight Education Network (GLSEN), which coordinates the Day of Silence, reports that at least 450,000 students at more than 4,000 schools and colleges participated in that event. ADF president Alan Sears claims some students were threatened with "potential disciplinary action" if they participated in the Day of Truth. However, he expresses satisfaction with the turnout, noting that the level of participation was "far more than we could have ever hoped or imagined for the first year." ADF also received endorsements from the Christian ministry Focus on the Family and the Southern Baptist Convention's Ethics and Religious Liberty Commission.

■ Low total cholesterol appears to be associated with school suspension or expulsion in non-African American children and adolescents, according to researchers. They suggest that "low total cholesterol may be a risk factor for aggression or a risk marker for other biologic variables that predispose to aggression." Dr. Jian Zhang, of the University of South Carolina in Columbia and colleagues conducted the study, which was published in the April 1st issue of the *American Journal of Epidemiology*. The results showed that non-African American children with total cholesterol below the 25th percentile were nearly three times more likely to have been suspended or expelled from school than their peers with total cholesterol at or above the 25th percentile. "It is possible that at least part of the association of low total cholesterol with school suspension is explainable by a reverse causation," Dr. Zhang's team suggests. "School suspension appears to have serious negative psychiatric consequences, including elevated depressive symptoms and post-traumatic stress disorder," they add. "Post-traumatic stress disorder may result in a fall in cholesterol concentration." "In any case, both psychological and biologic consequences of school suspension or expulsion on children and adolescents deserve further examination," the researchers conclude.

■ While a number of states require mentoring for new teachers, only 16 actually provide districts with the resources to pay for it. Of those states that provide money for mentoring, funding per teacher ranges from \$500 in New Mexico and Oklahoma to \$3,500 in California.

■ Critics of the SATs say there's more to intelligence than finding grammar errors and solving geometry problems — or even, this year, than showing you can write an essay. But how to measure those other abilities? Robert Sternberg, a Yale University psychologist, believes he's developed a test that does just that. The test, dubbed "The Rainbow Project," evaluates creativity and problem-solving rather than analytical skills. Instead of multiple choice questions, it asks students to write captions for cartoons, outline how they would solve a problem, or write stories with unusual titles like "The Octopus's Sneakers" or "35,381." What most interests many experts about Sternberg's early experiments is that they appear to predict students' freshman GPA in college more accurately than SAT scores, and with a narrower gap between ethnic and socio-economic groups. The test results could be interpreted as a threat to the College Board, which has funded Sternberg's research, and Sternberg says some in the testing field have reacted defensively. He is waiting to hear soon if the College Board will fund an expanded trial that would show if the patterns hold beyond the initial 800-student sample.

■ Children who attend daycare regularly in the first few months of life are less likely to develop acute lymphoblastic leukemia (ALL) than their peers not exposed to this level of social interaction -- and to common infections -- new research shows. The current report is just the latest to support the Greaves' hypothesis, which holds that childhood leukemia occurs when a mutant B-cell clone undergoes immune stress. The risk of leukemic transformation is increased when a first infection occurs at an older age, because the mutant clone has expanded. A study by doctors at Manchester Children's University Hospitals in the UK found that the risk of ALL fell as social activity increased. Compared with children who spent no time outside the home, those who attended regular daycare were 38% to 52% less likely to develop ALL. A similar, but less striking pattern was seen for non-ALL cancers. The most plausible explanation for why daycare seems to protect against leukemia is that it allows children to be exposed to common infections early in life, the authors state. "Some degree of early exposure to infection seems to be important for child health." (Source: Reuters)

■ A new report from the National Center for Education Statistics looks at the availability of "dual credit" courses—those for which students can earn both high school and college credit—and at exam-based programs such as Advanced Placement and International Baccalaureate at public high schools. It found that 71 percent of U.S. high schools offered dual-credit courses during the 2002-03 academic year. Sixty-seven percent offered AP courses, and 2 percent, IB courses.

Children Function Better When They Live amid Greenery

Living in an area with greenery affects many domains of a child's development recent studies show. Children who live in areas with high amounts of vegetation are more likely to be less stressed, experience increased attention spans and receive less aggression from their parents.

■ In one study conducted by researcher Nancy Wells from Cornell University, it was found that children who lived in greener regions experienced expanded attention capabilities. In her study she followed 17 children who moved from homes with little or no vegetation to homes with high levels of greenery. She found that even small things such as maintaining existing trees, vegetation, and grassy areas would likely have a significant impact on children's welfare.

■ In another study researchers at the University of Illinois found that inner-city mothers who lived in greener areas were much less likely to report being aggressive with their partner or hitting their children when compared with subjects from barren areas. Mothers in greener areas systematically scored lower on tests of aggression. Kuo Sullivan, the researcher of this study stated that the findings of the study have implications for creating solutions to the problems of aggression against children and domestic violence in the inner city. Sullivan's article appeared in the July 2004 issue of the *Journal of Environment and Behavior*. (Child Development *NewsWire*)

■ Students who pass Advanced Placement exams and their teachers at four Houston high schools could soon earn \$300 each through a proposal to boost the numbers of students taking the exams. The financial incentives will be paid beginning with the 2006-07 school year with a \$2.2 million grant from the Michael and Susan Dell Foundation. The two-year program is geared toward encouraging more students to take AP tests in English, math and science.

■ The National High School Alliance released "A Call to Action: Transforming High School for All Youth," a framework of six core principles and recommended strategies for guiding leaders at all levels in the complex process of transforming the traditional, comprehensive high school. The Call to Action represents the collective knowledge of the National High School Alliance's forty-three partner organizations and communicators. The six core principles, cited as "inter-related and non-negotiable," are as follows: (1) personalized learning environments; (2) academic engagement of all students; (3) empowered educators; (4) accountable leaders; (5) engaged community & youth; and (6) integrated systems of high standards, curriculum, instruction, assessments and academic supports beyond the school day. Visit www.hsalliance.org.

... more national news & notes

■ The achievement gap between white and Hispanic students on the 8th grade National Assessment of Educational Progress exam ranges from a difference of 9 percentage points in Hawaii to a difference of 35 percentage points in Massachusetts

■ The number of computer science teachers is decreasing. They account for only four percent of the teacher workforce, and that rate continues to drop, to around 30,000 high school computer science teachers nationwide. A renewed focus on educational standards and accountability, particularly in English and math, has forced many schools to cut computer science classes and reassign teachers. The U.S. Bureau of Labor Statistics projects several computer science fields among the fastest growing occupations over the next decade. The Computer Science Teachers Association (CSTA) encourages U.S. schools to prepare students for the technology-driven world of the 21st Century by providing them with the opportunity to take computer science courses and by getting them interested in computer science careers.

Researched-Based Study on Effects of NCLB

Northwest Evaluation Association researchers released a new study that indicates student achievement has improved since the "No Child Left Behind (NCLB) Act" was passed, but achievement growth has declined slightly. The researchers define achievement growth as the difference in scores for a single student from one point in time to another, and achievement level as the score that a student has at one point in time, such as a score from a standardized test. The study also evaluated achievement gaps among ethnic groups. The primary findings of the study include the following:

- Mathematics and reading scores have improved over the past two years under NCLB.
- Student growth scores have decreased since NCLB was implemented.
- Students in grades with state tests have higher achievement and growth than students who are not.
- Student growth in every ethnic group has decreased slightly since NCLB was implemented.
- Growth of Hispanic students in every grade and subject area tends to be lower than the growth of Anglo students with exactly the same initial score.

The report cautions that if change in achievement of the magnitude seen so far continues, it won't bring schools close to the requirement of 100 percent proficiency by 2014. Visit <http://www.nwea.org/research/nclb-study.asp>.

SCHOOL HUMOR ☺

Spellcheck

While my third graders were completing a writing exercise, one of them asked me how to spell "piranha." I told him I was unsure. To my delight, he went to the dictionary to look up the word. That's when I overheard another pupil say to him . . . "Why bother to look it up? She doesn't know how to spell it anyway."

Signs of Teacher Burnout

- This week's spelling test words include "go," "home," and "already"
- A teacher spends an inordinate amount of parent-teacher conference time extolling the virtues of homeschooling.
- You hear your kindergartner singing, "A-B-C-D-E-whatever, whatever . . ."

CCSU HOSTS RECEPTION FOR AWARD-WINNING ADMINISTRATORS



Left to right: Jeff Kitching, Lou Pear, Helen Byus, Sally Biggs and Joe Castagnola

On April 26, 2005, Central Connecticut State University (CCSU) held a reception to honor five outstanding Connecticut administrators. Each of these five individuals had two things in common: (1) they were all graduates of CCSU (either in an undergraduate or graduate program); and (2) they were all award-winning administrators. The five honorees, listed below, have all been recognized by CAS or CAPSS, having received either an assistant principal of the year award, a principal of the year award, a national distinguished principal award, an outstanding first year principal award, or a superintendent of the year award. Dr. Segun Sogunro, an associate professor in the department of educational leadership, organized the event, with the assistance of Dr. Tony Rigazio-Digilio, chair of the educational leadership department. Congratulations to these distinguished administrators:

- **Sally Biggs**, MS '89, 6th Year '95
CAS 2004 High School Assistant Principal of the Year
Associate Principal, South Windsor High School
- **Helen Byus**, 6th Year '82
CAS 2003 Elementary School Assistant Principal of the Year
Assistant Principal, Roaring Brook Elementary School, Avon
- **Joseph Castagnola**, Ed.D. '05
CAPSS 2005 Superintendent of the Year
Superintendent, New Fairfield School District
- **Jeff Kitching**, Certification '91
2001 William Cieslukowski Outstanding First Year Principal
Assistant Superintendent, Glastonbury School District
- **Louis Pear**, BS '71, MS '76
CAS 2003 National Distinguished Principal
Principal, Stevens Elementary School, Rocky-Hill

Advice from the Trenches

The five honorees were given an opportunity to talk about their experiences in school administration. These decorated administrators offered words of encouragement and inspiration to a crowd of colleagues, family members, and CCSU faculty, staff, and students.

Sally Biggs: "Forging relationships is the most important role of educational leaders. Personalization is crucial, especially for large high schools. Administrators must be fair, consistent, caring, empathetic, visible and responsible."

continued on page 6

Ed Handi, *continued from page 1*

"To be selected 2005 Connecticut National Distinguished Principal is the most wonderful recognition I have ever received. But it is also a tribute to my school, my school district, and the many outstanding educators with whom I have worked during the past thirty-six years of my professional life," said Handi upon learning of his award. "I am energized by colleagues who always go the extra mile for children, and I accept this award on behalf of all those professionals who work so hard every day to make our schools special places for learning."

A voracious reader and constant learner, Handi vigilantly keeps abreast of new research and emerging trends in education and is always presenting new information for the staff to consider and digest. A frequent workshop goer, Handi constantly pursues personal and professional growth opportunities to develop his skills as a leader. Says North Haven Superintendent Sara-Jane Querfeld, "Ed is intelligent and well-informed on educational issues and he shares his passion and knowledge in an infectious way with his staff. He has created a school where adults love to learn!"

A caring and committed administrator, Handi concerns himself as much with his students' social and emotional welfare as with their academic performance. He ensures that all students, even the most challenging ones, are treated with compassion and respect. When handling discipline matters, he is thorough and deliberate, always careful to listen to the student's side of the story and to find a resolution that is remedial rather than punitive. "His ultimate goal," says Donle, "is to always have students learn from their mistakes and to come away with an understanding of how to make good choices and decisions."

Despite having transitioned into administration over 23 years ago, Handi has never stopped being a teacher. A caring mentor for young leaders, Handi is always looking to seek out and nurture talent in others. In addition to mentoring several staff members as they pursued administrative degrees, he is credited with helping Collinge to achieve the distinction of Connecticut's Teacher of the Year in 2000. "Mr. Handi supported and encouraged me to take risks, meet challenges and push myself to be the best role model and teacher for the students, staff, parents and North Haven community," says Collinge. "As an administrator, he is always teaching."

An arts enthusiast, Handi is co-founder of the North Haven Drama Cooperative, a uniquely successful initiative designed to promote the arts and to ease the transition of 5th graders into the middle school. Each year, the cooperative stages a musical production, directed by Handi, which involves students from four elementary schools, the middle school, and even the high school. Says Querfeld, "This is something that brings the community together in a celebration of our schools and our students." Adds North Haven Selectwoman Janet McCarty, "The North Haven Schools' Drama Cooperative has changed the lives of hundreds, perhaps thousands, of children and an equal number of grown-ups."

All who work with Handi agree that his strengths are his acute intellectual curiosity, his passion for educational excellence and his insistence on high standards. He continually challenges himself and his staff to rethink current practices and explore alternative paths. Querfeld attributes Handi's success to his collaborative approach to educational reform, which involves empowering his staff to be partners in the decision-making process and working side-by-side with them to develop and implement a vision for improved educational opportunities. Perhaps most impressive is his ability to manage and unite a school building which actually houses three diverse educational programs: a pre-school, a conventional elementary school, and an integrated day school.

Despite the exhaustive demands of the principalship, Handi gives generously of his time and considerable talents to numerous educational and professional associations. He was a long-time member and former president of the Elementary and Middle School Principals Association of Connecticut (EMSPAC). He also served as a member of the board of directors of the National Association of Elementary School Principals (NAESP) and represented Connecticut as the NAESP federal relations coordinator and state representative for many years. He served on the CAS Board of Directors from 1999-2003 and is currently serving on the board of directors of the Connecticut Association of Elementary School Principals (CAESP).

Says CAS Executive Director Mike Savage, "Ed was selected as our National Distinguished Principal because he is a man of vision, skill and persistence who is committed to and actively engaged in the promotion of quality educational experiences for his students and for the youth of this state."

Trenches, *continued from page 5*

Helen Byus: "When you are a school administrator, you are working with people who need you. You must encourage, listen, keep your office door open, return all calls within 24 hours, make time for people, keep a sense of humor (especially about yourself) and, above all, care deeply for children."

Joe Castagnola: "Perhaps one of the most challenging aspects of school administration is balancing the political atmosphere. Every issue has a political twist to it. You need to have a sense of humor; you need to know when to turn the other cheek; and you need to know when to swing back."

Jeff Kitching: "We have chosen the greatest profession there is. We work everyday with fellow educators who want kids to do great things. Great administrators must be great listeners. But they also need to act on what they hear."

Lou Pear: "Surround yourself with good people. Administrators must endeavor to find the right people to support them. They must ensure that the children in their care are surrounded by good role models -- good teachers, good support staff, good coaches."

Making a Difference

"Dinner guests were sitting around the table discussing life. One man, a CEO, decided to explain the problem with education. He argued this way. 'What's a kid going to learn from someone who decided his best option in life was to become a teacher? You know, it's true what they say about teachers: 'Those who can do, do, and those who can't do, teach.' To corroborate his statement he said to another guest, 'Hay, Susan, you're a teacher. Be honest, what do you make?' Susan, who had a reputation for honesty and frankness, replied, 'You want to know what I make? I make kids work harder than they ever thought they could and I can make kids sit through 40 minutes of study hall in absolute silence. I can make a C-plus feel like the Congressional Medal of Honor and an A feel like a slap in the face if the student didn't do his or her very best!' Susan continued, 'I can make parents tremble when I call home or feel almost like they won the lottery when I tell them how well their child is progressing,' Gaining speed, she went on: 'You want to know what I make! I make kids wonder; I make them question; I make them criticize; I make them apologize and mean it; I make them write; and I make them read, read, read. I make them show all their work in math and hide it all on their final drafts in English.' And Susan then stopped and cleared her throat. 'I make them understand that if you have the brains, then follow your heart. And if someone ever tries to judge you by what you make in money, you pay them no attention.' Susan then paused. 'You want to know what I make? She said, 'I make a difference. What about that?'"

Reprinted from the New Hampshire Association of School Principals' newsletter with credit to Dick Thomas, executive director of the School Administrators Association of New York State.

The CAS Tsunami Relief Effort: "A Magnificent Obsession"

In the days following the devastating tsunami back in January, Assistant Executive Director Bob Carroll had the bold idea that CAS could serve as a clearinghouse through which Connecticut schools could donate money to the victims. He began with a modest goal of \$50,000 and an appeal to the schools of Connecticut asking that they "step up to the plate" and help support the relief effort. Checks and pledges immediately began to roll in . . . big ones, little ones, medium-sized ones. . . and the goal of \$50,000 was quickly surpassed. As the coffers continued to swell so did Bob's enthusiasm for the project. With \$175,000 raised, there was a chance that CAS, with the help of a sponsor, could collect enough money to fully fund the construction of a new school. A second appeal letter was sent out to schools; the deadline for donations was extended; and all the while Bob was confident that the students of Connecticut would indeed "step up to the plate" and join in this historic act of charity. As of last month, CAS had received over \$260,000 in donations from more than 300 Connecticut schools. And contributions are still coming in. Little did Bob know back in January that his "pet project," so quickly conceived and executed, would blossom into a "magnificent obsession" and one of the most successful and rewarding initiatives that CAS has undertaken in recent history. (*See related story page 1*)

Listed below are all of the schools in Connecticut that have participated in the CAS Tsunami Relief Effort to date. We extend our warmest and most sincere thanks to each and every one of them.

Adams Middle School, Guilford	Daniels Farm School, Trumbull	Juliet Long School, Gales Ferry
Albert D. Griswold Middle School, Rocky Hill	Darien High School, Darien	Katherine Brennan School, New Haven
Alcott Elementary School, Wolcott	Deep River Elementary School, Deep River	Killingly High School, Danielson
Alfred W. Hanmer School, Wethersfield	Derby High School, Derby	Killingworth Elementary School, Killingworth
Algonquin School, Prospect	Dr. Charles E. Murphy School, Oakdale	King Philip Middle School, West Hartford
Ann Antolini School, New Hartford	East Granby High School, East Granby	King Philip Middle School, West Hartford
Anna E. Norris Elementary School, East Hartford	East Main Street School, Terryville	Korn Elementary School, Durham
Ashford School, Ashford	East Rock Global Magnet School, New Haven	Ledyard Center School, Ledyard
Avon High School, Avon	Eastern Middle School, Riverside	Ledyard High School, Ledyard
Avon Middle School, Avon	Eastford Elementary School, Eastford	Ledyard Middle School, Gales Ferry
Bacon Academy, Colchester	Edgewood School, Bristol	Lillie B. Haynes Elementary School, Niantic
Bear Path School, Hamden	Enrico Fermi High School, Enfield	Long Hill School, Shelton
Benjamin Jepson Upper School, New Haven	Fairfield Woods Middle School, Fairfield	Long Meadow Elementary School, Middlebury
Berlin High School, Berlin	Farmington High School, Farmington	Louise Duffy School, West Hartford
Bethany Community School, Bethany	Fields Memorial School, Bozrah	Lyman Hall High School, Wallingford
Bethel Board of Education, Bethel	Francis Walsh Intermediate School, Branford	Lyman Hall High School, Wallingford
Betsy Ross Arts Magnet School, New Haven	Frank Scott Bunnell High School, Stratford	Lyme Consolidated School, Lyme
Bielefield School, Middletown	Frenchtown Elementary School, Trumbull	Madison Middle School, Trumbull
Booth Hill School, Trumbull	Gaffney School, New Britain	Mansfield Middle School, Storrs
Booth Hill School, Shelton	Gainfield School, Southbury	Martin Elementary School, Manchester
Borough Elementary School, Stafford Springs	Gales Ferry School, Gales Ferry	Martin Kellogg Middle School, Newington
Bowers Elementary School, Manchester	Gallup Hill School, Ledyard	Masuk High School, Monroe
Branford High School, Branford	Gildersleeve School, Portland	Melissa Jones School, Guilford
Brewster Elementary School, Durham	Glastonbury High School, Glastonbury	Memorial Boulevard School, Bristol
Bristol Central High School, Bristol	Green Acres Elementary School, North Haven	Memorial Middle School, Middlebury
Bristol Eastern High School, Bristol	Green Acres Elementary School, North Haven	Moosup Elementary School, Moosup
Brookfield Public Schools, Brookfield	Greene-Hills School, Forestville	Morris Street School, Danbury
Brownstone Intermediate School, Portland	Griswold High School, Griswold	Mountain View School, Bristol
Buttonball Lane School, Glastonbury	Griswold Middle School, Griswold	Myrtle H. Stevens School, Rocky Hill
Canton High School, Canton	Guilford Lakes School, Guilford	Mystic Middle School, Mystic
Canton Middle School, Canton	Hamden Middle School, Hamden	Naramake Elementary School, Norwalk
Carl Allgrove Elementary School, East Granby	Harry A. Conte-West Hills Magnet School, New Haven	Naubuc Elementary School, Glastonbury
Catherine M. McGee Middle School, Berlin	Harvard H. Ellis Reg. Voc. Tech. School, Danielson	New Fairfield High School, New Fairfield
Celentano Museum Academy, New Haven	Harwinton Consolidated School, Harwinton	Newington High School, Newington
Center School, Litchfield	Henry Abbott Reg. Technical High School, Danbury	North Haven High School, North Haven
Center School, Old Lyme	Henry Barnard Elementary School, Enfield	Northeast Middle School, Bristol
Central Avenue School, Naugatuck	Highcrest Elementary School, Wethersfield	Northville Elementary School, New Milford
Charles B. Jennings School, New London	Hill Central Music Academy, New Haven	Northwestern Regional High School, Winsted
Charles Wright Elementary School, Wethersfield	Hillcrest Middle School, Trumbull	Old Saybrook High School, Old Saybrook
Cheshire Public Schools, Cheshire	Hillside Middle School, Naugatuck	Old Saybrook Middle School, Old Saybrook
Cider Mill School, Wilton	Hop Brook School, Naugatuck	Osborn Hill Elementary School, Fairfield
City Hill Middle School, Naugatuck	Howell-Cheney Technical School, Manchester	Plainfield High School, Central Village
Clarence A. Bingham School, Bristol	Island Avenue School, Madison	Plainfield Memorial School, Plainfield
Coleytown Middle School, Westport	Israel Putnam School, Meriden	Plantsville School, Plantsville
Colonel Ledyard/Groton Heights Schools, Groton	James Morris School, Morris	Pomfret Community School, Pomfret Center
Community School, Prospect	John Barry School, Meriden	Pomperaug Elementary School, Southbury
Consolidated School, New Britain	John C. Mead School, Ansonia	Portland High School, Portland
Cooperative Arts & Humanities High S., New Haven	John Lyman School, Middlefield	Portland Middle School, Portland
Coventry Grammar School, Coventry	John Pettibone School, New Milford	Prendergast School, Ansonia
Cromwell High School, Cromwell	John Wallace Middle School, Newington	Primary Learning Academy, New Haven
Cross Street Intermediate School, Naugatuck	Jonathan Law High School, Milford	Prospect Street School, Naugatuck
Dag Hammarskjöld Middle School, Wallingford	Joseph Melillo Middle School, East Haven	

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Tsunami Relief Fund Donors, continued

Prospect Street School, Naugatuck
 Pulaski Middle School, New Britain
 Putnam Middle School, Putnam
 R.D. Seymour School, East Granby
 Rham High School, Hebron
 Rham Middle School, Hebron
 Richard D. Hubbard School, Berlin
 Ridge Hill School, Hamden
 Ridge Hill School, Hamden
 Ridge Road Elementary School, North Haven
 Ridge Road School, North Haven
 Robert J. O'Brien Elementary School, East Hartford
 Rockville High School, Vernon
 Rocky Hill High School, Rocky Hill
 Sage Park Middle School, Windsor
 Salem School, Naugatuck
 Salem School, Salem
 Saxe Middle School, New Canaan
 Sayles Elementary School, Sprague
 Schaghticoke Middle School, New Milford
 Scotland Elementary School, Scotland
 Seth G. Haley Elementary School, West Haven
 Seymour High School, Seymour
 Seymour Middle School, Seymour
 Sharon Center School, Sharon
 Shelton Intermediate School, Shelton

Shepard Hill Elementary School, Plainfield
 Sheridan Communication & Tech Sch., New Haven
 Silas Deane Middle School, Wethersfield
 Simsbury High School, Simsbury
Southington Public Schools, Southington
 Southwest School, Torrington
 Spencer School, Middletown
 St. Jude School, Monroe
 St. Stephen School, Hamden
 Stafford Elementary School, Bristol
 Stafford High School, Stafford Springs
 Stamford High School, Stamford
 Stanley Rough School, Danbury
 Sunset Ridge School, East Hartford
 The Barkhamsted School, Barkhamsted
 The Gilbert School, Winsted
 The Lawrence School, Middletown
 Thomas W. Mahan School, Norwich
 Thomaston High School, Thomaston
 Timothy Edwards Middle School, So. Windsor
 Torrington School, Torrington
 Troup Magnet Academy of Sciences, New Haven
 Truman School, New Haven
 Tyrrell Middle School, Wolcott
 Union Elementary School, Union
 Union School, Union

Urban Youth Center Elementary School, New Haven
 Valley View School, Portland
 Vance Village Elementary School, New Britain
 Vernon Center Middle School, Vernon
 Veterans' Memorial School, Norwich
 Vogel-Wetmore School, Torrington
 Washington Media Arts Magnet School, Manchester
Waterbury Public Schools, Waterbury
 Weaver High School, Hartford
 Wequonnoc School, Taftville
 West Hill School, Rocky Hill
 West Stafford Elementary School, Stafford Springs
 Westbrook Middle School, Westbrook
 Westchester Congregational Church, Colchester
 Western School, Naugatuck
 Weston High School, Weston
 William J. Johnston Middle School, Colchester
 Willowbrook Early Childhood Center, East Hartford
 Windham High School, Willimantic
Windsor Locks Public Schools, Windsor Locks
 Woodland School, East Hartford
 Woodrow Wilson Middle School, Middletown
 Woodstock Academy, Woodstock
 Worthington Hooker School, New Haven
 ** Windsor Locks Teachers Assoc., Suffield
 **Dorothy Franco-Reed, Athletic Director, Rocky Hill

CAS AND AMERICAN RED CROSS HONOR TOP HIGH SCHOOLS IN STATE

By Joan Bennett, Account Executive
 American Red Cross

The CAS/ARC High School Principals' Advisory Committee is recognizing Connecticut's highest performing high schools in three categories:

- the top 5% of high schools collecting the most blood for the 2004-2005 school year (based on the number of productive pints collected verses the school's senior population);
- the high school with the largest growth in collections this year over last year;
- high schools hosting three blood drives per year.

The committee is pleased to announce that five schools will be recognized in the "three time per year sponsorship" category at the first annual recognition luncheon being held on May 18, 2005.

The five schools are: Bolton High School, Branford High School, Ellas Grasso Regional Technical High School, Howell Cheney Technical High School and Nonnewaug High School. Together these five schools have saved up to 2,100 lives this year! Congratulations on a job well done.

The results are being tabulated to determine the top 5% of schools collecting the largest volume of blood this year. The principals of the winning high schools as well as their blood drive sponsor(s) will be notified shortly.

The luncheon, hosted by Dr. Betty Sternberg and Paul Sullivan, CEO of the American Red Cross, will take place at ARC headquarters in Farmington. The culinary arts students of E.C. Goodwin Technical High School, under the direction of Chief Reiner, will create and present lunch at the event.

SENATOR GAFFEY INTRODUCES STEROID LEGISLATION

Senator Thomas Gaffey, D-13th District, has introduced SB-1066, *AN ACT CONCERNING STEROID USE PREVENTION*. This bill would require public schools to include anabolic steroids in the instruction about the effects of drugs they must already provide annually to every student in every grade. The law currently requires public schools, as part of a planned, ongoing, and systematic instructional program, to teach students to understand and avoid the effects of drugs, alcohol, nicotine, and tobacco on health, character, citizenship, and personality development.

The bill would also require the State Department of Education (SDE), by January 1, 2006, to "develop and make available to each local and regional board of education a protocol for incorporating testing for anabolic steroid use as part of the annual physical examination required for students who participate in interscholastic athletic activities." It must make the protocol available to local and regional school districts. The protocol must cover types of steroid drugs, possible testing methods, dosage levels, requirements for confirmation tests, and recommendations for school board action in cases of positive test results. District use of the protocol is voluntary.

This bill would result in an estimated cost of \$10,000 to \$15,000 to the State Department of Education in FY 06 due to the bill's requirement to develop a protocol for testing students for anabolic steroids. In developing the protocol, the SDE must consult "with the Department of Public Health and an organization or association that sponsors or organizes interscholastic sports." If passed, the bill would take effect on July 1, 2005. (See related items - page 15)

middle school news

School Climate Recognition

By Earle Bidwell
Assistant Executive Director

The Middle Level Professional Studies Committee of the Connecticut Association of Schools is pleased to announce a new recognition program for member middle schools. The new area is *school climate*. Middle level educators have long recognized the importance of positive climate in achieving success for all students; also, the strong correlation among schools with nurturing climates and high rates of academic success and student and teacher satisfaction.

The assessment looks at indicators in five broad categories:

- safe and healthy environment;
- a welcoming environment to students and visitors;
- stakeholder involvement in planning and decision-making;
- parent, community and student involvement in the school;
- active participation in a variety of programs.

The purposes of the program are to give schools a tool for measuring their success in these critical areas, provide public recognition for those schools who have exemplary school climate, and to provide lighthouse programs for other schools wishing to improve this important area of school life.

Similar to the process used for the ongoing teaming recognition program, member schools are invited to download the "Exemplary School Climate Self Assessment Scoring Instrument" from the CAS website, assess their school climate by looking at 41 items in five categories and sending the completed document to the CAS office. A committee of professional educators will compare the document to those filled out by benchmark schools and determine if minimum standards are met. Those schools that meet the minimum standards will be visited by members of the committee to validate their findings.

Schools found to have exemplary climate practices will be awarded a CAS Certificate, public recognition in area media and the CAS website and a three-year exemplary practices designation. As a service to other schools wishing to improve their climate practices, award winners welcome inquiries and visitors.

Thinking Inside the Box

By Gene Pickler

A would-be mentor once shared a perspective that I youthfully dismissed as representing a sign of burnout or a lack of vision. He told me that there were two ways to survive in education: "One can either maintain the status quo or pretend not to be maintaining the status quo." After reviewing a number of recent middle school reform proposals, I find myself rethinking that initial assessment of his sage wisdom. A view that I once deemed to be cynical, now seems to have been more prophetic in nature.

Challenging educators to "think outside the box" has been the clarion call of well-meaning critics and supporters of public education for decades. Likewise, persistently discrediting schools for a supposed lack of willingness to do so has become a standard catchphrase among their detractors. Against this backdrop of public opinion and regressive reform proposals, I maintain that middle school proponents are entitled to a certain degree of righteous indignation.

From its inception, the middle school movement represented a genuine restructuring of schools that did, in fact, challenge the status quo. It challenged the assumption that the best learning environment for pre-adolescents should be nothing more than a mirror image of the high school which was designed for older students. It challenged the notion that passive learning strategies and inflexible classroom environments were effective for achieving the greatest learning gains. It challenged the concept that rigid departmentalization, which isolated the separate academic disciplines, was the best way to cultivate student interest and develop lifelong learners. It questioned whether a school culture that celebrated the achievements of only the earliest maturing or most advantaged students was an effective way to foster a sense of school-wide affiliation. It proposed that teachers and students working in small learning communities might reduce the sense of isolation and disconnectedness often experienced in large institutions. Rather than basing its organizational structure and practices on tradition and the status quo, it took into consideration what was known about adolescent development at the time. Moreover, contrary to popular myth, middle school proponents never proposed the lowering of academic standards or the abandonment of accountability for student progress in the intermediate grades.

In the forty or so years since the beginning of the middle school movement, its basic tenets have been validated on many fronts. The team-organization format has been embraced by business and industry. The creation of smaller, interdisciplinary learning communities has been adopted by many high schools. Learning for application and in-depth knowledge is an expectation in almost all school settings. And, advances in technology are taking empirical research in brain growth and cognition to new levels of sophistication. Although tentative and inconclusive, initial findings appear to support certain assumptions about adolescent development upon which the middle school concept was based.

The independent researcher and writer Gerald Bracey once observed that those who long for a return to the good old days in education are suffering from either nostalgia or amnesia. Anyone hoping to effect middle school reform by simply adopting more and more high school practices would be well advised to remember what prompted the evolution of the middle school in the first place. It was developed in direct response to student achievement and behavioral issues that the junior high model did not adequately address.

It is unfortunate that the conversion to middle schools could not have taken place under more controlled circumstances. It is regrettable that many schools

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... more middle school news

EIGHTH GRADERS HAVE LEARNED A LOT

Sam Rangel is a teacher in Corona, California. To stimulate a discussion about integrity and character, he asked his eighth grade history class to write down what they had learned in their life. Here are a few of his students' responses.

- I have learned that work comes first, fool around later.
- I have learned that being popular isn't everything.
- I have learned that being pretty on the inside is better than being pretty on the outside.
- I have learned not to do anything at the last minute.
- I have learned that even teachers are friends.
- I have learned that the easy way is not the best way.
- I have learned that all people want someone to listen to them.
- I have learned that your imagination is as important as your knowledge.
- I have learned that when I come to a fork in the road, ask for help.
- I have learned that by following others, you aren't following yourself.
- I have learned that the harder it is to do something, the stronger it makes us.
- I have learned that you should never judge someone if you don't know them.
- I have learned that you are responsible for you.
- I have learned to give everybody a second chance.
- I have learned that if you respect your elders, they will respect you too.
- I have learned that words do hurt people more than sticks and stones.

(Source unknown)

Inside the box, continued from page 9

implemented a very thoughtful, comprehensive model in a piecemeal fashion. It is also unfortunate that factors external to the school setting changed so dramatically during the most active period of middle school expansion. For whatever we may think of the present condition of schooling, we probably cannot appreciate how wrong things might have gone. Given the issues associated with meeting the needs of a more challenging and diverse student population, one has to wonder how much interdisciplinary teaming has helped teachers cope under such circumstances. Given the demographic changes that our society has experienced in a relatively short period of time, one also has to wonder what might have transpired had there been no attempt to make intermediate level schools more inclusive, more intimate and more age-appropriate.

One of my initial fears in advocating for the adoption of the middle school concept was that, without substantial program changes, it would only result in placing even younger students into an essentially high school setting. Acceleration does not represent reform. It is nothing more than a rearrangement of existing conventions. The impact of shifting a high school model one grade lower than students previously experienced in a junior high setting should be carefully weighed. To ignore all of the unrealized potential embedded in the middle school concept would be a disservice to those many stakeholders who accepted the challenge to think outside the box.

It has been said that, "Everyone wants progress, but no one wants change." Regression to the norm is one of the greatest forces in human nature. However, this is no time to revert to thinking inside the box.

Gene Pickler is executive co-director of The Florida League of Middle Schools
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elementary school news

Study Shows Benefits of Early Childhood Education

A joint study completed by Legal Momentum and the Massachusetts Institute of Technology (MIT) Workplace Center at the Sloan School of Management indicates that investing in early childhood education more than pays for itself when measured against the future benefits it brings to society. Authors of the study stated that early education is one of the most effective ways to create a more prosperous and peaceful society. Long term benefits cited were that children with an early education will earn more, pay more taxes, and commit fewer crimes. The findings of the study were gathered from dozens of early childhood studies from states across America.

Some of the statistics cited in the study were:

- 1) Every dollar spent on early child care and education saves taxpayers \$13.00 in future costs.
- 2) Not investing in early childhood education is a waste of resources because the initial investment is much lower than the future cost associated with individuals who do not have an early education.
- 3) Parents can be more productive and provide more for their children.
- 4) A good early education is essential in order to have the most talented and knowledgeable workforce.
- 5) Lower costs for remediation and special education
- 6) Early education helps prepare children to excel in school, makes better citizens, enables persons to earn more and especially helps underprivileged at-risk youth lead better lives.

One study in particular that authors highlighted which included at-risk youth was a study conducted at the High/Scope Perry Preschool Program in Ypsilanti, Michigan. From 1962 to 1967 researchers recruited 123 two and three-year-old low income African American children who were considered at risk of school failure. Fifty eight of the children were selected to be part of a high quality preschool program while the remaining children took part in no preschool program. Researchers followed the students for 40 years. Children in the preschool program performed better in the following areas than students not in the program.

Education: Program students had a higher rate of high school graduation (65% vs. 45%)

Economics: Average income of program students was \$20,800 vs. \$15,300 non program students

Employment: Program students were more likely to be employed (76% vs. 62%)

Housing: 37% of program students owned a home vs. 28% non program students

Criminality: Lower rates of incarceration of program students (28% vs. 52%), in addition to having lower lifetime arrests (38% vs 55%)

... more elementary school news

WAPPING ELEMENTARY SCHOOL RECIPIENT OF THE ELEMENTARY SCHOOL RECOGNITION AWARD

Dr. Robert Carroll, Assistant Executive Director

The Connecticut Association of Schools (CAS) has selected Wapping Elementary School in South Windsor as Connecticut's 2005 Elementary School of the Year. When notified of the award, Wapping Principal James Graffam said, "I'm completely thrilled! Overjoyed. I'm so happy for our staff, our students, and our parents. We have worked so hard over the last few years, and now to be recognized for our efforts ... well, it just feels great."

The criteria used to judge the schools include the following.

1. The school provides an educational program which is conducive to meeting the needs of all its students.
2. The school provides student opportunities that go beyond those that are a part of a typical school; i.e. clubs, activities, support services, extra help for those who need it.
3. The school's educational programs are consistently being reviewed and improved.
4. The school welcomes participation from all constituencies.
5. The school plays an active role in the community.
6. The school actively encourages parent involvement.

Under the leadership of Graffam, the school has created a learning environment that is student centered, strives to meet individual differences, and encourages risk taking. It is the kind of school experience that stays with students long after they move on to middle and high school. The school has many quality programs for a diverse student population. The school also has an effective inclusion program for special needs students.

The selection committee indicated that several factors contributed to Wapping's selection as *School of the Year*. The school has numerous innovative programs that are specifically designed to meet the needs of all its students; it has fostered very strong relationships with community groups; and its staff is of high quality and works collaboratively in the best interest of their students.

In addition to traditional grade-level classrooms, Wapping offers developmentally appropriate kindergarten classes, a looping option for grades 1 and 2, and many support programs. These programs include Limited English Proficiency, tutoring, math support for students in grades 1-5, early literacy intervention instruction provided by both certified staff and paraprofessionals, and adaptive physical education for physically disabled students.

Wapping also offers a peer mediation program for students in grades 3-5; a comprehensive choral, orchestra, band and general music program; gifted and talented opportunities through classroom differentiation; the district Project Excel program; and a wide array of special education services. A school-based strategy team meets weekly to coordinate services and to monitor the progress of students. Improvement of educational programs is an ongoing process. Staff teams analyze student achievement data, develop recommendations and assist in the implementation of those recommendations.

When South Windsor Superintendent Dr. Joseph Wood was asked what made this award so special he responded, "I can think of few schools more deserving of this award than Wapping Elementary School. They have developed a school environment that is successful for a broad range of students and the principal, staff and parents ensure that the school environment is caring and accepting of everyone."

A number of Wapping's programs go beyond the school day. Yearly, their fifth grade organizes and manages a community blood drive for the American Red Cross. Their fourth grades continue to run successful food drives for the South Windsor Community Food Pantry. The Wapping Student Council has collected thousands of books throughout the past several years for the Books to Dreams Program, a volunteer driven program that places new and nearly new books into the hands of children in safe houses and homeless shelters. In addition, the school provides three programs yearly honoring local veterans and has a special relationship with the local American Legion Post. The

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Wapping Elementary School, South Windsor
2005 Elementary School of the Year

CECELIA HINCHEY NAMED OUTSTANDING ELEMENTARY EDUCATOR

Dr. Robert Carroll,
Assistant Executive Director



CECELIA HINCHEY
2005 Outstanding Elementary Educator

Cecelia Hinchey, teacher at Myrtle H. Stevens School in Rocky Hill, has recently been named Outstanding Connecticut Elementary Educator by the Connecticut Association of Schools (CAS)! The criteria used to judge the candidates include the following. The candidate must:

1. contribute to the total school community;
2. show a strong commitment to teaching through participation in professional activities;
3. address educational issues and problems;
4. conduct workshops and courses for colleagues;
5. share materials and ideas with colleagues.

Mrs. Hinchey is a talented and dedicated teacher who improves her school's image by consistently demonstrating excellence in teaching, by actively involving herself with people in the school community - including parents, students and other staff members - and by demonstrating leadership within the teaching profession. Her enthusiasm for and dedication to her profession are apparent by both her busy schedule and the positive affect she has had on the students, parents, and professionals with whom she comes in contact on a daily basis. For all these reasons, Cecelia Hinchey was chosen by CAS for this outstanding recognition.

Ms. Terry Wilson, a colleague of Mrs. Hinchey says, "Whether she is in the role of a master teacher, being a quiet leader or caring for her colleagues and students, what inspires Cissy is how our school community could be a better place to teach and learn and her actions exemplify this every day."

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... more elementary school news

Wapping, continued from page 11

school also does an annual primary research and writing project with local veterans. Personal narratives written by students about the veterans are archived by the American Legion. A number of Wapping's school programs are aired by Fox 61 News.

Wapping has reached out and developed a relationship with the local senior citizen center and participates in its annual Valentine's Senior Sweetie project.

Parent volunteers receive yearly training and assist classroom teachers in many ways including one-on-one reading and extra math support with students. High school students can be found in the classrooms each day engaging in community service projects. The school awards several annual scholarships to graduating high school seniors who will continue their careers in the service of children.

Parents are invited to participate in the development of school action plans. More importantly, they are encouraged to become an active partner in their children's education. There is 100% attendance at parent conferences which speaks very highly of how parents feel about their children's education.

When asked what was one of his school's greatest strengths, Graffan replied, "a real strength of our school is the cohesiveness of the school staff as it shares and blends all aspects of educational opportunities to ensure that all students' needs are met."

Wapping received its *School of the Year Award* at the Annual Program Recognition Banquet held at the Aqua Turf Club in Southington on May 11, 2005.

Hinchey, continued from page 11

Before the school day begins, Mrs. Hinchey welcomes 80 fourth graders into her CMT math club. She engages these students in math practice and test-taking strategies and offers them a "Krispy" Treat along with a "high five" or hug as they move on to their regular morning classes.

To provide students extra reading enjoyment and to strengthen their reading comprehension skills, Mrs. Hinchey holds before school reading clubs. These reading circles are well attended as students love being with her. "If she were to start her own school, all of the students would follow and their parents would build it," said Wilson.

When students do particularly well in class or are chosen to report to the board of education, she takes them out for ice cream. She is also in attendance at her students' swim meets, horseback competitions, sporting games, piano and dance recitals, church concerts, cheerleading competitions and birthday parties.

Mrs. Laura Petchler, a parent of four children, three of whom have had Mrs. Hinchey for their teacher, has this to say about Mrs. Hinchey. "Mrs. Hinchey is devoted to her students, her job and her school and to the shaping of her community through her student legacy. She is loved and respected by her students and their parents and is a major contributor to her school system and the community at large."

Mrs. Hinchey is also a valued leader within her profession. She has been selected not once but twice to be a Teacher of the Year representing Stevens Elementary School. She leads curriculum revision committees, sits on professional development committees and is a prompt scorer for Rocky Hill's writing prompts. She has also held the vice president and president positions for the Rocky Hill Teachers' Association.

Mr. Louis Pear, school principal, says of Mrs. Hinchey, "She embodies the true meaning of a teacher. She is intelligent, passionate, animated, responsible, caring, nurturing and lovable. In a serious fashion she attends to the fundamentals and good instruction while she adds humor to keep her students interested. She truly brings sunshine to our school daily."

Mrs. Hinchey received her Outstanding Educator Recognition Award at the Elementary Recognition Awards Banquet held at the Aqua Turf Club in Southington on May 11, 2005.

ciac news

News & Notes . . .

■ Hispanic girls are the great missing segment in interscholastic sports. They compete far less often than non-Hispanic girls. According to the U.S. Department of Education, 36 percent of Hispanic girls played in 2001-2, compared to 52 percent of non-Hispanic girls. This pattern worries school officials, since girls who don't play sports miss an array of benefits. They stand greater chance of obesity, diabetes, pregnancy, alcohol and drug abuse, and eating disorders. They are also more likely to feel left out of school and to drop out. Hispanic boys, on the other hand, do participate. Around 50 percent of them competed, compared to 57 percent of non-Hispanic boys. Where are all the girls? At home, it seems. The main reason is the tradition that young Latinas help around the house in the afternoon. In Mexico, after-school activities are rare, so families are unfamiliar with them. Recently-arrived Hispanics may also lack the money and time to take kids to practices and games. Moreover, role models are scarce. "All that's being promoted in our community is the beauty aesthetics," says Julio Pabon, president of Latino Sports Ventures, a sports marketing firm in New York City that represents Hispanic athletes. "We have this Latino explosion on the music, art and film side, but not on the sports side. Young girls see J. Lo on the magazine covers, or Salma Hayek, and that's what they go for. If you mention sports to the average young Latina from the streets, the rare ones would see it as a positive. Most would see it as a negative."

■ In a new survey of about 700 students at Cornell University in Ithaca, New York, just 6.7 percent said they had hazed others, while about twice as many -- 12.4 percent -- said they had endured hazing. However, when shown a list of activities defined as hazing by New York law and the Cornell code of academic integrity -- such as drinking games, sleep deprivation or acting as a personal servant to others -- 36 percent of the students said they had engaged in at least one of them. This perception gap recalls the 2004 Josephson Institute Report Card on the Ethics of American Youth, where 98 percent of students said it was important for them to be people of good character, yet 62 percent had cheated on exams and 27 percent had stolen from a store in the past 12 months.

■ The government tells people to cut the fat with fitness at the same time it is trimming fitness right out of the budget. In Bush's budget proposal for fiscal year 2006, he would cut federal funds for physical education teachers and equipment from \$74 million to \$55 million. Furthermore, the budget crunches in the states, due in part to White House priorities for war and tax cuts to the wealthy, continue to result in physical education classes being stripped from schools all across the country. The percentage of high school students who participate in physical education dropped from 42 percent in 1991 to 28 percent in 2003, according to the Centers for Disease Control and Prevention. Similarly, only 25 percent of high school students report doing exercise that makes them breathe hard and sweat at least five days a week. A significantly higher percentage of high school students, 38 percent, watch television three or more hours a day during a school week. (from boston.com, an article by Derrick Z. Jackson, April 27, 2005)

■ Federal officials unveiled new dietary recommendations last month, updating the widely known Food Guide Pyramid for the first time in 13 years. Officials say they once again hope to make the revamped pyramid, now decorated with a series of colored bands representing food groups, a fixture in schools, physician offices, and health clinics throughout the nation. They also hope that a new emphasis on exercise and moderate eating will finally help make a dent in the U.S. obesity epidemic, now affecting more than one third of adults and nearly one fifth of teens. The new pyramid is based on US Department of Agriculture (USDA) dietary recommendations released in January. It still emphasizes consumption of grains, fruits, and vegetables with limited amounts of meats, oils, and fat.

... more ciac news

THE NEW ON-LINE ELIGIBILITY CENTER Important information for athletic directors . . .

The new and improved version of the CIAC Eligibility System is now online and ready to accept input of game schedules for 2005 fall sports!

Many of the features of the expanded system were discussed at the CAAD Conference in March. Based on feedback from a number of AD's, including those who participated in the beta testing of parts of the system, the new system is proving to be a very helpful tool which allows better communication with their peers, their officials schedulers, their parents, the media and the general public.

The system has the ability to import data from league master schedules and commercial scheduling programs such as LeagueMinder and Schedule Star. A number of leagues provided us with fall league schedules that have already been put into the system as a starting point for their schools' data.

Thanks again to all the ADs who provided the requests, suggestions and testing that have made this expansion possible. We welcome your questions and/or comments.

KEY FEATURES OF THE ENHANCED ONLINE ELIGIBILITY CENTER

- ✓ A redesigned mainpage with easier access to forms and information.
- ✓ The ability to enter schedules efficiently on a standard interface, with one entry screen per team and enhanced error-checking to prevent mistakes and to correct them easier if they are made.
- ✓ The ability to enter JV and Freshmen schedules based on Varsity data with literally just a few mouse clicks.
- ✓ A one click confirmation screen that lets you send some or all of your opponents confirmation reports via e-mail, and/or print copies for your own use.
- ✓ The ability to create and print master schedules in either list or calendar format with the specific information you choose (dates, sports, sites, levels, etc.).
- ✓ A link-building tool that allows creation of schedule and results links for school and league websites which are automatically updated when you (or your coaches) update your CIAC data. These pages can even include automatic links to driving directions for each game.
- ✓ Providing of schedules directly to officials without additional effort on the part of the athletic director.
- ✓ Automatic notifications to officials schedulers, newspapers and anyone who requests information on your school's athletic teams when you change your data (e-mail list signup for members of the public will begin over the summer).

The screenshot displays the CIAC Eligibility System web interface. It features a sidebar on the left with a 'Field Color Key' and 'Optional' sections. The main content area shows two event entry forms, 'Event #1' and 'Event #2'. Each form includes fields for Date, Time, Event Type, H/A, Opponent, Facility, and optional fields like Tournament Name, Transportation, Public Note, and Private Note. There are also sections for 'Result' (W, L, O, T, Canceled) and 'Score', and a 'Card Info' section for tracking red, yellow, and opponent cards.

New Schedule Submission Deadlines for Fall 2005 Sports

In order to be able to provide data to officials schedulers in a timely manner, the following deadlines have been established for entry of schedules for all fall sports:

- Initial schedules for all levels must be entered by **June 1**.
- On **June 1** the CIAC will issue reports detailing any conflicts between the schedules that have been inputted by member schools (non-matching, dates, times, home/away sites, etc.). Schools will have until June 15 to resolve the conflicts and update or correct their information.
- After June 15th the schedules will be made available to the public. Changes can be made to schedules (as long as they are within the established CIAC rules for the specific sport) if both schools involved in the game agree and approve the change.

COACHES' CORNER

News from the National Federation of High School Associations



■ **Basketball Rules Changes:** The National Federation (NFHS) Basketball Rules Committee has adopted four rules changes, one of which mandates that the penalty for a team-control foul will be a throw-in in all cases. The addition of Rule 4-19-7 and revision of Rule 7-5-5 establishes the definition of a team-control foul and now makes the penalty consistent with a player-control foul. With these revisions, the enforcement by officials is simplified and it is anticipated that the length of delays in games will be shortened. Revisions to Rules 7-5-9 and 7-5-10 change the penalty for a double personal, double technical and simultaneous fouls from an alternating possession throw-in to resuming play from the point at which it was interrupted. The fouls will be charged to the players of each team and the ball will be put back in play. This change may increase the likelihood that double fouls will be called more often when warranted. A new rule, Rule 9-3-2, was added which states that players leaving the court for unauthorized reasons will be charged with a violation instead of a technical foul, which was the former penalty. Rule 3-4-15 prohibits a team member from removing his or her uniform within the confines of the playing area. According to Mary Struckhoff, NFHS assistant director and liaison to the NFHS Basketball Rules Committee, players removing their uniforms to show disgust is becoming an increasingly popular trend. With the addition of this rule, the act will be penalized with a technical foul. For more information, visit www.casciac.org/pdfs/basketball_rules_changes.pdf.

■ **Wrestling Rules Changes:** The National Federation (NFHS) Wrestling Rules Committee approved 15 rules changes, several of which concern weight-management. The most significant rule change is the complete rewriting of Rule 1-3, which outlines a weight-management program. Under the revised rule, beginning in 2006-07, stronger guidelines discouraging rapid weight loss will take effect. The revised rule includes a hydration level not to exceed 1.025, a body fat assessment no lower than 7 percent (males)/12 percent (females) and a monitored, weekly weight loss plan not to exceed 1.5 percent a week. Another rule revision that involves the weight issue is Rule 4-5-5, which decreases the amount of weight a wrestler is able to acquire during days of consecutive competition. In the past, wrestlers could gain a pound for each day of consecutive competition. However, under the new rule, a maximum of two pounds will be allowed, regardless of how many consecutive days are spent in competition. Other rules that address the issue of risk minimization are Rules 4-3-3 and 7-1-2. Under the change to 4-3-3, all pads worn by wrestlers must fit snugly against the wrestler's body, in order to prevent a hand getting between the pad and the wrestler. This rule would include equipment that has lost its elasticity, as well as new products that leave a gap. Rule 7-1-2 addresses two moves that will be made illegal – the straight-back suplay and the straight-back salto to the head. Although the moves are seldom used, they present a high level of risk when performed. The remaining rules changes can be found at www.casciac.org/pdfs/wrestling_rules_changes.pdf.

■ **Swimming/Diving Rules Changes:** Beginning with the 2005-06 school year, high school swimmers discovered to be wearing illegal attire or jewelry no longer will be automatically disqualified from further competition. The revision to Rule 3-3-4 was among seven rules changes adopted by the NFHS Swimming and Diving Rules Committee. In the past, a swimmer wearing illegal attire or jewelry was disqualified from the event. With the revision, the student-athlete will no longer be allowed to participate in an event until the attire or jewelry is replaced or removed, but will not be disqualified unless he or she refuses to adhere to the rule. In an effort to reduce risk to swimmers, Rule 4-2-2(n) was added to the rules book. With this rule, swimming and diving competitions are subject to the NFHS Lightning Guidelines, due to the fact that many states either hold competitions outdoors, or in a facility with open sides. The Lightning Guidelines, henceforth, will be incorporated into the rules book, beginning with the 2005-06 edition. With the addition of Rule 3-2-3 Penalty #1, in non-championship meets, a competitor who has been officially entered in an event but does not compete shall be disqualified from that event only. Previously, the competitor would have been disqualified from the competition. The rules committee also approved a new dive - Dive 5227, a back somersault with 3½ twist free - that will be added to the 2005-06 diving chart. Additional rules changes can be found at www.casciac.org/pdfs/swimming_and_diving_rules_changes.pdf.

OFFICIALS' CORNER

News from the National Federation of High School Associations



The National Federation of High School Associations has issued the following clarification to help lacrosse officials with the new interpretation regarding broken goalie equipment.

Interpretation of Rule 4-27-1: Play should be suspended immediately if the goalie's stick or any of the other required goalie's equipment becomes broken or dislodged.

Situation 1: SITUATION: The goalkeeper's cross becomes broken while the goalkeeper is within his goal crease. Should play be suspended? RULING: Yes, and award the ball to the same team that had possession when play was stopped, outside the defensive/attack area. If the ball is loose, award by alternate possession.

Situation 2: SITUATION: The goalkeeper's throat protector becomes broken and falls down below his chest while he is within the goal crease. Should play be suspended? RULING: Yes, and award the ball to the same team that had possession when play was stopped, outside of the defensive/attack area. If the ball is loose, award by alternate possession.

Situation 3: SITUATION: The goalkeeper (B1) is out of the goal crease and fighting to get possession of a loose ball as one glove falls off. The goalie continues to pursue the loose ball. RULING: Technical foul against B1, award the ball to A1 outside the attack area.

Situation 4: SITUATION: The goalkeeper (B1) is out of the crease area fighting for a loose ball and the shaft of his stick breaks. He drops his stick and returns to his crease to defend. a) The ball is loose on the ground as the goalkeeper returns into the crease in order to defend without his equipment; and b) A1 has possession of the ball and is moving to the crease as B1 goalkeeper returns into the crease in order to defend without his equipment. RULING: a) Technical foul, loose ball. Award the ball to A1 outside the attack area. b) Technical foul on B1 goalkeeper. B1 goalkeeper serves 30 second penalty.

Situation 5: SITUATION: A1 takes a hard shot on a cold day from close to the crease. The shot deflects off goalkeeper's B1 stick, breaking the head and deflecting into the goal. RULING: Legal goal.

Situation 6: SITUATION: A1 takes a hard shot on a cold day from close to the crease. The goalkeeper B1 is outside the crease and the follow-through from A1's shot breaks the head of B1's stick before it enters the goal. RULING: Legal goal.

The major point to understand is that a goalkeeper who is out of the crease and his equipment becomes broken or dislodged is considered the same as a field player and subject to a technical foul if he participates in the play. Officials should use the same play-on technique that is used for any player participating in the scrimmage area without proper equipment.

... more ciac news

Response to EDITORIAL

By Michael H. Savage, Executive Director, CIAC

"I write to clarify the misinformation that writer Robert Leeney reported in his editorial published on May 4th entitled "Schools, CIAC should pay for tests." Mr. Leeney reported that "CIAC has ignored the problem so thoroughly that it has no policy on steroid abuse". According to the minutes of its meetings dating back to December 12, 1984, the CIAC Board of Control has been debating ways, including the enactment of a statewide regulation, of curbing the abuse of various controlled substances, including anabolic steroids, among student athletes. In fact, in December 1989, the CIAC proposed a "Rule of Interscholastic Athletic Eligibility for Athletes Involved with Tobacco, Alcohol or other Drug Use." This policy would have been universally applied to all schools in the state. However, it was never implemented because, at the time, the state's educational leaders, to whom the CIAC answers, felt that those matters were best dealt with at the local level where their were greater rehabilitative resources available to those in need of help. Hence, the CIAC refrained from establishing a policy which would have prohibited athletes in violation of the policy from participating in high school athletics for a limited period of time. A survey done at that time indicated that a majority of high school administrators favored the policy proposed by the CIAC.

In April 1992, the CIAC board again advanced efforts to establish measures to curb the growing abuses in the use of steroids and other drugs. These efforts resulted in a compromise position which required all school districts to establish their own policies specific to substance abuse by high school athletes. It was a policy which recognized the need to address the issue in a pro-active manner by supporting measures, at the local level, which would provide rehabilitative services to those found in need of help. It has remained that way ever since and there appears to be little interest from school officials to have the CIAC interfere with the perceived right of local school districts to manage this ever increasing problem. It is for that philosophical reason, and not one of money, as suggested by Mr. Leeney, that the CIAC has not promoted a statewide drug testing program.

Yes, random testing for steroids does work. I believe that if such a program were the "will" of parents as well as educators, a random testing program could be funded without legislative involvement and that program would be accepted by the vast majority of our student athletes as a reasonable expectation for those who wish to participate in CIAC events.

For Mr. Leeney to accuse the CIAC of simply ignoring the problem is both unfair and unfounded. The principals of the state, who vote on CIAC rules and regulations, need the support of a greater constituency on issues of this magnitude. If that can be accomplished through a legislative enactment that represents the will of the people of Connecticut, then the CIAC is fully prepared to promote and administer a reasonable, sensible, fair and mandatory random steroid testing program, with or without state funding. Other state associations which have similar regulations have received money through their state legislatures. I have confidence that if the public believes it is the right and proper thing to do, it will support the measures necessary to fund such a program."

"The average high school student has little sense of mortality, but a huge sense of where he or she stands within a peer group context. That is an explosive combination when products exist that can make a young person stronger, faster and more athletic."

Robert Kanaby, Executive Director
National Federation of State High School Associations

A LOOK AT STEROIDS

On the local front . . .

- In addition to the steroid legislation introduced by Senator Gaffey (page 8), House Minority Leader Robert Ward, R-North Branford, has proposed legislation that would create a pilot program to test student athletes for steroid use. "It is time to act to ensure that our young athletes are not jeopardizing their own health in hopes of illegally gaining advantages on their competition," Ward said. Ward plans to attach the proposal to a bill that would mandate steroid education in schools. The program would randomly test 2,000 athletes and the state would provide \$200,000 for the program. The testing program would look only for steroid use. The CIAC would create the parameters of the pilot program.

On the national front . . .

- In Virginia, legislation is pending that would enable the Virginia High School League to establish rules whereby a student-athlete who has used steroids, other than those prescribed by a physician for a medical condition, would be declared ineligible for two years. In Michigan, the state legislature is currently conducting hearings on a bill that would require each local board of education to have a policy that includes a prohibition of performance-enhancing drugs.
- Baseball commissioner Bud Selig asked players to agree to a 50-game suspension for first-time steroid offenders and a lifetime ban for a third violation under what he called a "three strikes and you are out approach" to doping. In a letter sent last month to union head Donald Fehr, Selig proposed a 100-game ban for a second offense. He also asked the union to ban amphetamines, to have more frequent random tests and to appoint an independent person to administer the major league drug-testing program. Under the rules that began this season, a first offense gets a 10-day suspension, with the penalty increasing to 30 days for a second positive test, 60 days for a third and one year for a fourth. For a fifth positive, the penalty is at the commissioner's discretion. There is no penalty for amphetamine use by players on 40-man major league rosters. Amphetamines are banned for players under minor league contracts.
- An alarming number of American girls, some as young as 9, are using bodybuilding steroids - not necessarily to get an edge on the playing field, but to get the toned, sculpted look of models and movie stars, experts say. Girls are getting their hands on the same dangerous testosterone pills, shots and creams that have created a scandal in major league baseball and other sports. Often, these are the same girls who have eating disorders, according to some research. Overall, up to about 5 percent of high school girls and 7 percent of middle-school girls admit trying anabolic steroids at least once, with use of rising steadily since 1991, various government and university studies have shown.

. . . more ciac news & notes

SCHOLAR-ATHLETE BANQUET A SUCCESS

By Paul R. Hoey, Assistant Executive Director



Three hundred and thirty students from 175 Connecticut high schools were honored at the Twenty-Second Annual Scholar-Athlete Banquet held at the Aqua-Turf Club in Southington on May 1, 2005. The event, hosted annually by CAS/CIAC and sponsored by the McDonald's Owner/Operators of Connecticut and Coca-Cola, honors one male and one female from each Connecticut high school who have excelled in both academics and athletics. To qualify for the award, each student must have accumulated a 3.5 grade average, participated at least two years in a CIAC-sponsored sport, have exhibited service, and possess integrity and self-discipline.

Noted Connecticut professional golfer Mrs. Suzy Whaley was the keynote speaker for the event. She was introduced by Mr. Arnold Dean, Director of Sports Broadcasting, WTIC Talk Radio 1080. ESPN's Bob Picozzi served as master of ceremonies for the event. Welcomes were given by Dr. V. Everett Lyons, vice president of the Connecticut Association of Schools and principal of Bristol Eastern High School; Mr. William J. Barney, chair of the Connecticut Interscholastic Athletic Conference and principal of the Morgan School in Clinton; CT Commissioner of Education Dr. Betty Sternberg; Coca Cola representative Mr. Brian Curry; and McDonald's representative Mrs. Brenda Person.

There was an extremely positive response to the thoughtful keynote address of Mrs. Whaley. Her reflections on how to balance the body, mind and spirit as the scholar athlete's move on to college obviously resonated with the audience of over 1,675 students, parents, and educators.

Pictures: *Keynote speaker Suzy Whaley (top) and CIAC chair William Barney*

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