

CASC Advisors Planner

Official Newsletter of the Connecticut Association of Student Councils



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 CAS-CIAC
 30 Realty Drive,
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CASC
ADVENTURES IN
LEADERSHIP

MONDAY, May 23
9:00-2:00
Winding Trails, Farmington

Director's Corner

About 2 weeks ago CASC officially turned 70. To mark this milestone here is a brief history of the association.

As early as the 1940's there is evidence that there were several regional student council organizations that existed across Connecticut including the Robert H. Early Memorial League of Student Councils in the Housatonic Valley.

In 1952 the Connecticut High-School Principals Association appointed Arthur W. Kairott, principal of the Glastonbury High School, to make plans for organizing a Connecticut association of student councils. Working with several Connecticut principals and Susan Jennings, a student council member at Glastonbury HS, they met at Hartford High School on April 7 to draft a constitution of the newly formed Connecticut Federation of Student Councils.

The first organized meeting between Connecticut schools to discuss the constitution of the newly formed Connecticut Federation of Student Councils was held 10 days later again at Hartford Public High School on April 17, 1952.

The Association grew steadily, hosting its first state wide convention in 1954.

By 1967 The association had grown to 140 member schools and boasted a robust program including summer workshops at UConn, a state convention hosted by a different high school from across Connecticut and a winter one day workshop. The association was growing so successfully that they began to organize local districts and leagues to help neighboring schools discuss mutual problems and plan group projects.

In the 1980's the Federation changed its name to Connecticut Association of Student Councils.

In 2011 CASC hosted the NASC/NHA LEAD Conference at the Stamford Marriott.

In 2021 CASC was reorganized into 4 Districts servicing the needs of the local schools.

CASC has come a long way and we continue to grow each year.

We continue to research our history and will continue to update this brief history presented here as we look to honor the past student leaders and inspire the next generation of student leaders!

Two upcoming events I want to share with you:

Adventures in Leadership

We look forward to seeing everyone at the first live event in two years!! "Adventures in Leadership." You should have received an email already from me with information, please contact me if you have any questions. It is an amazing day of leadership, memories and student growth.

Constitutional Convention!!!

I am very excited to announce this one. We have arranged to hold next year's President's Symposium at the Old State House in Hartford on September 16 where we will be hosting a Constitutional Convention to review and approve a new state wide Constitution to guide the association. The Executive Board will be working all summer to draft a proposal draft, please make your plans early to send a delegation to this exciting opportunity. More information will be sent out before the end of this school year.

Be safe, and as always thank you for your continued support of Student Leadership in Connecticut and remember to stay above the line.

Christopher Tomlin
CASC Executive Director

Upcoming State Important Dates::

MAY

May 23:: CASC "Adventures in Leadership." Winding Trails, Farmington, CT

Held at Winding Trails in Farmington, this day is designed to allow your newly elected leaders an opportunity to come together and begin to work as a team, while meeting leaders from across the state.

SEPTEMBER

September 16:: President's Symposium and CASC Constitutional Convention, Old State House, Hartford, CT

We will be holding next years President's Symposium at the Old State House in Hartford where we will also be reviewing and voting on a new Constitution And Bylaws for CASC

From the Student Executive Board

Hello, CASC Constituents! It has been a pleasure serving as CASC's President for the past three years. It's been rewarding to see the board grow from four people to over 10 people as well as being a part of an organization focused on empowering the student leaders around our state. Many other CASC leaders (Julia Pupriqqi, Matthew Kranc, Abby Messina, Lexi Landrigan, Erin Dalton, Laney Barrett, Jacob Bauer, and Mel Shkrepi) will also be graduating this year and moving into the next chapter of their lives. Abby and Mel have served on the board for over two years. Regardless of how long we have served on the CASC board, our leaders have made important and impactful contributions to the organization and state. From recovering the history of CASC to organizing a state-wide Blankets for Babies to coordinating a district conference, our graduating leaders have given CASC their all. I am grateful for the memories and wisdom I have gained from my time at CASC. Through being President, I have learned that community is necessary for change. With that said, I am grateful for you and your school's student leaders for being active members of your community, for taking action, for identifying issues and developing a solution, for improving the environment of your schools, and, most of all, for challenging yourself and stepping out of your comfort zone. Thank you, from the bottom of my heart, to my fellow board members, teachers, parents, advisor Mr. Tomlin, and you!

Sincerely,
Emily Laput '22
Woodland Regional High School
President, CASC
University of Connecticut, Class
of 2026

I'm Yasmeen a Galal and I'm the 2022-2023 CASC President. I take an active role in leadership and equity groups. I also love math, robotics, and baking. CASC has a lot in store for you this year! We've appointed many new leaders to our board and we look forward to swearing them in at our May meeting. This May, we're also hosting Adventures in Leadership, a day of exciting team building activities that benefit leaders. This will be held at Winding Trails in Farmington. Currently, we're planning next year's events and celebrating CASC's 70th birthday!

Yasmeen Galal '24
Woodland Regional High School
President-Elect, CASC

Districts in Action

Please check the district lists below as some schools were moved in the recent realignment of the state.

Northern District - CIBA

District Members:

Achievement First, Aerospace & Engineering, Avon, Berlin, Bloomfield, Bristol Central, Bristol Eastern, Bulkeley, Cheney Tech, Classical Magnet, Conard, Connecticut IB Academy, Cromwell, East Catholic, East Granby, East Hartford, East Windsor, Farmington, Glastonbury, Goodwin Tech, Granby Memorial, Hall, Hartford Magnet, Trinity College Academy, Hartford Public, Manchester, Mercy, Metropolitan Learning Center, Middletown, New Britain, Newington, Northwest Catholic, Plainville, Portland, Prince Tech, Rocky Hill, Science & Innovation, Simsbury, SMSA, South Windsor, Southington, St. Paul Catholic, University, Vinal Tech, Wethersfield, Windsor, Windsor Locks, Xavier

Eastern District - OPEN

District Members:

Academy of the Holy Family, Bacon Academy, Bolton, Coventry, Daniel Hand, East Hampton, East Lyme, Ellington, Ellis Tech, Enfield, EO Smith, Griswold, Grosso Tech, Haddam-Killingworth, Killingly, Ledyard, Lyman Memorial, Montville, Morgan, Nathan Hale Ray, New London, NFA, Norwich Tech, Old Lyme, Old Saybrook, Parish Hill, Plainfield, Public Safety Academy, Putnam, RHAM, Robert E. Fitch, Rockville, Somers, St. Bernard, Stafford, Stonington, Suffield, Tolland, Tourtellotte Memorial, Valley Regional, Waterford, Westbrook, Wheeler, Windham, Windham Tech, Woodstock Academy

Southern District - Notre Dame High School, West Haven

District Members:

Amity, Ansonia, Branford, Bunnell, Cheshire, Coginchaug, Cooperative Arts And Humanities, Crosby, Derby, East Haven, Eli Whitney Tech, Emmet O'Brien Tech, Engineering and Science University Magnet, Foran, Guilford, Hamden, High School In The Community, Hill Regional Career Magnet, Hillhouse, Holy Cross, John F. Kennedy, Jonathan Law, Kaynor Tech, Lauralton Hall, Lyman Hall, Maloney, Mark T. Sheehan, Metropolitan Business Academy, Naugatuck, New Haven Academy Magnet, North Branford, North Haven, Notre Dame-West Haven, Orville H. Platt, Platt Tech, Riverside Academy, Sacred Heart Academy, Seymour, Shelton, Sound School, Stratford, Waterbury Career, West Haven, Wilbur Cross, Wilby, Wilcox Tech, Wolcott, Woodland Regional

Western District - Thomaston High School

District Members:

Bethel, Bridgeport Central, Brien McMahon, Brookfield, Bullard Havens Tech, Canton, Danbury, Darien, Fairfield College Preparatory School, Fairfield Ludlowe, Fairfield Warde, Gilbert, Greenwich, Henry Abbott Tech, Housatonic Regional, Immaculate, Joel Barlow, Kolbe Cathedral, Lewis Mills, Litchfield, Masuk, New Canaan, New Fairfield, New Milford, Newtown, Nonnewaug, Northwestern Regional, Norwalk, Notre Dame-Fairfield, Oxford, Pomperaug, Ridgefield, Shepaug Valley, St. Joseph's, Stamford, Staples, Terryville, Thomaston, Torrington, Trinity Catholic, Trumbull, Wamogo, Watertown, Westhill, Weston, Wilton, Wolcott Tech

CT RISES:: Ideas for May

Remember to be focusing on your **CT**(citizenship), **R**(recognition), **I**(inspiration), **S**(service), **E**(engagement), **S**(spirit). Looking for a new project to run this month in your student council/government? Think about incorporating some of these suggestions into your calendar.

CITIZENSHIP

Last Meeting

Begin with an agenda and consider adding these items::

- Consider farewell speeches for the Seniors.
- Provide an opportunity for Seniors to say goodbyes.
- Plan your summer meetings
- Reflect on the past year. Were the goals you set at the start of the year achieved?
- Discuss committees, should they be changed? reorganized?

RECOGNITION

Teacher Appreciation Week

Teacher Appreciation Week is May 2-6. It's fun to tell them how thankful we are for all that they do. Surprise them by leaving baskets on each of their desks. Things to include:: candy, mints, life savers, tissues, and punny inspirational messages!

INSPIRATION

Student Leadership Awards

With the year ending it is time to think about awards for your student leaders. Rookie of the Year, Outstanding Senior, etc.

SERVICE

Town Wide Cleanup

May is a great time to cleanup your local green space or your schools campus. Look to involve the local Town Parks and Recreation department.

ENGAGEMENT

**We are always looking for new and exciting projects or events to highlight, if your council has a project that you would like to see highlighted in a newsletter please submit it [here](#).

Grim Reaper Day

This program was developed by SADD. Every 33 minutes, a gong will sound over the PA system and the grim reaper will enter a classroom and pull a selected student from the class. Each victim's face will be painted white and have one teardrop outlined on his/her face. The victims will be "dead" for the rest of the day and cannot speak to anyone.

SPIRIT

Sidewalk Chalk

Use chalk on the sidewalks of all entryways of your school to say goodbye and good luck to the seniors. If possible write it in areas that the seniors will walk on while heading to graduation.

Sunset/End of School Activities

Does your council have any end of school activities for the student body? If not consider these::

- Decorate the school on the last day of school with banners and streamers in your school colors.
- Put cutouts on the lockers of the seniors for their post high school plans (college logo, military branch, or if undecided put a diploma.).
- Leave treats for teachers in their mailboxes.
- Have your student council members and the school band outside to Say goodbye to the busses on the last day of school.
- Holding "Minute To Win It" competitions during lunch waves.
- A pre exam pep rally.

Tips and Tools

Why have a Constitution??

Planning ahead to our September CASC Constitutional Convention my mind once again turned to [Harry C. McKown's 1944 book "The Student Council."](#) I have copied (unedited) most of Chapter 6 which deals with the formation of a Constitution and Bylaws for a Student Council/Government. Although much has changed in the world since it was first published, the basic democratic ideals included below are as true and as important today as they were when first written 78 years ago.

Chapter VI - Constitution and Bylaws

IN A democratic form of government the purposes of the plan, the sources of authority, the rights, privileges, duties, and responsibilities of both electors and electees, and the organization, powers, and activities of the central group must be designated, described, or defined, and these ends are accomplished through a formally accepted and adopted constitution or a constitution and bylaws.

There is a great deal of confusion, not only among younger, but also among older, individuals, regarding the difference between constitution and bylaws, and a word of explanation may be in order. In general, a constitution is the fundamental or major law of an organization, while bylaws are supplementary regulations or minor laws, more specific working directions of the plan. Obviously, these bylaws must not contravene or conflict with any part of the fundamental or organic law. To illustrate: for our purpose here, on the whole we have included in the discussion of the constitution those items which the school itself should decide upon, such as purposes, name, powers, and organization. In the bylaws, we have included those items which refer more directly to the procedures of the meetings and activities of the council, such as order of business, parliamentary authority, quorums, reports, and special

committees. This represents an ideal, but not always a possible, method of classifying items, but despite difficulties, it is satisfactory in the present connection.

Really, in student associations it may be relatively unimportant whether the basic instrument be called a "constitution," "constitution and bylaws," or just "bylaws." It is entirely possible that a constitution might be made so complete that a set of bylaws would be unnecessary; conversely, it is possible that a set of bylaws might be made so complete that a constitution would be unnecessary. The important thing is to see that all essential elements are included, irrespective of just how they are classified. However, constitution is a dignified and formal term which quite properly appeals to all individuals.

As a part of his preparation for the writing of this chapter, the author examined 217 school constitutions from all parts of the country. As might be expected, he found these instruments to vary greatly in size and complexity, and to show considerable variation in terminology and in the classification of materials. The majority are called "constitutions" or "constitutions and bylaws" but such other designations as "rules of organization," "procedure and regulations," and "rules of order" are used. These constitutions include nearly one hundred different subjects, usually designated both as "articles" and "sections," and sometimes only numbered, not headed. Of course nearly all these topics are classifiable into a few major groups. These constitutions also list the subjects in all sorts of order.

It is not the purpose of this chapter to offer a ready-made constitution because subjects, provisions, and arrangements, may, quite properly, vary from school to school. However, it is the purpose here to indicate general constitutional

form, the major elements, and a suggested arrangement of these elements, which, incidentally, with one or two exceptions, is of relatively little significance. In order to be concrete, much of the material of this chapter will be based upon a critical examination of articles and sections taken from constitutions. Detailed discussions of the principles and procedures relating to the material of these articles — plan of organization, officers, committees, financial administration, etc. — will be presented later. Here we are interested largely in the form of the constitution. This general form will be reflected also in the organization of the present chapter.

PRINCIPLES OF CONSTITUTION CONSTRUCTION

1. Every Participation Plan Should Be Based upon a Written Constitution. — The author can see no reason whatever for a constitutionless form of student participation in control. He knows that in some schools for various reasons such as small size, fear of killing interest and informality, and faculty apprehension and jealousies, there is no written constitution. The council's area and organization is then defined and understood by "tacit agreement," but even this "tacit agreement" represents a constitution, although an unwritten one. Because this is true, there is no real reason for not putting this constitution into definite form. If it is written, needless discussions and misunderstandings over authority and responsibility will be avoided, a better knit organization will be developed, and standing and distinction will be given to the plan.

2. The Constitution Should Fit the Local Situation. — Nearly all student participation constitutions are imitations of those of other schools. There is some justification for this, because it would be very difficult for a group of inexperienced students to develop such an instrument without the proper base of fact and form. However, for a school group to copy bodily a constitution and plan of some other school is no more logical than for one student to copy exactly the suit of clothes of some other student. It might fit, but it is much more

probable that it would not. A school may justifiably imitate the general form of constitution, but the details of the plan should represent the needs of the local setting.

3. The Constitution Should Be as Simple as Possible. — Often school constitutions so closely imitate municipal, state, and federal instruments with their legal and technical verbiage that they are cumbersome and confusing. Frequently, in such instances, the main order of business seems to be "amending the constitution." This is true especially where the constitution is considered a specifically detailed legislative statute instead of a more flexible enabling act. Obviously, the size and type of the constitution depends upon the size and type of the organization planned. It should be complete enough to cover all necessary details, but simple enough to be easily understood by the average student. Short sentences, sections, and articles, each confined to a single idea, and numerical designations for each article and section, help to give the impression of simplicity. A number of shorter articles and sections is preferable to fewer longer ones. All articles should be properly titled or headed. It cannot be overestimated that, like the council itself, the constitution is not an end, but a means to an end.

4. The Source of Authority Should Be Indicated. — Very few of the constitutions studied indicate the source of their authority. These are, in a way, unconstitutional; certainly the omission of their source of authority is entirely illogical. In short, because the participation plan rests upon delegated authority, the source of this authority should be indicated in the constitution.

5. The Constitution Should Be Positive, Not Negative. The author has read constitutions which appeared to be composed largely of "shall not" statements. In one of these, he counted seventeen sentences beginning with "No," such as "No student . . .", "No action . . .", and "No appeal . . .". The occasional use of such expressions may be justified in properly defining powers and areas of authority, but if too much use of them is made the

constitution will become a set of formal, cold, and impersonal commandments.

The too frequent use of such expressions as the following, nearly one-half of which were taken from one constitution, gives an incorrect and deleterious impression:

Within the limits of the restrictions imposed

Shall vote to oust the officer

In case of neglect of duties

In case of removal by recall, resignation, or incapacity

Pronounce judgment and sentence

Disqualification and removal of representative

Incompetence, laziness, and willful disobedience

No appeal shall be made

Adjust difficulties between faculty and students

Punishment and chastisement

To repeat, the constitution should give the impression of positive and constructive policies instead of the opposite. When negative ideas are necessary, they should be expressed in clear but not too harsh terms.

6. Serious Study Should Precede Final Adoption.

— The constitution is not something to be written out and handed to the school in a "here's your constitution" manner. Because it represents the entire school, all students and teachers should have an opportunity to study it, criticize it, suggest changes, and in other ways attempt to improve it. This can be done properly through the various organizations which are, or are to be, represented in the council.

A good procedure for the development of this instrument is the election or appointment of a central committee, or even a constitutional convention, although the size of this group may militate against its effectiveness, to make a survey of the local needs and a study of typical constitutions. A proposed instrument is then drafted and distributed to the school for study and criticism. When advisable, the necessary modifications are made before the constitution is offered for final ratification.

Some schools even try out the constitution for a semester or two before finally adopting it. This procedure will help to avoid embarrassing and confidence-destroying errors and weaknesses. Frequently amending the constitution not only takes valuable time and efforts which might be better spent on other activities, but also is not complimentary to the group which originated the instrument. At the same time, when amendments become necessary they should be promptly made.

7. The Constitution Should Be Published. —

Publishing the constitution in an attractive little booklet and making it available to all the members of the school will give it dignity and significance, make the school more participation conscious, and clarify thinking on purposes, organization, and responsibilities. This booklet should include a table of contents, chart of the plan, and, if rather long, a topical index. Except in small schools, printing the booklet is preferable to mimeographing it. If the school publishes a student handbook, the constitution may very properly be included in it.

CASC Calendar

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DECEMBER

December 2-4:: NA4SA 50th Annual National Conference on Student Activities, Boston, MA.

A live conference at the Westin Waterfront Hotel in Boston on December 3-5, 2022. Check <https://nawd.com> for more details as we get closer to this event.