



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



Affiliated with: National Federation of State High School Associations • National Assoc. of Secondary School Principals • National Middle School Assoc. • National Assoc. of Elementary School Principals

VOL. 82 / NO. 7

APRIL 2008

CAS-CAPSS-CABE RESPOND TO HIGH SCHOOL REFORM PROPOSAL

The Connecticut Association of Schools (CAS), the Connecticut Association of Public School Superintendents (CAPSS), and the Connecticut Association of Boards of Education (CABE) have issued a joint response to the commissioner's proposal for secondary school reform which was adopted by the state board of education in December 2007. In communicating this response to the commissioner, the organizations expressed their appreciation for the opportunity to engage in a thoughtful discussion of how to improve our schools and reiterated their belief that the continued involvement of the members of all three organizations with the commissioner, members of the department, the Connecticut State Board of Education, and the General Assembly cannot help but result in the continuous improvement of public education for all of Connecticut's children.

To view the response, visit: www.casciac.org/pdfs/CASCABECAPSSresponse.pdf.

To view "Secondary School Reform in CT" (January update) visit: www.casciac.org/pdfs/secondary_school_reform_jan08.pdf.

SECONDARY SCHOOL PRINCIPALS URGED TO JOIN NASSP CAMPAIGN FOR NCLB REAUTHORIZATION

In 2007, Congress set out to reauthorize and improve the No Child Left Behind Act (NCLB). However, after much debate and progress, reauthorization has come to a standstill with some inside the Beltway predicting that it may not occur until after a new president is elected or longer.

While this may cause some educators to cheer, the reality is that current law with all its shortcomings will burden public education until conceivably 2010 or later. For this reason, NASSP has called upon Congress to immediately reauthorize and improve NCLB by including provisions that will positively impact secondary education.

Congress has an opportunity right now to provide middle level and high schools with the resources they need to ensure that every student graduates with the skills necessary for success in postsecondary education and the workforce. Positive proposals to amend

continued on page 6

2008 FLANAGAN GRANTS ANNOUNCED

Sponsored by Big Y World Class Markets



Scott Leslie, Chair of the Connecticut Student Activities Conference Board of Control (CSAC), is pleased to announce the Connecticut Association of Schools and Big Y 2008 Thomas R. Flanagan Memorial Grants Awards. The following outstanding student activities have been selected for awards from the applications received at the elementary, middle and high school levels.

Stratford Academy, Stratford - *Student Service Council*. This activity will work for the betterment of the school / community through service projects designed to improve a partnership between students and their teachers. By practicing the principles of democracy, civic duty and collaboration, the council, composed of ten student leaders from the sixth grade, will plan pep assemblies, recycling initiatives, a used book store and beautification projects, to name a few of the targeted activities for next year.

Parker Memorial Elementary School, Tolland - *Fitness For Fun*. This activity will bring an awareness of new fitness activities, implemented on a monthly basis for students and family members alike, to a huge percentage of third and fourth graders. Students will learn how exercise can enhance their lives by increasing self-esteem and decreasing anxiety leading to better choices of food and activities for both the school and home. From running to dance to yoga to circuit training, the program will be fun for all involved.

Mansfield Middle School, Storrs - *Alternate Energy Vehicles*. This activity provides students with information and guidance as they learn about clean, renewable energy. Teams of students will work together to design, build and race alternative energy vehicles. The overall goal of the activity will provide a forum where skill and creativity will be displayed, critiqued and tested!

continued on page 6

REGISTER NOW!

The CAS 56th
Annual Meeting

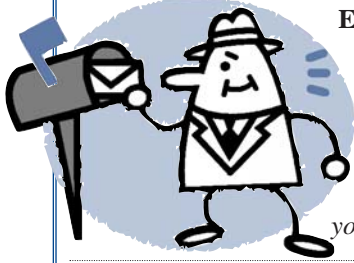
May 8, 2008

The CAS Central Office 8:00 a.m. - 12:00 p.m.

See page 7 for more information

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>](mailto:legalmailbag@casciac.org)

Q. Dear Mailbag: Usually, you are on target with your answers, but I was more than a little troubled with your response to "Being Discreet." There, you stated that a parent who wanted to send teachers informational packets on Amway products has a right under the FOIA to teacher home addresses because school teachers are not on the list of exempted personnel. If the information the parent wanted to send out related to the school or education, I could understand your response. However, I am totally befuddled by your answer because the request was strictly personal and had nothing to do with the business of school or education. I know my response to the parent would have been NO! Please advise.

- *Doubting You*

A. Dear Doubting: Your mistake is that you have confused logic and the law. Your position is completely reasonable, but sadly inconsistent with the law. The Freedom of Information Act does not condition release of information on having a good reason. Moreover, teachers are not covered by Connecticut General Statutes, Section 1-217, which lists those public employees whose home addresses are confidential, including judges, prosecutors and even firefighters and DCF workers. The Freedom of Information Commission has held that home addresses of public employees not on this list are subject to public disclosure. The fault, dear Doubting, lies not in us but in our statutes.

Q. Dear Mailbag: I work in a city with a transient population and, unfortunately, quite a few referrals to DCF. As students move from one school to another, how much am I allowed to disclose to a fellow administrator about previous or open DCF investigations? I want to give receiving schools critical information to ensure safety and success while staying within the law.

- *Balancing Act*

A. Dear Balancing: While your concern is laudable, the statutes do not permit such disclosure except as DCF may authorize. Specifically, Connecticut General Statutes, Section 17a-101k provides that "the information con-

tained in [DCF] reports and any other information relative to child abuse, wherever located, shall be confidential subject to such statutes and regulations governing their use and access as shall conform to the requirements of federal law or regulations." The statute even provides for fines or imprisonment for violations. The premise is that such matters are the responsibility of DCF, and it will decide whether and when such information shall be released. That all said, you are certainly free to ask DCF for permission to include such information in the cumulative record of specific students when you see a need. However, the decision is for DCF to make.

Q. Dear Mailbag: A mother has two children who attended the Nutmeg Public Schools. In December, she and her two children moved into the grandmother's house in a neighboring school district. One daughter withdrew from the Nutmeg Elementary School and enrolled in the local elementary school, but the other daughter stayed in the Nutmeg Middle School. When confronted, mother told me that they have been sleeping and living 100% of the time with the grandmother. However, citing the McKinney-Vento Act, she claimed that she is homeless and thus has the right to keep her daughter in the Nutmeg Middle School. Say it ain't so, Legal Mailbag.

- *Give Me a Break*

A. Dear Break: While mother's claim is creative, I would not buy it. The answer will boil down to how a hearing officer or a court will apply the definition of "homeless" to this situation. From the facts you describe, it appears that mother and daughters are now residing with grandmother. However, there is room for other interpretation here, particularly in that McKinney-Vento even refers to "permanently housed" homeless children, whatever that means. In any event, if you want to push the issue, you must notify the mother that the student is no longer entitled to school privileges in Nutmeg, and if the mother requests a residency hearing, the student may remain enrolled until you get an answer.

ct news & notes

■ A new study of national early childhood education programs ranks Connecticut among the top 10 states in the nation for program access for 3-year-olds and among the top 20 in access for 4-year-olds. The report by the National Institute for Early Education Research (NIEER) also reflects the major investments Connecticut has made in the critical preschool years, ranking the state second in the nation in total spending per enrolled child and no. 3 in the nation in state spending per enrolled child. The report also noted that Connecticut meets six of the authors' 10 quality criteria, including comprehensive early learning standards, requiring teachers to have specialized pre-K training, class sizes of 20 or below and a student-to-staff ratio of 10:1 or less. NIEER is based at Rutgers University. The report was funded by the Pew Charitable Trusts. The entire report can be viewed at <http://nieer.org/yearbook>.

■ Connecticut eighth graders ranked first in the nation in writing performance on the National Assessment of Educational Progress. State students' overall performance – a tie with New Jersey – also marked an improvement since 2002, the last time the 8th grade writing test was administered. Overall, 53 percent of the 2,500 students tested scored at or above proficient on the exam. Among white students, 63 percent reached that level, compared with 52 percent of Asian students, 27 percent of black students, and 27 percent of Hispanic students. Among students eligible for free and reduced price lunches – an indicator of poverty – 28 percent scored at or above proficient, compared with 62 percent of non-eligible students. Only 18 percent of students with disabilities and 4 percent of English-language learners scored at or above proficient. Female students outperformed their male counterparts by a significant margin. While 63 percent of female students scored at or above proficient, only 42 percent of male students did. Those figures are consistent with the gap shown on the state's standardized test, the Connecticut Mastery Test. Eighth-grade females also outperformed males on the 2007 NAEP reading exam, but by a smaller margin. On the math exam, there was virtually no difference by gender; 35 percent of males achieved proficiency or above, as did 34 percent of females.

Save the date!

Principals' Summer Institute

Change Leadership:

*Improving Instruction and
Developing a Shared Vision of Good Teaching*

June 24 ~ June 26, 2008

**Heritage Resort & Conference
Center, Southbury**

The Institute will focus on the leadership tools needed by principals in today's climate of accountability and school reform to establish a collaborative vision of good teaching and leadership in Connecticut schools.

For more information, visit:

http://www.casciac.org/pdfs/summer_institute_brochure.pdf

■ After dropping slightly in 2003-04, the total number of full-time equivalent certified staff members working in Connecticut's public schools increased from 2003-04 to 2005-06 by 861 to a total of 51,338. Only half of this increase was seen in the ranks of regular classroom teachers. The balance of the growth between 2003-04 and 2005-06 was in the special education, special programs and student support specialist areas. (Source: *The Condition of Education, 2007 / CSDE*)

■ Nearly 600 educators and police attended the Governor's School and College Security Conference held at Central Connecticut State University last month. Keynote speaker Jo Ann Freiberg, consultant for the CT State Department of Education, described a "toxic recipe for disaster" which leads to school shootings. She identified five characteristics common to the students behind such violence:

1. They have been marginalized by their peers and experienced horrific cruelty;
2. They have fallen under the radar screen;
3. They have had personal problems, such as mental health conditions or family issues;
4. They have been from communities with narrow definitions of what was acceptable and little tolerance of what wasn't; and,
5. They have had easy access to guns.

Freiberg recommended focusing on each school's climate, creating a culture that does not allow violence — both physical and emotional — and that emphasizes respect and connections among students and adults. She also stressed the importance of providing a wide range of accepted roles for students. No large-scale school shootings have taken place in urban schools, which some researchers think may be in part because such schools tend to be so diverse that students can fit into many different niches, she said. (Source: *Danger Signs On A Road To Tragedy, By Arielle Levin Becker, Hartford Courant, March 28, 2008*)

■ The Board of Education and Services for the Blind (BESB) is pleased to announce that the agency is now accepting nominations for the *2008 Awards of Excellence*. These awards include four categories designed specifically to recognize the outstanding accomplishments of blind, deaf/blind or visually impaired students in grades 6-12 throughout Connecticut. One award will be given for outstanding achievement in each of the following areas:

- Academics -- Recognizes outstanding success in one or more academic or vocational area (not necessarily highest GPA).
- Civic Leadership -- Recognizes exemplary leadership/participation in a school activity or community setting.
- Athletic Achievement -- Recognizes outstanding success as a participant in athletics either in a school or a community setting.
- The Arts -- Recognizes creative contributions in the arts, such as visual arts, creative writing, dance, theater, music, etc.

Additional information and nomination forms are available at www.ct.gov/besb. The nomination submission deadline is June 27, 2008.

Connecticut Still Wealthiest State in U.S.

Connecticut is still the nation's richest state, and in fact it has widened its lead. Total per capita income in Connecticut rose to \$54,117 in 2007 from \$50,762 in 2006, according to a report released March 26th by the U.S. Department of Commerce. The new figure, highest in the nation, is 40% more than the national average for per capita income of \$38,611. Per capita income in Connecticut was helped upward last year by the continued growth of the financial services industry in Fairfield County. The state is also home to many rich people. An estimated 2.4% of the population are millionaires, double the national rate. And 26 Fortune 500 companies were headquartered in Connecticut in 2007, along with their executives' multimillion dollar salaries. Connecticut's high proportion of white-collar workers has been a major factor in keeping the state's per person income the highest in the nation. The state gained 20,500 jobs from December 2006 to December 2007, a healthy total that outpaced the nation's job growth. But the majority of the state's job gains from 2000 to 2006 have been in the service industry, typically the lowest-paying job category, according to the Census Bureau's 2006 American Community Survey, the most recent data available. At the other end of the spectrum, Connecticut ranked near the bottom in job growth in the highest-paying categories in recent years — professional and managerial occupations, the survey said.

Five richest and poorest states in U.S.

CT	\$54,117
NJ	\$49,194
MA	\$49,082
NY	\$47,385
MD	\$46,021
U.S. Average	\$38,611
KY	\$31,111
SC	\$31,013
AK	\$30,060
WV	\$29,537
MS	\$28,845

Source: courant.com

... more ct news & notes

■ Connecticut was recently named the nation's safest state for children, according to rankings released last month from *Parents* magazine. The magazine based its rankings on more than 30 criteria that involved protecting children from accidents or violence. The top ten safest states are listed below. According to *Parents'* investigation., Connecticut excels at enacting safety-minded laws and educating parents about them. Even for legislation that's been on the books for a while -- the state started requiring that kids wear bike helmets in 1993 -- education efforts are ongoing. The proof that it's working: kids in the state are far less likely to die from accidents; in fact, Connecticut has the second-lowest rate in the nation. However, the magazine notes that Connecticut isn't perfect. Connecticut is one of 45 states that don't require drain covers for home pools. This led to the death last summer of a 6-year-old from Greenwich who became trapped in the suction of an uncovered drain. However, new federal legislation mandates that drain covers and other safety devices be installed in public pools nationwide by 2009 and gives states incentives to enact laws that cover backyard ones.

1. Connecticut

2. Rhode Island
3. New Jersey
4. New York
5. California
6. Maine
7. Pennsylvania
8. Massachusetts
9. Maryland
10. Oregon

(Source: *Parents.com*, "The 10 Safest States for Kids")

“Companies in the for-profit sector can pick and choose the raw materials they use. Public education accepts all. We are a zero-reject business. That's a big, big difference.”

- Molly Howard, Principal
Jefferson County H.S. (GA)
2008 National High School Principal of the Year

national news & notes

■ At least one in four teenage girls nationwide has a sexually transmitted disease, or more than 3 million teens, according to the first study of its kind in this age group. Human papillomavirus, or HPV, is by far the most common sexually transmitted infection in teen girls aged 14 to 19, while the highest overall prevalence is among black girls -- nearly half the blacks studied had at least one STD. That rate compared with 20 percent among both whites and Mexican-American teens, the study from the federal Centers for Disease Control and Prevention found. About half of the girls acknowledged having sex; among them, the rate was 40 percent. While some teens define sex as only intercourse, other types of intimate behavior including oral sex can spread some infections. The study by CDC researcher Dr. Sara Forhan is an analysis of nationally representative data on 838 girls who participated in a 2003-04 government health survey. Teens were tested for four infections: HPV, which can cause cervical cancer and affected 18 percent of girls studied; chlamydia, which affected 4 percent; trichomoniasis, 2.5 percent; and herpes simplex virus, 2 percent. (Source: cnn.com/health)

■ Well over 90 percent of people in the United States know smoking is a bad health choice. And although smoking has declined steeply from its peak in the early 1950s, when nearly half of all adults smoked (compared to 21 percent today), smoking remains fairly prevalent at the bottom of the socioeconomic ladder. As of 2006, 35 percent of Americans with a ninth- to 11th-grade education smoked, while only seven percent of Americans with a graduate degree smoke. These figures elucidate a discouraging phenomenon: increases in life expectancy in recent decades have been concentrated almost entirely among better educated Americans. Concretely, if you were 25 in 1990 and held a high school diploma or less, your life expectancy was 74.6 years. Yet, if you attended college at all, even without graduating, you could expect to live more than five years longer. In 2000, a 25-year-old with any college experience had a life expectancy of 81.6 years, an improvement of a year and a half. Mean-

while the less educated group was stuck exactly where it had been 10 years before. A psychological explanation of this trend is that blue collar workers who smoke choose present gratification over future benefits. Still, there is evidence that attending college by itself encourages healthy behavior. For example, when community colleges open in rural areas and enroll local youths who otherwise would have gone into the workforce, smoking rates go down. (Source: *PEN Weekly Newsblast*, April 4, 2008)

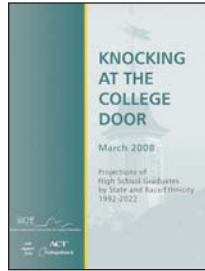
■ Since 1973, salaries for women teachers have increased from 84 percent of men's earnings to 90 percent in 2006. Today, schools are more than 3 times as likely to be led by women principals as they were in 1974, when only 13 percent of those jobs were held by women, and the percentage of women school-district and state superintendents has also increased substantially. (Source: *Ms. Magazine*, Fall 2007)

Why girls need gym class

The Centers for Disease Control and Prevention (CDC) surveyed 5,000 students ranging from kindergarten to fifth grade and found that girls who got from 70 to 300 minutes of physical education per week scored consistently higher on standardized tests. More exercise also translated into increased classroom participation and concentration skills. The study found no correlation between gym class and test scores for boys, but that may be because elementary- school-age males tend to be more active outside school. And according to the CDC, boys are often more physically fit than girls, meaning gym class dodgeball might not be enough to give them the same beneficial physiological effects. Many school districts are slashing physical education to meet budgets; math and reading are what count on standardized tests -- and in assessing schools' performance under *No Child Left Behind*. As a result, most kids have gym class only once or twice a week. That lack of physical exercise could be adversely affecting girls' academic development. (Source: *Time*, March 24, 2008)

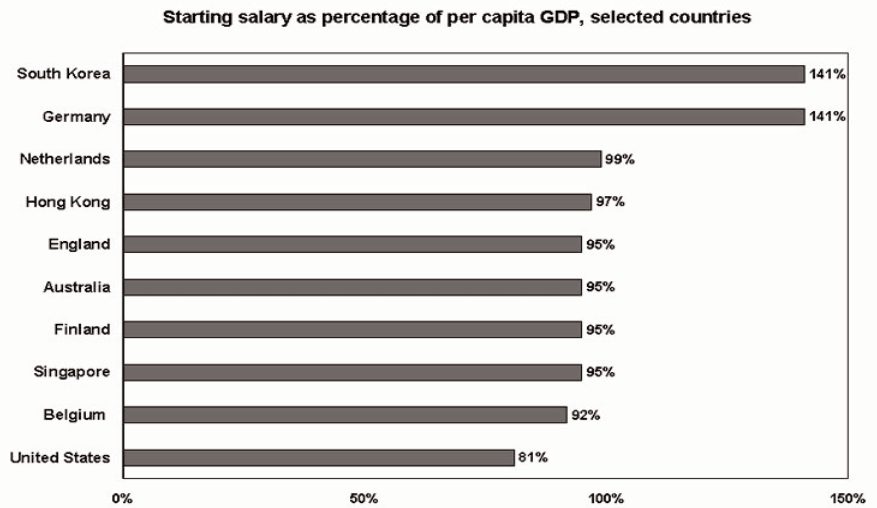
... more national news & notes

■ The Western Interstate Commission for Higher Education (WICHE) has released its annual report, "Knocking at the College Door," which forecasts numbers of American high school graduates. WICHE finds that the current rapid expansion in the number of high school



graduates will reach a peak in 2007-08, when total graduates will exceed 3.34 million. After 2007-08, overall production of high school graduates will become much more stable and will slow moderately between 2008-09 and 2014-15. In terms of total production of graduates, states were categorized in 6 groups, including dwindling production (8 states), slowing production (10 states), stable production (17 states), manageable production (5 states - including Connecticut - plus D.C.), rapid expansion (4 states) and explosive growth (6 states). The categories highlight how drastically different the futures of individual states look and show that the bulk of growth is concentrated in the south and west, especially in states with lower latitudes. To view the report in its entirety, visit http://www.wiche.edu/policy/knocking/1992-2022/knocking_complete_book.pdf

■ The United States lags behind other countries in teacher compensation, which in turn adversely affects the ability to recruit high-quality candidates. A recent study by McKinsey and Company argues that good starting salaries are an essential ingredient for getting the right people to become teachers. Though people who enter teaching often cite a number of reasons for doing so, surveys find that unless school systems offer salaries commensurate with other career opportunities, the teaching profession will not appeal to attractive candidates. The McKinsey study shows that starting salaries in the United States are much lower than in other Organization for Economic Co-operation and Development (OECD) countries. (Source: *PEN Weekly Newsblast*, April 4, 2008)



Source: McKinsey & Company.

NEW RESEARCH SHOWS 81% OF TEENS ARE HAPPY

Last month, Online Testing eXchange (OTX), a leading global consumer research and consulting firm, released new results from its "Teen Topix" study. The study was done in conjunction with trend experts, the Intelligence Group, and taps into the complex lives of the 13 -17 year old set. 750 teens across the country were surveyed on the topic of self image. One of the key findings of the study was that a vast majority of today's teens consider themselves to be happy. 81% of teens said they were at least somewhat happy and over a third (36%) say they are very happy. That age group also reports they are happiest with their relationships with friends, their talents and their school performance. When asked if they would rather get a college degree or win American Idol, 90 percent selected a college degree. Furthermore, three-quarters of respondents would rather have friends than lots of money. Still, personal appearance remains important, as 61 percent of teens said they worry about their looks and 50 percent of teens said looks and physical appearance were very important when it comes to being respected by others. Nevertheless, appearance is considerably less important to being liked, getting ahead in the workplace and making lots of money. For more information, visit http://www.otxresearch.com/documents/PressReleases/2008/03-24-08_teens_self_image.pdf.

legal news & notes

■ In February, the U.S. Supreme Court declined to hear an appeal in a case involving a Georgia father who was seeking the justices' review of a lawsuit in which he alleged that school officials ignored repeated complaints and warnings that a 5th grade teacher was sexually abusing young female students. The U.S. Court of Appeals for the 11th Circuit, in Atlanta, ruled last year that a school principal and assistant principal were immune from the suit, and that the 3,200-student White County, Ga., district was not liable under Title IX of the Education Amendments of 1972 because the evidence did not support claims that supervisors had actual notice that the teacher was molesting students. The justices declined without comment to hear the father's appeal in *Dale v. White County School District*. (Source: *www.edweek.org*, March 4, 2008)

■ Is a local school district that includes links on its Web site to promote positions it agrees with also obligated to link to Web sites that offer an opposing view? That's the question before the 4th Circuit Court of Appeals in a Columbia, S.C., lawsuit that seeks to set the proper balance in the Internet age between individual freedom of

speech and government's ability to limit political discourse. Randy Page, head of South Carolinians for Responsible Government, is asking the court to grant him the right to use Columbia's Lexington 1 school district's communications system to promote taxpayer-funded home or private schooling. Page is appealing a federal district court's ruling last July that found Lexington 1 officials were within their rights when they refused to let him use the district's Web site, e-mail lists and other computer technology to push for school choice. The school district argues that it is not required to provide Internet links to Page's group—or, more broadly, to any outside organization with viewpoints or political goals that clash with its own priorities. The Supreme Court and lower courts have long recognized as "government speech" the right of public officials and agencies to communicate a particular position without requiring an opposing perspective in every instance. But the rapid Internet expansion raises the question of whether governments can link to the Web sites of groups with which it agrees without also including links to groups that offer an alternative position. (Source: *NSBA Legal Clips* - April 3, 2008)

**The Connecticut Association of
National Honor Societies**
presents
**The 10th Annual State
Conference**
for NHS members and advisers



★ TED SERGI ★
President and CEO, CT Science Center

May 23, 2008 • Hartford Marriott, Rocky Hill
*For further information, contact CANHS Executive Director Don Gates,
860.526.5328 / dgates@vrhs.com*

**Flanagan Grants,
continued from page 1**

❑ **Stamford High School, Stamford - Nutrition Self-Esteem Group.** This activity, a joint venture with the school-based health center, will address the issues of diet, nutrition, exercise and how they impact girls' self-esteem. Led by the school nurse practitioner and social worker, the program will provide support in the important teenage issues of proper nutrition, activity, and body image as they relate to self-esteem management.

❑ **Foran High School, Milford - Athletes For Academics.** This activity is a joint program for athletes at Foran High School in partnership with Calf Pen Meadow Elementary School. High school student-athletes will adopt elementary classrooms providing instruction in leadership skills, sportsmanship, responsibility, reading and writing skills. A featured activity in between sessions is a letter writing lesson initiated by the elementary students to their high school counterparts. The program hopes to develop a sense of pride in all participants as important role models in the Milford community.

The purposes of the Flanagan awards program are to stimulate the growth and improvement of student activities and to provide recognition for outstanding student activities. The award recipients will be recognized at a reception at the CAS Conference Center on May 7, 2008.

Thomas Flanagan was the former principal of Waterford High School. A member of the CIAC program, basketball, and football committees, Tom was most closely identified with the Student Activities Board of Control (SABC) during its years of transition and growth. He was also a highly respected member of the NASSP Standing Committee for Student Activities. In 1976, he was awarded CAS's highest honor, a Citation. The Thomas R. Flanagan Student Activities Memorial Grants are dedicated to his legacy.

Big Y has been a dedicated corporate partner since 1997. In addition to sponsoring the Flanagan Memorial Grants, it produces a highly acclaimed nutritional newsletter mailed to all CT students and funds the prestigious Governor's Scholars Program. Big Y, founded in 1936, currently employs over 8,500 people in 52 locations in Massachusetts and Connecticut.

NCLB, continued from page 1
current law include "growth models" that would give schools credit for student learning gains; meaningful graduation rate accountability; alignment of standards to the skills and knowledge necessary for college and work readiness; investments in adolescent literacy; new funding streams to turn around low-performing middle level and high schools; and higher quality assessments for all students, including English language learners and students with disabilities.

NASSP has been assertive in its advocacy efforts, but cannot do it alone. As a school leader, you are in a prime position to educate your members of Congress about the needs of secondary schools and their students.

Visit the Principal's Legislative Action Center (www.principals.org/PLAC) and urge your members of Congress to move the reauthorization process forward and provide middle level and high schools with the federal resources they need to ensure that all students succeed.

Please add your voice and assist CAS and NASSP in this important effort to improve academic achievement for all middle level and high school students!

CAS OFFICERS: 2007-2008	
President.....	Michael Rafferty, Old Saybrook M.S.
President-Elect.....	V. Everett Lyons, Bristol Eastern H.S.
Vice President (H).....	Donald Macrino, Waterford H.S.
Vice President (M).....	David Russell, John Winthrop M.S., Deep River
Vice President (E).....	Katharine Bishop, Daisy Ingraham School, Westbrook
Treasurer.....	Janet Garagliano, Jonathan Law H.S.
CENTRAL OFFICE STAFF	
Michael Savage.....	Executive Director
Earle Bidwell.....	Asst. Executive Director
Regina Birdsell.....	Asst. Executive Director
Michael Buckley.....	Director, Principals' Center
Dennis Carrithers.....	Asst. Executive Director
Matt Fischer.....	Director of Information Services
J. Robert Ford.....	Director of Development
Paul Hoey.....	Assoc. Executive Director
Dr. Robert Lehr.....	CIAC Executive Staff
E. Patricia Llodra.....	Asst. Executive Director
Ann Malafronte.....	Director of Unified Sports®
David Maloney.....	Asst. Executive Director
Karen Packtor.....	Editor, Asst. Exec Director
Louis Pear.....	Asst. Executive Director
Beth Rasmussen.....	Young Athlete Program Coordinator
Joseph Tonelli.....	Director of Officials
THE BULLETIN	
Published monthly except July, August and September by the Connecticut Association of Schools at 30 Realty Drive, Cheshire, CT, 06410. Phone: 203-250-1111. Subscriptions to the BULLETIN are a membership service; subscription costs are \$5.00 for senior high schools; \$1.00 for middle level and elementary schools; \$1.00 for associate and retired members. Third class postage paid at New Haven, CT. Permit #561. POSTMASTER: Send address changes to -- BULLETIN, 30 Realty Drive, Cheshire, CT 06410.	

THE CONNECTICUT ASSOCIATION OF SCHOOLS

• *Providing Programs and Services that Promote Excellence in the Education of All Children* •

CAS Announces the 56th Annual Meeting!

Business Meeting Returns to Central Office with Shortened Format

We are pleased to announce that we will hold our 56th Annual Meeting on Thursday, May 8th at the CAS Central Office in Cheshire. Please mark the date on your calendars!

As many of you are aware, attendance at the annual meeting has steadily declined in recent years. Each year, we implement changes in the hopes of reversing this trend. Thus far, we have had little success. This year, we are reducing the length of the program by two-and-a-half hours! We have decided to simply run our business meeting from start to finish and then immediately present our Letters of Commendation and Citations. We will not be holding people for lunch. We hope to begin the meeting promptly at 8:00 a.m. and adjourn by 12:00 noon. We will of course be providing light food and beverages throughout the morning. We hope that this shortened format will result in a more streamlined event which will be easier to fit into your already very busy schedules.

CAS 56TH ANNUAL MEETING

Thursday, May 8, 2008

CAS Central Office, Cheshire

8:00 a.m. - 12:00 p.m.

Join us on May 8th to review highlights of 2007-2008 and chart a course for 2008-2009!

In its second year operating under the new organizational structure, CAS-CIAC had a very active and successful school year. The CAS Board of Directors, under the industrious leadership of Old Saybrook Middle School Principal Michael Rafferty, has completed a rigorous two-year plan which has helped us grow in the areas of outreach, technology, public relations and educational leadership. Perhaps most exciting is our new partnership with the Connecticut State Department of Education. The CAS/CSDE Executive Coaching Initiative involves recruiting, training, supervising, and evaluating "executive coaches" who provide professional support to the leaders of Connecticut's low-performing schools.

In his fourth and final year as chair of the CIAC Board of Control, Morgan School Principal Bill Barney led the CIAC through a busy and productive year. The Exemplary Interscholastic High School Athletic Program Evaluation Model expanded and is now being implemented in more than ten schools/districts; the CIAC Officials' Association continued to achieve impressive membership gains, with over 4,000 officials representing thirteen sports; the CIAC Sportsmanship Committee hosted its first-ever sportsmanship conference involving over 600 participants; and the CIAC board adopted several important bylaw changes - including one concerning the eligibility of transgendered athletes - which will all be submitted to the membership for a vote on May 8th.

There are a number of important issues -- affecting both CAS and CIAC members -- which will come before you at the May meeting. Their resolution is very important to the future of CAS, to your school, and to you as its administrator.

Your presence at the annual meeting is vital -- we can't do it without you!

Additional information, including the proposed revisions to the CAS Constitution and CIAC By-Laws, will be available shortly.

Register online at <http://www.casciac.org/amregister>

middle school news

"WHEN THE PRINCIPAL SNEEZES" - MIDDLE LEVEL LEADERSHIP

by Dennis J. Duquette & Robert C. Spear, Ed.D

"When the principal sneezes, the whole school catches a cold. This is neither good nor bad; it is just the truth. Our impact is significant; our focus becomes the school focus. If we have great credibility and good relationships, people work to please us. If we lack credibility, people work against us. Once we make it clear what we want, supporters will work for it and opponents will drag their feet or head the other way. The relationships we establish will determine how many are in each camp. We must keep our attention on the issues that matter, not divert our effort and energy to trivial annoyances." (Todd Whitaker - What Great Leaders do Differently)

George Washington was not always a great tactician, but all historians agree...he was a great general. Why? His soldiers loved and respected him. He lived with them. When they were cold, he shivered with them. When there was not enough food to go around, he went without. He knew that to win the revolution he must first win the hearts of his soldiers. His self-sacrifice and concern for them as human beings made Washington one of the greatest generals in history.

Leadership is a complicated topic, because there are probably as many definitions of leadership as there are leaders in the world. That's because a leader is a person with many roles... executive officer, superintendent, principal, teacher, coach, parent, spouse, etc. I have come to believe that great leadership is a special quality in people and it is people that want to make a positive difference in the lives of others who become successful leaders. Simply said, leaders care about others, they walk the talk, they keep things simple, they keep hope alive, they take responsibility and they make a difference whenever and wherever they can. George Washington did just that! His methods were simple; he kept it simple; he treated people with respect and made people feel valued and excited about what they were doing.

As a middle school principal, this is all part of my leadership philosophy and it works! Once you have created a positive atmosphere in your school and established clear expectations for staff, students, parents, and the community, follow these consistently; you will have established an atmosphere that is conducive to people wanting to succeed - which includes students wanting to learn. Teachers, students and parents yearn for a school atmosphere where their kids want to go to school and where teachers feel supported, enriched and parents are welcome. These concepts are nothing new, but they are concepts that have been proven to work for thousands of years.

Presently, our middle schools are under tremendous pressure to perform better on standardized tests whether they are local, state or federally mandated tests. We have to better prepare our teachers on what successful middle level teaching is all about and then excite our students with "best practices" that engage all students in wanting to learn. We do this by emphasizing the mission, vision, and core values of our school in such a way as to encourage our school community to accept and implement the philosophies and concepts associated with best practices. These are based on "solid" research and information from reports, professional articles, books or personal experience. "Best practice" is anything that engages and motivates students while, at the same time, encourages deeper thinking skills. The stories I shared above simply set the tone and the atmosphere for a successful classroom or school climate. "Best practices" will give you the know-how and experience to make more positive and informed decisions regarding teaching and learning.

"Best Practices" in middle schools are also about creating interdisciplinary units among and across all subjects. Examples are small group activities that are inquiry based, collaborative projects and tasks between pairs or groups, using literature circles to engage more diverse styles of learning, creating an experience that is authentic, such as taking students to a local food pantry to make the connection between a school garden and the community needs, or middle school teachers taking their classes to a woodlot or pond to better connect their classroom learning with reality.

Staff meetings and professional development is an opportune time to

teach "best practices" by having staff learn new things, brainstorm new ideas, learn about new ways that are proven to increase student reading, writing, and math success or how to better engage at-risk students. Using portfolios gives student's opportunities to set goals, reflect on their growth and produce evidence of growth. If you have never sat in on student-led conferences, you are missing something...when done correctly, they are incredible.

"Best Practices" is about "thinking out of the box" using your creativity and the creativity of others to make learning more exciting and valuable for both the teacher and student. Just as a great teacher creates magic and excitement in a classroom, we as leaders need to create the same type of excitement at staff meetings, professional development workshops, etc.

Teaching in a middle school is the chance to do what few people ever get the opportunity to do - change the lives of others for ever. It takes a unique person to teach this age group and when armed with the right, positive attitude and a strong background in middle level teaching, combined with the latest in proven "best practice" skills, a teacher/leader can change the world. The kids are ready and waiting to be led down the path of discovery and all we have to do is excite them. Inspire the kids to have a purpose and a goal and they will surprise you beyond belief.

A great teacher and a great leader can make any new program or new idea work. It is a matter of creating the environment where everyone cares about each other. In Steven Covey's book "The Seven Habits of Highly Effective people" he speaks about being "proactive" and explains that proactive people carry their own weather with them - whether it rains or shines makes no difference to them. Their honor is greater than their moods.

Copyright © 2007 by NMSA and distributed by NELMS.

*Dennis J. Duquette is the Superintendent of Schools in Poland, ME
Robert C. Spear Ed.D. is Executive Director of the New England League of Middle Schools, Topsfield, Massachusetts*

STILL TIME TO REGISTER!

The Seventh Annual
**MIDDLE SCHOOL ARTS
CONFERENCE**

Tuesday, May 20, 2008

University of Hartford's Art School
8:30 a.m. - 3:00 p.m.

**This hands-on workshop will:**

- ★ Give statewide visibility to the fine arts and promote the arts among middle school students;
- ★ Provide opportunities for art students from diverse backgrounds to work together;
- ★ Offer middle school art students a high caliber artistic challenge; and,
- ★ Give art teachers an opportunity to create their own work.

STILL TIME TO REGISTER!

elementary school news

**ELEMENTARY ENVIRONMENTAL
CONFERENCE
CELEBRATES ITS 15TH YEAR**

By Lou Pear, Assistant Executive Director

Over forty schools and 280 students converged on the Wesleyan University Campus this past March to learn more about climate change and global warming. Through a series of workshops, students investigated the impact of oil spills on our oceans, studied the environmental impact pollution has on the aquatic critters living in Long Island Sound and researched the potential of using renewable energy sources in the form of solar panels. In addition to these hands on workshops, students learned the importance of recycling, the enjoyment of walking the Blue Trails, and how climate change has increased the frequency and magnitude of hurricanes.

To kick off the day the Art Farm Troupe of performing artists presented "The Fragile Planet" starring the Fossil Fools. Through a well-orchestrated performance of dance and acrobatic expertise, students learned the forces and factors which are having an adverse effect on our planet. This was a new addition to our conference which was enjoyed by all.

At the conclusion of the conference, Mallory Bagwell invited students to help construct a twenty foot high geodesic dome. Once this dome was constructed, Mr. Bagwell took the students on a trip to the future and showed them how this type of structure could save energy, withstand heavy storms, and be constructed using recycled materials. He also showed the students the mathematical formula used to construct this type of structure. Everyone enjoyed this workshop so much we are planning to do this again next March but run it with smaller groups multiple times so students can spend more time investigating the geodesic dome in more detail.

A special thank you goes out to the members of the CAS Environmental Committee and the Wesleyan staff who worked collaboratively to make this event successful. Also, a special thank you to all of the advisors, principals and presenters who made this event rewarding and possible. Plans for next year are in the works. Please plan to join us on **March 19, 2009**.



The Long Island Sound Foundation in conjunction with the CT Association of Schools and the CT River Museum present . . .



**MARINE
SCIENCE DAY**



For students in grades 5-8



**Avery Point in Groton • Connecticut River
Museum, Essex**

Wednesday, May 14, 2008 • 9:00 a.m. to 3:00 p.m.

The purpose of this conference is to educate students about Long Island Sound and Marine Science. Each student will be individually scheduled to participate in a series of workshops presented by university personnel, graduate students, and environmental educators from a variety of organizations and institutions. Any questions may be directed to Lou Pear, Assistant Executive Director, lpear@casciac.org. All schools may register on-line at www.casciac.org/register.



SAVE THE DATES

- April 25th - Secretaries Seminar**
Waters Edge Resort and Spa
Westbrook, CT
- May 13, 14 - Third Annual Connecticut Data Showcase**
Crown Plaza, Cromwell, CT
- May 14th - Marine Science Day**
Univ. of Connecticut, Avery Point and
Connecticut River Museum, Essex

... more elementary school news

MEET THE NAESP CANDIDATES . . .

The NAESP elections are right around the corner. Here is glimpse of the candidates who are running in this year's elections!

P
R
E
S
I
D
E
N
T
E
L
E
C
T

“My name is Deborah Harvest and I am the proud principal of Cochran Academy located in East Orange, New Jersey. Currently, I have the honor of serving on the NAESP Board of Directors, and among other duties, worked with board members to develop a new vision statement, goals and strategic plan. Throughout the Vision 2021 project, NAESP sought to include our members, as well as non-members, to ensure a diverse view. This is a stance I hope to expand. As a national association, we must continue to work together in shaping our profession. It is our collective responsibility to take the lead in advocating for policies, services and relationships that will make a difference for all students.

My experiences with working on a variety of committees, advisory councils and the board of directors have provided a great understanding of the values of the association. Moreover, my years on the resolutions committee helped me to understand the true framework of everything that our association represents. Finally, my leadership experiences will enable me to lead our organization into the future. A future that embraces diversity and recognizes the voice of all. Through collaboration, consensus and respect we will reach one accord on the voice of the association. **Together we can make a difference.**”



DEBORAH HARVEST

“I am a life long educator who loves children. I have had the wonderful opportunity to work with children in rural, suburban and inner city schools. I am passionate about leading educators and guiding children. I do believe the principal is the beacon of hope for this millennium. NAESP is the voice for principals advocating for the rights of all children. The principal guides the light that illuminates changes that impact the lives of children, teachers and communities.

Working with NAESP leaders to make a difference with congressional leaders on Capitol Hill was a powerful experience for me as the Federal Relations Liaison from Indiana. The work is not finished. We must continue to support the work started as principals advocate for the Reauthorization of ESEA.

The 21st century principal will continue to face new challenges. Principals are charged with improving the lives of others and with leaving their communities and world a better place than they found it. Collectively we have the power and the influence to make the world better. Together, we can become the beacons of hope for all children. I would be honored to represent you as the next President - Elect of NAESP.”

- Dr. Diane Cargile



DIANE CARGILE

Z
O
N
E
1
D
I
R
E
C
T
O
R

“As advocates for children and the principalship, we are facing challenging times. There are powerful demands for accountability for increasing achievement for all students. At the same time, the resources are diminishing. Working collaboratively through NAESP to raise the profile of school principals and to increase the levels of support for public schools are vital missions. It is imperative that we advance our work on the following goals: to increase the level of support for public schools and encourage best practices for all students, to elevate the status of the principalship, to be an active voice for children, and to address the shortage of qualified school leaders. In my role as a school principal for 21 years and association leader, I have had extensive experience in planning and developing efforts that address these goals. I would be honored to help chart the future of NAESP as Zone I Director and respectfully ask for your support.”

- Katharine “Kit” Bishop

LEADERSHIP EXPERIENCE:

- NAESP: State Representative, 1999-2005; Nominating Committee, 2004; Delegate, 1996-2007; State Leaders, 1997-2007
- Connecticut Association of Schools, Board Member, 2005-present; Vice-President, 2006-Present;
- Elementary and Middle School Principals Association of CT: President 1996-1997, various offices 1993-1999)



KIT BISHOP

“Greetings! My name is Dave Cobb, and I am a candidate for the Board of Directors to NAESP from Zone 1. In my thirty years in education, I have been fortunate to work with students as a teacher, elementary and secondary administrator, and college admissions officer. There is no better position than being the educational leader of an elementary school!

NAESP fills three vital roles for principals: advocating for students and public schools, advocating for school leaders, and providing opportunities to bring school leaders to come together in strong collegial relationships. I have had the good fortune to represent Vermont as state representative, to serve you on the NEASP Nominations and Resolutions Committees, and lead and participate within our zone as part of the Northeast Regional Principals' Association.

As leaders, we serve our students and families in difficult times. Our challenges include federal legislation that makes sense for students, funding that supports all learners, and legislation and funding for the development of a new generation of educational leaders. As a member of the board of directors, I will use the wisdom gained from educational and leadership experiences to serve our learners and leaders, and represent the members of Zone 1 in shaping the vision of the future. Together, we will continue to make a difference for our children.

I would be honored to serve as Zone 1 Director, and ask for your support in the upcoming election.”



DAVE COBB

ciac news

CAS UNIFIED SPORTS® PROGRAM EXPANDING

By Ann Malafronte, Director of Unified Sports®

One thousand five hundred ninety-two middle and high school students from across Connecticut participated in Unified Sports® basketball tournaments in March this year, up by almost 50% over last year!

We proudly welcomed new middle schools from Guilford, Waterbury, Greenwich, Hartford, and Burlington. Additionally, Ludlow of Fairfield, New Canaan, Greenwich, Stonington, and Sheehan and Lyman Hall of Wallingford participated for the first time in Unified Sports®.

Soon, our brand new Unified Sports® DVD will be available in each school to show parents, potential participants, volunteers or supporters exactly what Unified Sports® is all about. No doubt anyone who views the DVD will want to be involved in our growth!

In keeping with our motto, we are truly "changing attitudes and changing lives." Each high school athletic director received a copy of the DVD at the CAAD Conference this month. Middle and elementary schools will have a copy mailed to the principal in the next few weeks. We hope that this will be instrumental in spreading the word about this tremendous program and the good that is being accomplished through it.

Registration information on upcoming spring events is available on the website at www.casciac.org/unifiedsports.



Executive Director Mike Savage with a special athlete from Simsbury High School following a recent Unified Sports® basketball tournament.



COURTNEY MACAVINTA

Self-Esteem Workshop

Teachers, coaches, nurses, ADs -- don't miss this opportunity to learn more about the self-esteem issues facing today's youth and to develop the tools to help them cope.

Presenter Courtney Macavinta, co-author of the best-selling book for teen girls, *RESPECT: A Girl's Guide to Getting Respect and Dealing When Your Line Is Crossed*, is an award-winning journalist, author, speaker and teen coach

For those who attended last year, Courtney will be sharing an entirely new presentation with more tools and resources to empower you to empower girls.

**Thursday, May 1
10 a.m. to 2:00 p.m.
CIAC Offices**

There is no cost for this program. To register for the workshop, visit www.casciac.org/register.

For more information about Dove and the Campaign for Real Beauty including self-esteem activities and resources please visit www.campaignforrealbeauty.com.

Unified Sports™ Youth Leadership Summit

Tuesday, May 20, 2008 – 8:30 a.m. - 1:00 p.m.

CAS/CIAC Unified Sports™ is reaching into ten CIAC athletic conferences to select twenty-five high schools with and without Unified Sports™ programs to attend our first Unified Sports™ Leadership Summit.

Three separate workshops will provide leadership opportunities as select sophomores and juniors will share their Unified Sports™ experiences with students from schools without Unified Sports™ programming.

These workshops will promote the goals and philosophies of CAS-CIAC, Special Olympics and Unified Sports™.

Corporate sponsors will provide their insight to these leadership opportunities for the selected students and assist in the mentoring within the workshop as well. Athletic directors from the selected high schools will be contacted directly, allowing us to assist them in the selection of their student representatives to the Youth Leadership Summit.

Once contacted, please use the on-line registration process to expedite your registration. We look forward to an uplifting day to learn from each other and to promote the values of Unified Sports™.



EXPECTATIONS LOSE TO REALITY OF SPORTS SCHOLARSHIPS

By Bill Pennington

At youth sporting events, the sidelines have become the ritual community meeting place, where families sit in rows of folding chairs aligned like church pews. These congregations are diverse in spirit but unified by one gospel: heaven is your child receiving a college athletic scholarship. Parents sacrifice weekends and vacations to tournaments and specialty camps, spending thousands each year in this quest for the holy grail.

But the expectations of parents and athletes can differ sharply from the financial and cultural realities of college athletics, according to an analysis by *The New York Times* of previously undisclosed data from the National Collegiate Athletic Association and interviews with dozens of college officials.

Excluding the glamour sports of football and basketball, the average N.C.A.A. athletic scholarship is nowhere near a full ride, amounting to \$8,707. In sports like baseball or track and field, the number is routinely as low as \$2,000. Even when football and basketball are included, the average is \$10,409. Tuition and room and board for N.C.A.A. institutions often cost between \$20,000 and \$50,000 a year.

"People run themselves ragged to play on three teams at once so they could always reach the next level," said Margaret Barry of Laurel, Md., whose daughter is a scholarship swimmer at the University of Delaware. "They're going to be disappointed when they learn that if they're very lucky, they will get a scholarship worth 15 percent of the \$40,000 college bill. What's that? \$6,000?"

Within the N.C.A.A. data, last collected in 2003-4 and based on N.C.A.A. calculations from an internal study, are other statistical insights about the distribution of money for the 138,216 athletes who received athletic aid in Division I and Division II. Men received 57 percent of all scholarship money, but in 11 of the 14 sports with men's and women's teams, the women's teams averaged higher amounts per athlete. On average, the best-paying sport was neither football nor men's or women's basketball. It was men's ice hockey, at \$21,755. Next was women's ice hockey (\$20,540). The lowest overall average scholarship total was in men's riflery (\$3,608), and the lowest for women was in bowling (\$4,899). Baseball was the second-lowest men's sport (\$5,806).

Many students and their parents think of playing a sport not because of scholarship money, but because it is stimulating and might even give them a leg up in the increasingly competitive process of applying to college. But coaches and administrators, the gatekeepers of the recruiting system, said in interviews that parents and athletes who hoped for such money were much too optimistic and that they were unprepared to effectively navigate the system. The athletes, they added, were the ones who

ultimately suffered.

Coaches surveyed at two representative N.C.A.A. Division I institutions — Villanova University outside Philadelphia and the University of Delaware — told tales of rejecting top prospects because their parents were obstinate in scholarship negotiations.

"I dropped a good player because her dad was a jerk — all he ever talked to me about was scholarship money," said Joanie Milhous, the field hockey coach at Villanova. "I don't need that in my program. I recruit good, ethical parents as much as good, talented kids because, in the end, there's a connection between the two."

The best-laid plans of coaches do not always bring harmony on teams, however, and scholarships can be at the heart of the unrest. Who is getting how much tends to get around like the salaries in a workplace. The result — scholarship envy — can divide teams.

The chase for a scholarship has another side that is rarely discussed. Although those athletes who receive athletic aid are viewed as the ultimate winners, they typically find the demands on their time, minds and bodies in college even more taxing than the long journey to get there. There are 6 a.m. weight-lifting sessions, exhausting practices, team meetings, study halls and long trips to games. Their varsity commitments often limit the courses they can take. Athletes also share a frustrating feeling of estrangement from the rest of the student body, which views them as the privileged ones. In this setting, it is not uncommon for first- and second-year athletes to relinquish their scholarships.

"Kids who have worked their whole life trying to get a scholarship think the hard part is over when they get the college money," said Tim Poydenis, a senior at Villanova receiving \$3,000 a year to play baseball. "They don't know that it's a whole new monster when you get here. Yes, all the hard work paid off. And now you have to work harder."

Lack of Knowledge

Parents often look back on the many years spent shuttling sons and daughters to practices, camps and games with a changed eye. Swept up in the dizzying pursuit of sports achievement, they realize how little they knew of the process.

Mrs. Barry remembers how her daughter Cortney rose at 4 a.m. for years so she could attend a private swim practice before school. A second practice followed in the afternoon. Weekends were for competitions. Cortney is now a standout freshman at Delaware after receiving a \$10,000 annual athletic scholarship.

"I'm very proud of her and it was worth it on many levels, but not necessarily the ones everybody talks about," Mrs. Barry said. "It can take over your life. Getting up at 4 a.m. was like having another baby again. And the expenses are significant; I know I didn't buy new clothes

for a while. "But the hardest part is that nobody educates the parents on what's really going on or what's going to happen."

When they received the letter from Delaware informing them of Cortney's scholarship, she and her husband, Bob, were thrilled. Later, they shared a quiet laugh, noting that the scholarship might just defray the cost of the last couple of years of Cortney's youth sports swim career.

The paradox has caught the attention of Myles Brand, the president of the N.C.A.A. "The youth sports culture is overly aggressive, and while the opportunity for an athletic scholarship is not trivial, it's easy for the opportunity to be overexaggerated by parents and advisers," Mr. Brand said in a telephone interview. "That can skew behavior and, based on the numbers, lead to unrealistic expectations." Instead, Mr. Brand said, families should focus on academics.

"The real opportunity is taking advantage of how eager institutions are to reward good students," he said. "In America's colleges, there is a system of discounting for academic achievement. Most people with good academic records aren't paying full sticker price. We don't want people to stop playing sports; it's good for them. But the best opportunity available is to try to improve one's academic qualifications." The math of athletic scholarships is complicated and widely misunderstood.

Despite common references in news media reports, there is no such thing as a four-year scholarship. All N.C.A.A. athletic scholarships must be renewed and are not guaranteed year to year, something stated in bold letters on the organization's Web site for student-athletes. Nearly every scholarship can be canceled for almost any reason in any year, although it is unclear how often that happens.

In 2003-4, N.C.A.A. institutions gave athletic scholarships amounting to about 2 percent of the 6.4 million athletes playing those sports in high school four years earlier. Despite the considerable attention paid to sports, the select group of athletes barely registers statistically among the 5.3 million students at N.C.A.A. colleges and universities.

Scholarships are typically split and distributed to a handful, or even, say, 20, athletes because most institutions do not fully finance the so-called nonrevenue sports like soccer, baseball, golf, lacrosse, volleyball, softball, swimming, and track and field. Colleges offering these sports often pay for only five or six full scholarships, which are often sliced up to cover an entire team. Some sports have one or two full scholarships, or none at all.

The N.C.A.A. also restricts by sport the number of scholarships a college is allowed to distribute, and the numbers for most teams are tiny when compared with Division I football and

continued on page 11

Scholarships, *continued from page 10*

its 85-scholarship limit.

A fully financed men's Division I soccer team is restricted to 9.9 full scholarships, for freshmen to seniors. These are typically divvied up among as many as 25 or 30 players. A majority of N.C.A.A. members do not reach those limits and are not fully financed in most of their sports.

Two Brothers, Two Stories

Joe Taylor, a soccer player at Villanova, received a scholarship worth half his roughly \$40,000 in college costs when he graduated from a suburban Philadelphia high school three years ago. He had spent years on one of the top travel soccer teams in the country, F.C. Delco, and had several college aid offers.

"It was still a huge dogfight to get whatever you can get," Mr. Taylor said. "Everyone is scrambling. There are so many good players, and nobody understands how few get to keep playing after high school."

In 2003-4, there was the equivalent of one full N.C.A.A. men's soccer scholarship available for about every 145 boys who were playing high school soccer four years earlier.

"There's a lot of luck involved really," Mr. Taylor said. "I can pinpoint a time when I was suddenly heavily recruited. It was after a tournament in Long Island the summer after my junior year. I scored a few goals. The Villanova coach was there, and so were some other college coaches. Within a couple of days, my in-box was full of e-mails. I've wondered, What would have happened if I didn't play well that day?"

Mr. Taylor has a younger brother, Pat, who followed in his footsteps, playing on the same national-level travel team and for the same Olympic developmental program.

"He did everything I did, and in some ways I think he's a better player than me," Joe said. "But you know, I think he didn't have the big game when the right college coaches were there. He didn't get the money offers I did."

Pat Taylor is a freshman at Loyola College in Baltimore. Though recruited, he did not make the soccer team during tryouts last fall.

"I feel terrible for him — he worked as hard as I did for all those years," Joe Taylor said.

Their father, Chris Taylor, said he once calculated what he spent on the boys' soccer careers. "Ten thousand per kid per year is not an unreasonable estimate," he said. "But we never looked at it as a financial transaction. You are misguided if you do it for that reason. You cannot recoup what you put in if you think of it that way. It was their passion — still is — and we wanted to indulge that. "So what if we didn't take vacations for a few years."

Pat Taylor, who started playing soccer at 4, said it took him about a month to accept that his dream of playing varsity soccer on scholarship in college would not happen. He looks back fondly on his youth career but also wishes he knew at the start what he knows now about the process.

"The whole thing really is a crapshoot, but no one ever says that out loud," he said. "On every team I played on, every single person there thought for sure that they would play in college. I thought so, too. Just by the numbers, it's completely unrealistic.

"And if I had it to do over, I would have skipped a practice every now and then to go to a concert or a movie with my friends. I missed out on a lot of things for soccer. I wish I could have some of that time back."

Reprinted from The New York Times, May 10, 2008. Griffin Palmer contributed reporting to this article.

The Growth of Boys' Swimming in CT

Bruce Jaffe, teacher at Fairfield Prep and long-time director of the CIAC boys' swimming tournament, offers us a glimpse of the evolution of boys' swimming in Connecticut over the past 40 years.

As tournament director for boys' swimming for the past twenty-five years, I would like to provide a brief history of the changes in the boys' tournament over the past few decades. The tournaments have changed in many ways. The number of divisions has increased; the number of contestants has increased; and the Open meet has been conceived and become part of the CIAC season.

For many years, there were only three divisions in boys swimming, S, M, and L. Toward the end of the 1970's, I believe, the CIAC moved to four divisions, S, M, L and LL. This was an attempt by the CIAC to narrow the number of students in the schools of each division. This was done in the hope of fairer competition. In the championship meet of each division, whether three or four divisions, there were only 12 competitors, six in the championship heat and six in the consolation heat. Because the number of competitors in swimming was 12, there were only 12 divers scoring in the meet. There was no Open meet. The season ended with your divisional championship.

As swimming progressed in the 1970s and '80s, our championships changed. One change was the number of swimmers competing in the divisional championship meet increased from 12 to 16. There were still only two heats for each event, however, with the construction of eight lane pools, the CIAC decided to use all of the lanes and, thus increased the number of competitors. In addition to this change, the CIAC decided to hold an Open meet where the top 18 swimmers in each event, regardless of division, would compete against each other. This competition would determine the best swimmer in the state, regardless of school size and the best all around swimming program in the state. The first Open was held at UCONN. The pool at UCONN had six lanes. Times of the best swimmers in each event in the entire state were very close and so CIAC decided to swim three heats of six rather than two heats. After this competition, the Open meet moved to Yale because it was much more convenient for more people than UCONN. Yale also has a six lane pool and the number of competitors remained at 18 for the Open.

During this same time period, the National Federation changed the scoring system for swimming. Instead of the old 5, 3, 1 for individual events and 7 - 0 for relays, the Federation constructed a system of 6, 4, 3, 2, 1 for individual events and 8, 4, 2 for relays. This was done to increase the size of swimming teams and it has worked. In addition to these changes, the 200 freestyle relay was added to the number of events in a meet by the Federation. All of these changes have increased the work of the officials. With this incentive of having larger teams, the CIAC decided to increase the number of swimmers in the championships. We moved from 12 or 16 to 18 competitors in the final. They swam in three heats of six. This also increased the number of relays and divers.

As we moved into the 2000s, the CIAC has once again increased the number of competitors to 24, three heats of 8 or six heats of four. Again the number of divers increased as well as the relays. We are now scoring 20 out of 24. At this point, the officials work had dramatically increased and the meets required better organization and supervision.

As you can see, the number of competitors has increased significantly over the years. The number of heats, the number of divisions has also increased. The Open meet has been added. All of these additions and changes have increased the responsibilities of the officials. To complicate the officiating, the rules and numbers of competitors is different for the girls' championships in Connecticut than for the boys.

I hope this brief history of the changes in the boys' championships has helped provide greater understanding of how the format of the present championships came to be.

WINTER 2007-08 CIAC SPORTS CHAMPIONS

■ GIRLS' BASKETBALL

Champion

Class LL: Career Magnet

Class L: Kolbe Cathedral

Class M: Avon

Class S: Bloomfield

Runner-up

New Britain

East Lyme

Morgan

Coventry

■ BOYS' BASKETBALL

Champion

Class LL: Crosby

Class L: Maloney

Class M: Stratford

Class S: Bloomfield

Runner-up

Trinity Catholic

Lyman Hall

Hartford Public

Kolbe Cathedral

■ WRESTLING

Champion

Open: Danbury

Class LL: Danbury

Class L: Middletown

Class M: Ledyard

Class S: Killingly

Runner-up

Ledyard

Amity

Berlin

Windham

Montville

■ BOYS' SWIMMING

Champion

Open: Pomperaug

Class LL: Greenwich

Class L: Pomperaug

Class M: New Canaan

Class S: Weston

Runner-up

New Canaan

Fairfield Prep

Ridgefield

Branford

Shepaug Valley



The Bloomfield High School Warhawks - Class S Basketball Champions

■ ICE HOCKEY

Champion

Div. I: Fairfield Prep

Div. II: Amity

Div. III: Rockville-Manchester

Runner-up

Notre Dame - Fairfield

Fairfield Warde/Ludlowe

Bolton/Coventry/ Lyman Memorial

■ GIRLS' GYMNASTICS

Champion

Class L: Southington

Class M: Pomperaug

Class S: Darien

Runner-up

Trumbull

Daniel Hand

Valley Regional

■ GIRLS' INDOOR TRACK

Champion

Class LL: Glastonbury

Acad

Class L: East Lyme

Class M: Darien

Class S: Weston

Open: Hillhouse

Runner-up

Norwich Free

Hillhouse

Weaver

Bloomfield

Glastonbury

■ BOYS' INDOOR TRACK

Champion

Class LL: Danbury

Class L: Staples

Class M: Hillhouse

Class S: East Catholic

Open: Danbury

Runner-up

Ridgefield

Wilbur Cross

Ledyard

Weston

Wilbur Cross

■ CHEERLEADING

Champion

Coed: East Hartford

Class LL: Masuk

Class L: Waterford

Class M: Nonnewaug

Class S: Cromwell

Runner-up

New Milford

Bunnell

Fitch

Seymour

Derby



The Rockville-Manchester co-op ice hockey team win a championship in their first season together!



caad news

2008 CAAD 24th ANNUAL CONFERENCE REVIEW

By Fred Balsamo, Director, Connecticut Coaching Education Program

This year's conference was once again an outstanding opportunity for athletic directors across the state to get together for some meaningful professional development. We should be extremely pleased by the turnout, with over fifty-five exhibitors, 204 athletic directors and 190 people at the annual banquet. On the Wednesday night before the conference, forty athletic directors took part in the NIAAA Leadership Training Courses.

The conference was kicked off by CIAC Executive Director Mike Savage and his staff who detailed some important updates and rule changes. The first general session speaker was Greg Dale, from Duke University, who delivered an uplifting and insightful speech about the world of athletics. Friday morning we welcomed Dave Pease who got our attention quickly with the story of his losing two sons and how important it is for all of us to take the time to educate our youth and their parents about the affects of alcohol and drug abuse.

The rating numbers on the evaluations were overall outstanding and speak for themselves. One consistent comment about the cracker-barrel was that topics like spring football are not interesting if you don't carry the sport and that voting needs more clarity. Additionally, this was the first year we aggressively recruited middle school athletic directors and we welcomed twenty. It was clear we need to add more topics specific to that group next year. (The rating numbers below are based on a 1-4 scale with 4 being the best)

Results of Conference Evaluations

- 1. Conference Registration - 3.8
- 2. Conference Format - 3.7
- 3. Conference Organization & Details - 3.8
- 4. Hotel Service - 3.6
- 5. Hotel Accommodations - 3.5
- 6. Hotel Meals
 - Thursday Lunch - 2.7
 - Thursday Banquet - 3.4
 - Friday Breakfast - 3.3
 - Friday Lunch - 3.3

- 7. CIAC Workshop - 3.3
- 8. CAAD Annual Meeting - 3.1
- 9. General Session (Dale) - 3.3
- 10. Workshop
 - 1. Parents - 3.5
 - 2. Expectations - 3.4
 - 3. Round Table - 2.7
- 11. Awards Banquet- 3.7
- 12. Breakfast Meeting (Pease) 3.5
- 13. Statewide Faculty - 3.3
- 14. Closing Crackerbarrel - 2.5

CAAD Recognizes 2007-2008 Honorees

At the 24th annual conference and awards banquet at the Rocky Hill Marriott on March 27th, four individuals were recognized for their outstanding accomplishments and support of high school sports in Connecticut. **Jeff Sunblade** of Avon High School was given the Connecticut Association of Athletic Directors' Distinguished Service Award which is our organization's highest award. Jeff has been the Avon athletic director since 1998 and has served on the CAAD Board and the CIAC in various capacities.

The Distinguished Service Award for someone outside the field of athletic administration went to long-time radio announcer of high school sports **George "the coach" DeMaio**. George is associated with WELI in Hamden and has served high school sports in Connecticut for over twenty-five years.

Annually CAAD identifies an athletic director who is given a Merit Award from our national association. **Joe Canzanella** from the New Haven Public Schools was honored at the banquet with the NIAAA Award of Merit for the stellar career he has amassed and for the many things he does for high school students.

Marty Sparano from Kaynor Technical High School in Waterbury was recognized with the "Robert Duncanson Meritorious Service Award" for his diligence and endless contributions to his school, community and to the students of Connecticut.



Jeff Sunblade, Avon High School



George DeMaio, WELI



Joe Canzanella, New Haven Schools



Marty Sparano, Kaynor Technical H.S.

. . . more caad news

NEW COACHING MODULE REPORTING PROCEDURES FOR AD'S

The 24th Annual CAAD Conference marked the end of "paper submissions" for those who want CAAD to issue CEU Certificates. This process must be done online from now on to help simplify the system and to create a more accurate data base. The procedures will be simplified even further by our May 21, 2008 CAAD Breakfast Meeting when Matt Fischer will unveil some new features. ALL CLASSES MUST BE REGISTERED AND APPROVED PRIOR TO THEIR BEING TAUGHT. Here are the procedures which were outlined at the conference.

The Connecticut Association of Athletic Directors has been presenting Modules to its membership since 1999 to provide each AD with the opportunity to provide his/her staff with a quality CEU program. In order to streamline the CEU processing and insure the delivery of high caliber learning opportunities, the following guidelines and procedures are being implemented.

Guidelines

1. Only Active CAAD Members are eligible to present these Modules.
2. Modules MUST be taught in their entirety and a minimum of 3 hours in duration.
3. All participants must be in attendance for the entire 3 hours and attendance must be taken.
4. An evaluation form must be collected from all participants.

Procedures

Step 1 - Registering the Module (Effective Immediately)- If you intend to teach a Module to your staff and you want the CEU certificates issued by us then **YOU MUST** first register the workshop online via your online eligibility center option "**Register CEU Module**" found under the Coaches/Game Workers/Officials heading . This should be done well in advance of the date the course will be given. Within 2 working days you will receive an email from the central office verifying you as an instructor and giving you permission to offer that Module. At that time you will be given a link to download the Power point presentation for that course.

Step 2 - Teaching the Module (Effective Immediately) - Strict adherence to the Guidelines must be observed. Random audit visitations by the central office will be conducted and those not following the guidelines will have their teaching rights for all Module courses revoked pending a hearing.

Step 3 - Submitting Requests for CEU Certificates (Effective Immediately) - Through the Online Eligibility Center you will submit your staff names under the option "Submit Names for CEU's" found under the Coaches/Game Workers/Officials heading. Effective June 1, 2008 you will be given the option to add additional names directly on the page whether they are on your staff or not. More about this procedure will be presented at the CAAD Breakfast meeting on May 21, 2008.

Note: Following these procedures will insure that ALL coaches will successfully be added to the CCEP Data Base that will be provided to the State Department of Education for auditing purposes.



INVESTORS IN CT YOUTH



- ★ AT&T ★
- ★ Baden Sports ★
- ★ Bearingstar™ Insurance ★
- ★ Big Y Supermarkets ★
- ★ Coca Cola ★
- ★ CT Lighting Centers ★
- ★ CT Sun ★
- ★ Dove Soap ★
- ★ Dick's Sporting Goods ★
- ★ eEsports ★
- ★ Gryn & Barrett Studios ★
- ★ Horace Mann ★
- ★ IGA / Bozzutos ★
- ★ Konica ★
- ★ Liberty Mutual ★
- ★ Macy's ★
- ★ Martin Screen Printing ★
- ★ McDonald's ★
- ★ NBC-30 ★
- ★ Nationwide Insurance ★
- ★ N.E. Fitness Distributors ★
- ★ Pfister Energy ★
- ★ PureTech Water ★
- ★ Rawlings ★
- ★ The Republican-American ★
- ★ Spalding ★
- ★ Subway ★
- ★ Teachers' Insurance Plan ★
- ★ U.S. Army ★
- ★ U.S. Marine Corp ★
- ★ Westfield Corporation ★
- ★ Wilson Sporting Goods ★

The Connecticut Association of Schools
30 Realty Drive
Cheshire, CT 06410

NON-PROFIT ORG
U.S. POSTAGE PAID
NEW HAVEN, CT
PERMIT NO. 561