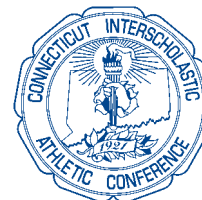




# BULLETIN

The Connecticut Association of Schools  
The Connecticut Interscholastic Athletic Conference



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

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DECEMBER 2005

## MATT FISCHER TO BE HONORED BY C.A.A.D.

**M**att Fischer, Director of Information Services, will be honored by the Connecticut Association of Athletic Directors (C.A.A.D.) at its annual awards banquet on March 23, 2006. Matt has been selected to receive the prestigious "Distinguished Service Outside the Field of Athletic Administration" award. C.A.A.D. presents two distinguished service awards annually, one to an individual who is currently an athletic director in Connecticut ("Inside the Field") and one to an individual who is not a practicing athletic director in the state ("Outside the Field").

Said David Johnson, athletic director of Bunnell High School and chair of the C.A.A.D. Awards Committee, "This award recognizes Matt for the outstanding service he has provided all high school athletic directors in Connecticut through the development of the CAS-CIAC web site as it pertains to interscholastic athletics. Through his hard work and diligent efforts, he has provided the means for athletic directors to perform their jobs in a more efficient and timely manner. The improved method and system of communication among athletic directors, coaches, parents, the media and the general public has been nothing short of amazing. This award is C.A.A.D.'s way of thanking him and recognizing him for all that he has done."



**MATT FISCHER**  
Director of Information Services

*Photo courtesy of Grenier Studios, CAS' official photographer.*

## CAS TEAMS UP WITH ARBELLA INSURANCE

"**W**e care about the communities in which we do business, because we live there, too," says Gary Adams, Fairfield County Regional Manager at Arbella Insurance Group. "And we share in CAS's conviction that schools have a shared responsibility with the community for children's education." That's why Arbella signed on to sponsor the Boys' and Girls' Soccer Championships this fall and the Boys' and Girls' Lacrosse Championships in the spring. It will also sponsor the annual Elementary Volunteer Recognition Banquet.

"School athletics foster teamwork and collaboration, values that lie at the heart of our own efforts on behalf of customers," says Tom Pozzo, Hartford County Regional Manager for Arbella. "And we wanted to help honor

school volunteers because they epitomize the spirit of community involvement."

Arbella delivers automobile and homeowners insurance counseling and coverage to Connecticut residents through 10 offices located throughout the state. Through Arbella Advantage, the company offers group auto and homeowners insurance policies at discounted rates to Connecticut teachers and school administrators.

"Our people are your neighbors," says Brian Coombes, Arbella's Eastern Regional Manager. "We work with our customers one-on-one to develop the solution that meets their personal and family needs at the best possible price." CAS members are invited to call 888-519-9996 toll-free to arrange a personal consultation.



## CANHS WINS PRESTIGIOUS NATIONAL AWARD

The Connecticut Association of National Honor Societies (CANHS) was selected as the recipient of the 2005 Ardis Kyker State Association Service Project Award. The award was presented at the closing session of the 2005 NHS & NJHS National Conference held in Washington, D.C., November 11 - 13th. The CANHS was honored for its selfless efforts on behalf of the "Literacy Volunteers of Greater Harford."

In the spring of 2003, the student members of the CANHS executive board met to discuss potential state-wide programs which were in keeping with the association's mission and which were in need of its support. Many worthy groups were considered. At about the same time, a renowned and much-loved radio announcer, Mr. Bob Steele of WTIC, passed away. His family requested that individuals looking to pay their respects do so in the form of a donation to the "Literacy Volunteers of Greater Harford". This stimulated the interest of the state board members who then visited the literacy volunteers' office to learn more about them. After learning about the group's efforts to teach adults to read, write, and speak English fluently, the board pledged to volunteer time to assist people within the organization and also to collect books and to solicit funding to support the goal of teaching adults to read.

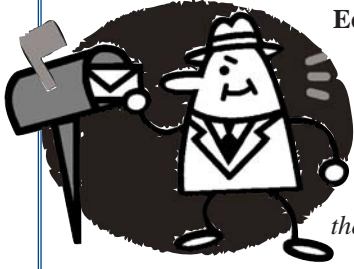
After much planning, the board enlisted the help of all CANHS members, asking each chapter to raise \$100 in support of the cause. In the first year, 25 chapters donated more than \$3,000. In the second year of the project, more than 30 chapters raised an additional \$2,300. In addition, large numbers of books were also collected and donated from around the state.

Through its efforts, the state association helped to elevate awareness of the

*continued on page 6*

# 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:** Our parent volunteer program has been quite successful, and parents serving in the program have generally been nurturing and helpful. However, one of the parents seeking to volunteer this year is a difficult person who is emotionally unstable and very needy. I tried to discourage her, but she said that she wants to be a parent volunteer to build her case for sole custody of her two children. I want to be careful here because she also threatened to sue me personally if I don't permit her to be a parent volunteer. Can she impose herself on my school?

- *Thanks But No Thanks*

**A. Dear Thanks:** No. You can decide whom to appoint as a parent volunteer as long as you have a legitimate basis for your actions. Since parents interact with students and teachers, you can decide that a particular parent is not a good "fit" and decline his/her offer to volunteer. Parents do not have a right to serve as a volunteer, and based on the information you have provided, I see no basis for a legal claim against you if you say no thanks. However, while Legal Mailbag is all for good communication with parents, here I counsel caution. You don't owe this parent a full explanation, and I am afraid that providing an explanation in anything but the vaguest terms is more likely to invite a legal challenge. Descriptors such as "unstable" or "nut-job" are best kept to yourself.

**Q. Dear Mailbag:** A number of students enrolled in our school reside in our town with a relative, friend or acquaintance in a non-custodial relationship. We suspect that some of these living arrangements are fabricated simply so that such students can attend our schools and receive educational accommodations. These arrangements cause us concern, because these students can require expensive services. In addition, it can be difficult to get in touch with their real parents in cases of emergency. Can our residency policy require that students (under 18 years old) reside with a custodial parent or legal guardian, and can we require documentation of this arrangement?

- *Policy Wonk*

**A. Dear Wonk:** The problem you describe is legitimate, but you need to rethink your solution. Students actually residing within your town are entitled to school accommodations. Actual residence is a question of fact, and it does not require living with a custodial parent or legal guardian. As a result, the policy cannot impose that requirement as a condition for providing school accommodations. However, Conn. Gen. Stat. § 10-253(d) provides that a student living apart from a parent or guardian is entitled to school accommodations only if that residence is (1) permanent, (2) provided without pay, and (3) not for the sole purpose of education. In determining whether a student actually resides in your district, you may certainly consider his/her living arrangements. When a student lives with a relative or a friend in a non-custodial arrangement, he or she may not be able to show that this arrangement is in fact permanent and/or not for the sole purpose of obtaining school accommodations.

**Q. Dear Legal Mailbag:** I recently suspended a student for threatening another student, and now the father is all over me with his criticism of my supposedly inadequate investigation. I am used to difficult parents, but here's the twist. I gave him a copy of my report (with student names redacted), but now he has demanded my notes from the interviews I conducted in the investigation. He keeps yammering on about "FOIA." Can he get my notes?

- *Classified Information*

**A. Dear Classified:** Probably not. First, while the school district is a public agency, your notes may not be records of a public agency under the Freedom of Information Act ("FOIA"). Second, even if your notes are public records, the FOIA provides that "preliminary drafts or notes" are exempt from disclosure if the public agency determines that the public interest in maintaining the notes as confidential outweighs the public interest in disclosure. I would politely tell him that you are happy to discuss your report, but that you will not share your notes. You can explain that you have decided not to share them because (1) they contain the names of other students and (2) they may be confusing because they were taken quickly during interviews.

## ct news & notes

■ According to the fourth annual ranking by Morgan Quitno Press, Connecticut is the second-smartest state in the U.S., with Vermont at the top of the list. The "smartest state" designation is awarded based on a comparison of states' performance in 21 areas, from graduation rates to reading scores. For the first time, student achievement, positive outcomes and personal attention from teachers were also taken into consideration in the rankings this year. Rounding out the top five states were Massachusetts, New Jersey and Maine. At the opposite end of the scale was Arizona, which ranked last. To view the rankings of all 50 states, visit [www.morganquitno.com/edrank05.htm](http://www.morganquitno.com/edrank05.htm)

■ Connecticut results on the 2005 National Assessment of Educational Progress (NAEP) show that the percentage of Grade 4 and 8 students scoring at or above the NAEP proficient level in mathematics and reading continues to remain consistently above the national average. The percentage of Connecticut students excluded from the assessments is lower than the national average and decreased from 2003, the last time the tests were given. "Although Connecticut's performance is stronger than that of most other states, we still have unacceptable gaps in achievement between wealthy students and their less-wealthy counterparts, minority and non-minority students, and males and females," said Dr. Betty J. Sternberg, Commissioner of Education. "To close these gaps, we need to continue to focus on five fundamental efforts: high-quality pre-school for all 3-and 4-year-old children in our neediest communities; programs and services to meet the literacy needs of their parents; programs and services to meet the physical and mental health needs of students and parents; high-quality curriculum that includes embedded assessments and technology; and a longer school day and year." To view highlights of the Connecticut results, visit [http://www.state.ct.us/sde/NAEP\\_Release\\_10-05.pdf](http://www.state.ct.us/sde/NAEP_Release_10-05.pdf). For information on national results, visit [http://nces.ed.gov/nationsreportcard/nrc/reading\\_math\\_2005/](http://nces.ed.gov/nationsreportcard/nrc/reading_math_2005/).

## national news & notes

■ According to a KidsHealth KidsPoll of 9- to 13-year-olds, today's youngsters are most concerned about homework, grades and school. Thirty-six percent of the 875 kids surveyed identified academics as the source of their greatest stress; 32% said it was their family; while 21% said it was friends or peers. How do they cope? More than half (52%) of the children said they play or do something active to take their minds off of their woes. Many also listen to music (44%), watch TV or play a video game (42%). Thirty percent said they talk to a friend and 29% try not to think about their stressors. Only 22% said talking to parents is something they do "a lot." One of the more troubling facts from this poll is that 25% of the children said they had hurt themselves on purpose when they were stressed or upset, most commonly by banging their head or body on an object. For more information, visit, [http://www.kidshealth.com/breaking\\_news/kidspoll\\_stress.html](http://www.kidshealth.com/breaking_news/kidspoll_stress.html).

■ Staying up an hour or two past bedtime makes it far harder for kids to learn, say researchers from Brown Medical School. The study, unveiled last month at an American Medical Association science writers meeting, was conducted on healthy children who had no evidence of sleep- or learning-related disorders. Brown researchers set out to test whether teachers could detect problems with attention and learning when children stayed up late -- even if the teachers had no idea how much sleep their students actually got. They recruited 74 6- to 12-year-olds from Rhode Island and southern Massachusetts for the three-week study. For one week, the youngsters went to bed and woke up at their usual times. Another week, they were assigned to spend no fewer than 10 hours in bed a night. And another week, they were kept up later than usual: First- and second-graders were in bed no more than eight hours and the older children no more than 6.5 hours. In addition to parents' reports, the youngsters wore motion-detecting wrist monitors to ensure compliance. Teachers weren't told how much the children slept or which week they stayed up late, but rated the students on a variety of performance measures each week. The teachers reported significantly more academic problems during the week of sleep deprivation, the study, which will be published in the journal *Sleep* in December, concluded. Students who got eight hours of sleep or less a night were more forgetful, had the most trouble learning new lessons, and had the most problems paying attention.

■ A report released last month by the Center for Public Policy and Higher Education shows that over the next 15 years U.S. workers' incomes will decline if the educational system

in America doesn't improve. The report finds that if states do not improve the education of all racial/ethnic groups, the percentage of the U.S. workforce with less than a high school diploma is projected to increase substantially, while the percentage with an associate's degree or a bachelor's degree is expected to decline. This projected drop in the average level of education of the workforce is due to large increases in those segments of America's young population without a high school diploma or college degree, combined with the retirement of the baby boomers - the most highly educated generation in U.S. history. According to the report, if current trends continue, personal income per capita in the U.S. is projected to decline from \$21,591 in 2000 to \$21,196 in 2020 -- a drop of \$395 or 2 percent in real terms. In contrast, personal income per capita grew 41 percent over the past two decades. The report finds that nearly every state's workforce would be affected by the drop in average educational levels, but the states with severe impacts include Arizona, California, Colorado, Connecticut, Illinois, Massachusetts, New Mexico, New York, Rhode Island, and Texas. The good news is that if states are able to close the educational gaps among racial/ethnic groups in this country, then the percentage of working-age Americans earning a bachelor's degree (as their highest degree) is projected to jump from 17 percent in 2000 to 24 percent in 2020, and total personal income across the U.S. is expected to increase by \$425 billion as a result. The report is available on the National Center's Web site at [http://www.highereducation.org/reports/pa\\_decline/pa\\_decline.pdf](http://www.highereducation.org/reports/pa_decline/pa_decline.pdf).

■ American Sign Language has become one of the most popular foreign languages taught to the hearing at high schools and universities around the country. At least 35 states now recognize ASL as a language for public schools and well over 100 four-year universities accept it for foreign language requirements. A survey of state education departments by the Teachers College of Columbia University showed at least 701 public high schools offering sign language classes in 2004, up from 456 in 2000 and 185 in 1995. Demand is also strong in higher education. A 2002 survey of foreign language enrollments in U.S. colleges and universities by the Modern Language Association showed ASL increasing by 432 percent, from 11,420 in 1998 to 60,781 in 2002 - more than four times the increase of any of the 15 most commonly taught languages on those campuses. While some linguists have questioned ASL's classification as a foreign language, its growing acceptance at schools around the country has diluted opposition. (Source: AP, *Sign Language Classes Booming*, by Lisa Cornwell, AP)

■ If a flu pandemic breaks out in the United States, as many as four in 10 school-age children will become sick, according to the U.S. Department of Health and Human Services, which released a comprehensive plan last month on how it would deal with such an outbreak. The nearly 400-page plan says the department would consider measures such as closing schools early in a pandemic to help control its spread, especially before a vaccine was available or while it was in short supply. School closings would accompany other measures, such as restricting travel, screening people from affected areas, and isolating infected persons. Though school health experts caution against overreaction, they agree that preparedness is paramount. They say that districts need to begin work now to ensure they are not caught sleeping. The federal plan says anecdotal reports suggest the spread of a pandemic can be better controlled when schools are closed early in an outbreak. It advises school districts to come up with their own plans on how to respond to an influenza pandemic. Download the plan in its entirety at <http://www.hhs.gov/pandemicflu/plan/pdf/HHSPandemicInfluenzaPlan.pdf>.

■ Incidents of students engaging in sexual activities on school grounds are becoming more widespread. A recent incident at Osbourn High School in Manassas, Virginia demonstrates that students do not find the fact that classmates are engaging in sex at school shocking and that school officials find it difficult, if not nearly impossible, to police such incidents. The Osbourn High School incident involved two girls and three boys engaging in oral sex or intercourse in the school's auditorium while three other boys watched. Furthermore, there have been several reported incidents of on-campus student sex in the Washington, D.C. metropolitan area. Some school officials believe that students have sex at school because they believe it is widespread peer behavior. According to Michael Rudinski, president of the Maryland Association of School Resource Officers, "The thing about young people is when they see things in the mass media and they think it's going on, they start doing it." Most school districts do not have policies that specifically ban sex on campus. However, Naomi Gittins, a staff attorney with the National School Boards Association, points out most districts rely on rules or policies that prohibit immoral conduct or behavior that offends the community's morals. Ms. Gittins also notes that if school districts adopt more specific policies, it is easier for them to defend themselves against legal challenges. Manassas school administrators are currently developing a revised policy that bans sex on campus.

## ... more national news & notes

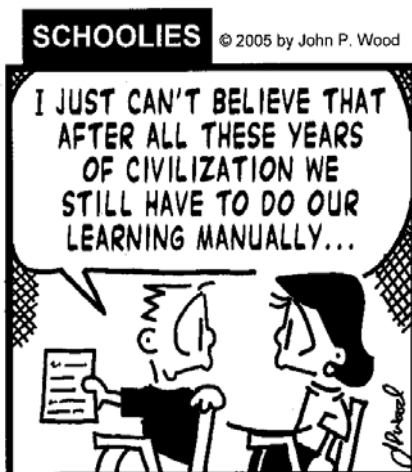
■ Rather than add a school holiday for Muslims who were requesting one, a Florida school board has canceled all religious observances — including Yom Kippur, Good Friday and the day after Easter. The Hillsborough County School Board approved its 2006-07 calendar without the religious holidays, on a 6-1 vote. The controversy began when Ahmed Bedier, a spokesman for the Council on American-Islamic Relations, in December requested a school holiday for Eid Al-Fitr, a holy day marking the end of Ramadan. The board then decided to reconsider the district calendar, voting to delete all religious holidays. The policy of excusing students with no penalty on their religious holidays will continue, board members stressed. (Source:worldnetdaily.com, 10/27/05)

■ Hispanic children are much more likely than white or black students to attend the nation's largest and poorest public high schools, a new analysis shows. More than half of Hispanic teens, 56 percent, attend schools with enrollments of roughly 1,800 students -- schools that rank in the 90th percentile in terms of size. Only 32 percent of black children and 26 percent of white children attend schools that large, according to the Pew Hispanic Center, a nonprofit research group that studies the Latino population. At the same time, Hispanics are more likely to be in high schools that have the highest concentrations of poverty and largest ratios of students for every teacher. "Hispanic teens are more likely than any other racial or ethnic group to attend public high schools that have the dual characteristics of extreme size and poverty," said Richard Fry, senior associate at the center and the author of the new research. Most Hispanic students are concentrated in seven states that tend to have larger high schools: California, Texas, Florida, New York, Arizona, Illinois and New Jersey. (Source: Boston Globe, 11/01/05)

■ A new study of more than 14,000 kindergartners found that attending a preschool center prior to kindergarten raises a student's early language and math skills by about 10 percent. The magnitude of this benefit is more than double for English-proficient Hispanic children compared with white children. But the report also found that attendance in preschool centers, even for short periods of time each week, hinders the rate at which young children develop social

skills. The greatest effect was among high-income children. Youngsters who were from families with income of at least \$66,000 and who spent more than 30 hours a week in center-based care had the weakest social skills -- including diminished levels of cooperation, sharing and engagement in classroom activities -- compared with similar children who remained at home with a parent. To download the full report, titled *The Influence of Preschool Centers on Children's Development Nationwide: How Much is Too Much?*, visit [http://pace.berkeley.edu/pace\\_stanford\\_berkeley.html](http://pace.berkeley.edu/pace_stanford_berkeley.html).

■ According to a report released by the Census Bureau in October, computer and Internet use is up, but so are concerns about identity theft and other on-line dangers.. Fifty-five percent of American households had access to the Internet in 2003, more than triple the percentage in 1997. Internet usage increased with education, income and the presence of school-age children at home, the report found. It was lowest among adults who have not graduated from high school. School-age children are most likely to use home computers to play games or do school work. Adults are most likely to use home computers for e-mail, to search for information about products and services, and to read news, weather and sports information. But even as Internet access increases, computer users are being more careful about sharing personal information online. A recent survey by Consumer Reports Webwatch found that 86% of computers users have changed their online behavior in some way because of concerns about identity theft. Twenty-five percent stopped making online purchases.



## legal news & notes

■ In a 6-2 decision, the U.S. Supreme Court ruled last month that the burden of proof in an administrative hearing challenging an Individualized Education Program (IEP) under the Individuals with Disabilities Education Act (IDEA) is properly placed upon the party seeking relief, whether the disabled child or the school district. However, the court declined to address whether states could enact their own laws placing the burden of proof on school districts because no such state law was at issue in the case. The parents of Brian Schaffer, a special education student in Maryland's Montgomery County Public Schools, challenged his initial IEP in a due process hearing. After a series of decisions by the hearing officer, the federal district court, and the Fourth Circuit, the U.S. Court of Appeals for the Fourth Circuit ruled that the burden of proof under IDEA, as under most laws, is on the party seeking relief. In affirming this decision, the Supreme Court rejected the parents' "conclusion, in effect, that every IEP should be assumed to be invalid until the school district demonstrates that it is not."

■ A Michigan federal district court has dismissed the National Education Association's lawsuit challenging the mandatory testing provisions of the *No Child Left Behind Act* as an unfunded mandate in violation of the NCLB provision at 20 U.S.C. §§ 7907(a) (2005) that prohibits federal officials and employees from imposing mandates not paid for under NCLB. Although the district court found that NEA had plead sufficient facts to establish standing to bring the suit, it rejected NEA's contention that 20 U.S.C. §§ 7907(a) prevents the U.S. Department of Education from requiring states and local school districts to perform annual standardized testing unless the federal government provides 100% of the funds necessary to pay for the testing. Instead, the court read the section NEA relied on as the basis for its suit as merely prohibiting federal officials and employees from "imposing additional "[u]nfunded requirements, beyond those provided for in the statute." The NEA had filed the suit along with districts in Michigan, Vermont and Bush's home state of Texas, plus 10 NEA chapters in those states and Connecticut, Illinois, Indiana, New Hampshire, Ohio, Pennsylvania and Utah.

■ The Oceanport (NJ) school district will pay \$117,500 to a student who was punished for creating a Web site that included critical statements about his middle school. The settlement of the lawsuit brought nearly two years ago follows a decision by a federal judge ruling that Oceanport school administrators violated Ryan Dwyer's free speech rights. Dwyer created the Web site containing criticism of Maple Place School in April 2003, on his own time from his home computer. Comments posted on the site's "guest book" section angered school officials, who suspended Dwyer for a week, benched him from playing on the baseball team for a month, and barred him from going on his class trip, among other discipline. The district's lawsuit said anti-Semitic remarks were posted on the site, which Dwyer denied writing. The school district issued a prepared statement that said it solicited advice and guidance from legal advisers and law enforcement officers and acted "on its belief that it was protecting all of the children and the staff in the district." Grayson Barber, who handled the case on behalf of the American Civil Liberties Union of New Jersey, said the school presented no evidence that Dwyer's comments were threatening or disruptive of school activities.

## GRETCHEN FOSTER HONORED FOR DISTINGUISHED LEADERSHIP AS FIRST-YEAR PRINCIPAL

The Connecticut Association of Schools is pleased to announce that Dr. Gretchen Foster, principal of Housatonic Valley Regional High School in Falls Village, has been selected as the recipient of the 2005 *William Cieslukowski Outstanding First Year High School Principal Award*. This annual award is given to an individual who has made a tremendous impact on his/her school or school district in his/her first year of school administration.

Dr. Foster was nominated for the award by Assistant Principal Mary Ann Buchanan, who submitted a nomination on behalf of more than thirty members of the Housatonic Valley faculty, staff and community.

In her nomination packet, Mrs. Buchanan described Dr. Foster as a leader who empowers her staff to be partners in the decision-making process and who works side-by-side with them to develop and implement a vision for improved educational opportunities. "Dr. Foster believes in listening, sharing, brainstorming, troubleshooting, and problem-solving as a collaborative team," wrote Buchanan. She also praised Dr. Foster's ability to create a climate of caring in which all who work and learn at Housatonic Valley feel nurtured and valued.

Dr. Foster was honored at a surprise ceremony held at the school last month. In attendance to present her with a plaque was CAS Assistant Executive Director Dr. Dennis Carrithers. Said Dr. Carrithers, "Gretchen was selected for this award because she has demonstrated extraordinary instructional leadership, a passion for educational excellence, an unwavering commitment to her students and staff, and an unselfish dedication to her community."

Immediately prior to arriving at Housatonic Valley Regional High School, Dr. Foster was the K-12 Mathematics Coordinator for Regional School District #10 and an adjunct professor of mathematics at Central Connecticut State University.



Photo courtesy of Terry Cowgill, Lakeville Journal

### Leave 'Em Laughing

#### SCHOOL DISTRICT DEPARTMENT HEADS

- K-8 Learning - [Ellen Mentory](#)
  - Student Discipline - [Ewell B. Sorry](#)
  - Accelerated Learning - [Rush M. Threwit](#)
  - School Hall Pass Policies - [Frieda Roam](#)
  - Personnel - [Hiram N. Fyrem](#)
  - Retirement Planning - [Ken I. Gonow](#)
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  - Student Retention - [Holden M. Back](#)
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  - Staff Development - [Annie Fadwilldue](#)
  - Curriculum - [Sam Olstuff](#)
  - School Health Services - [Sharon Jerms](#)
  - Success for All - [Howie Gunnadothat](#)
  - Purchase Order Permissions - [U. Ken Knot](#)
  - Playgrounds - [Rick Reyation](#)
  - Legislative Lobbying - [Paul O'ticks](#)
  - State Audit Bookkeeping - [Warren Trubelnow](#)
  - Disaster Preparedness - [Justin Case](#)
- (Administrators' Desk Newsletter, Education World®, Vol. 3, Issue 45)*

### THANK YOU, BILL & MELINDA

by Mike Buckley, Director, Connecticut Principals' Center

The Connecticut Principals' Center, via its membership in the Connecticut Consortium for Technology Integration in School Leadership, has been privileged to receive during the last three years support from the Bill and Melinda Gates Foundation State Challenge Grant for Leadership Development. The allocation of \$135,000, overseen by the Principals' Center's Technology Committee, has facilitated significant professional development and positively influenced hundreds of school leaders in the integration of technology to improve teaching and learning. Some of the significant activities developed and implemented as a result of the Gates grant included the following.

- Seven technology conferences were conducted including *Personal Productivity for Principals*, *Personal Productivity for New Administrators*, *Helping Teachers Teach More Effectively Using Technology*, *How Excel Can Help Principals Use Data to Raise Student Achievement*, and *Technology for School Leaders*.
- Mini-grants were issued to ten schools or districts to support local technology training initiatives for school leaders.

Three exemplary technology sites (Frenchtown Elementary School in Trumbull, Reed Intermediate School in Newtown, and Greenwich High School) were designated with the understanding that each would host visiting teams from other school districts.

- Presenter hardware including sixteen tablet PC's and a Smart Board was obtained to

facilitate technology training at the CAS Conference Center.

- The attendance of school teams from Cheshire, Coventry, Glastonbury, Seymour, Westbrook, and West Hartford to the Classroom Connect Technology Conference was supported. Principals on the Technology Committee who serve as trainers at Principals' Center workshops were also supported in attending conferences.

For this school year, the Principals' Center Technology Committee has set the following priorities:

- Publishing one article per month in the CAS Bulletin
- Seeking grant funds from sources other than Gates.
- Upgrading the Principals' Center's presence on the CAS website including identification of promising practices and sites.
- Conducting an assessment of school leader technology needs.
- Offering assistance to school leaders with CTReports.com.
- Conducting tablet demonstrations with the CAS and CIAC Boards.

Please contact Committee Chair Bob Hale, Principal of Westbrook High School, or me at (203) 250-1111 if you are interested in joining the committee and supporting its work to integrate technology to the benefit of improving student achievement.

## CANHS wins award, *continued from page 1*

problems of adult illiteracy in Connecticut. Carol DeVido Hauss, executive director of the Literacy Volunteers of Greater Hartford, complimented the group on their project by saying, "We appreciate the honor society's commitment to adult literacy programs that we run throughout this community. For you to carve time from your schedules to help us illustrates the strength of character that has earned you all a place in the honor society."

Don Gates, principal of Portland High School and executive director of the CANHS, commented, "I am particularly proud of the student officers of our state association for completing this project. Not only did they do a world of good, but they helped educate their peers throughout the state concerning the problems we face with adult literacy."

Upon presenting the award, David Cordts, associate director of student activities for the National Association of Secondary School Principals (NASSP), said, "For their concern and their thorough and effective organizing of a much-needed project in their state, we congratulate the members of the CANHS for their state project, and are proud to name them as the winners of the 2005 Kyker Award."

The Kyker Awards were established in 2002 by the National Honor Society to recognize outstanding projects undertaken by state honor society organizations performing service in their state. The award is named for former state director from Minnesota, Ardis Kyker, who devoted her career to promoting Honor Society programs and student activities in her state and was a strong supporter of the national organizations.



Left to right: David Vodila, NASSP President; State Honor Society Executive Board Members--Daniel Golden, middle school representative, Northeast MS, Bristol; Olivia Roy, Vice President, Kaynor Technical HS, Waterbury; Cody Ross Pitts, State News Editor, Southington HS; Christina Chaves, Secretary, Wethersfield HS; Donald Gates, CANHS Executive Director.

## *A Lesser Form of Immortality? It'll Do*

By Sam Swope, Reprinted from *Newsweek*, December 20, 2004

Mr. Krick was my grade-school art teacher, and I always looked forward to his weekly visits to our class. Given my vivid recollection of the man, it's strange that I remember only one of his lessons, but I suppose my memory chose it as the archetype. At any rate, Mr. Krick gave us crayons, then asked us to draw while listening to Copland's "Appalachian Spring," Grieg's "In the Hall of the Mountain King" and something atonal, I think by Schoenberg. He said, "Don't think. Just listen to the music and draw." And I did, my heart racing as I channeled music into three very different and passionate pictures. Mr. Krick never knew what he'd done for me that day, and when I heard a while back that he'd died, I felt a twinge of guilt, wishing I'd thanked him for that pure creative moment.

Some years ago I taught creative writing to immigrant grade-school kids in New York City. Wanting them to have similarly powerful memories to sustain them when they grew up, I asked them to write outside at night and under a tree. I had them curl their bodies into magical islands that then became the settings for stories. We did countless exercises. Which ones (if any) will my students remember? It's possible I'll never know, because after we said goodbye, they gradually fell out of touch. This is natural; children need to move on. But I'll always wonder what became of them, and a few, especially the unhappy ones, will haunt me forever.

Recently I published a memoir about teaching those kids and was interviewed about the book on National Public Radio's "All Things Considered." Far-flung family and long-lost friends happened to be tuned in and sent congratulatory notes, including my high-school English teacher.

I hadn't seen Mr. Witt in decades, but I pictured him immediately—young, tall, earnest, clean-cut. He'd been an easygoing, intelligent teacher who directed the school plays, and sometimes he and his wife invited students over for soda and conversation. As with Mr. Krick, I recall just a single lesson. Mr. Witt, wearing a light blue

cardigan, is seated on a high stool while reading aloud Shelley's 1818 sonnet "Ozymandias":

*I met a traveller from an antique land  
Who said: Two vast and trunkless legs of stone  
Stand in the desert ... Near them, on the sand,  
Half sunk, a shattered visage lies, whose frown,  
And wrinkled lip, and sneer of cold command,  
Tell that its sculptor well those passions read  
Which yet survive, stamped on these lifeless things,  
The hand that mocked them, and the heart that fed:  
And on the pedestal these words appear:  
"My name is Ozymandias, king of kings:  
Look on my works, ye Mighty, and despair!"  
Nothing beside remains. Round the decay  
Of that colossal wreck, boundless and bare,  
The lone and level sands stretch far away.*

I was Mr. Witt's student in 1970. Like me, most of my classmates were anti-establishment. I vaguely recall some joking comparison of Nixon to Ozymandias, his famous nose crumbling in the desert, but mostly I remember how quiet we all got when Mr. Witt focused our attention on the poem's stark implication that everyone and everything will ultimately be forgotten. In a voice so quiet it startled me, he said, "This isn't a poem I can think about when I'm shaving."

This came as a revelation. I'd never realized poetry could have so powerful an effect, and because I wanted that intensity of feeling, too, I read "Ozymandias" until I'd memorized it. In the end, it never unnerved me as it had Mr. Witt, but over the years it's been a valued companion, helping temper my pride and ambition.

Mr. Witt must be in his 60s now. He told me when he heard my name on the radio that he'd thought, "Can that be my Sam Swope?"

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## Blumenthal to Speak at CAS Winter Conference

A tireless advocate for education, consumers, the environment, our children and the civil rights of Connecticut's citizens, Attorney General Richard Blumenthal will be the luncheon speaker at the **2005 CAS Winter Conference** at the Connecticut Convention Center on January 27, 2006. Added to an already impressive array of presenters headed by award-winning speaker Mark Scharenbroich, Mr. Blumenthal's remarks will cap off a day devoted to improving student performance through building school climate, health and fitness, and technology.



Mr. Blumenthal was first elected to serve as Connecticut's 23rd Attorney General in 1990 and re-elected to an unprecedented fourth term in 2002. He has also been a member of the Connecticut State Senate and the Connecticut House of Representatives.

Richard Blumenthal also served as United States Attorney for Connecticut from 1977 to 1981. His leadership as the chief federal prosecutor in our state resulted in the successful prosecution of many major cases against drug traffickers, organized crime, white collar criminals, civil rights violators, consumer frauds and environmental polluters.

Attorney General Blumenthal also served as administrative assistant to United States Senator Abraham A. Ribicoff, as aide to United States Senator Daniel P. Moynihan when Moynihan was assistant to the President of the United States, and as a law clerk to Supreme Court Justice Harry A. Blackmun. From 1981 to 1986, he was a volunteer counsel for the NAACP Legal Defense Fund.

Attorney General Blumenthal graduated with honors from Harvard College (Phi Beta Kappa; Magna Cum Laude) and Yale Law School, where he was Editor-in-Chief of the Yale Law Journal. He also served as a sergeant in the United States Marine Corps Reserves.

Presented by the CAS high school and middle level divisions and funded by corporate partner Horace Mann Insurance Companies, the conference offers substantial discounts to teams of educators from the same school. The deadline for registering for the CAS Winter Conference is January 16, 2006. You may register on-line at:

[www.casciac.org/register](http://www.casciac.org/register)

## CAS and NASSP Offer *Breaking Ranks II* Training

The next *Breaking Ranks II* training session will be held on February 14 and 15, 2006. The training will be from 8:30 a.m. to 4:30 p.m. at the CAS office in Cheshire. The cost for either training session is \$250 per participant and includes all materials, refreshments and lunches. CEUs will be awarded to program participants.

NASSP has certified CAS as a state association provider of training for high school principals, assistant principals, school district administrators, and other school leaders who want to develop further their understanding and use of the recommendations in *Breaking Ranks II: Strategies for Leading High School Reform*.

Participants who complete the training will become *Breaking Ranks II* facilitators and be fully qualified to lead *Breaking Ranks II* efforts in their schools.

Register online at [www.casciac.org/register](http://www.casciac.org/register). If you need additional information, please call Dennis Carrithers at 203-250-1111 or email at [dcarrithers@casciac.org](mailto:dcarrithers@casciac.org).

## middle school news

### Perfect Gifts!

By Earle Bidwell  
Assistant Executive Director



Are you looking for the perfect gift, a gift from the heart; one that is highly prized by the recipient? How about one that won't add to your credit card debt, or deplete your savings? Finally, how about a gift that is all of the above and can be obtained over the internet without a credit card, with no payments for life? If this reads like the perfect gift, then finish your holiday shopping at CAS.

Check out our Honors and Awards Department. There, one can find the perfect gift for an individual. Every middle school has a number of incredibly talented teachers. You know, the ones to whom other teachers go for advice; the ones who, when you return from a conference full of great new ideas, are already doing them! Consider surprising one of them with a nomination as "CAS Middle School Teacher of the Year". It is pretty easy to do. Just fill out the nomination form, ask three other people to write letters of recommendation and submit your nomination to CAS. Your teachers will be appreciative of your efforts to recognize one of them for their outstanding work, and your candidate might be a finalist who will receive statewide recognition.

If you are looking for something for the whole school, consider the "CAS Middle School of the Year" award. This is an award for the school that has almost everything.

- ⇒ An educational curriculum grounded in standards, relevant to adolescents' concerns, and based on how students learn best
- ⇒ Use a mix of assessment methods
- ⇒ Evidence of instructional methods that prepare all students to meet high standards
- ⇒ Evidence of a safe and healthy school environment
- ⇒ Evidence of appropriate relationships for learning to ensure a caring community of shared educational purpose
- ⇒ Evidence of an organization that governs democratically and involves all staff members
- ⇒ Evidence that the school involves parents and the community in supporting student learning and healthy development
- ⇒ Student services that go beyond those that are part of a typical school, i.e. clubs, activities, support services, extra help for those who need it
- ⇒ Evidence that the school's educational programs are consistently being reviewed and improved

*continued on page 8*

## ... more middle school news

### Unified Sports™ Grant Money Available for Middle Schools

by Ann Malafronte, Unified Sports™ Director

Middle schools are encouraged to apply for a \$1,000 grant from the Connecticut Association of Schools to start a Unified Sports™ program or activity designed to include students with disabilities in mainstreaming activities.



Unified Sports™ programs pair children with and without disabilities on teams with modified rules for the success of each individual. Currently, over 100 schools in Connecticut participate.

The State Department of Education has made funding available to CAS to encourage development of new programs that include all children. Under the P.J. Settlement, school districts are under a mandate to create inclusionary programs.

See what all the fun is about! Get your school involved. Contact Ann Malafronte at (203)250-1111, ext. 3017 or e-mail at [amalafronte@casciac.org](mailto:amalafronte@casciac.org).

### Gifts, continued from page 7

This gift is valuable for the giver as well as the receiver as it involves the entire faculty and staff in a process of self reflection and renewal. All schools that undertake this kind of process benefit.

Another way to get the recognition your school deserves is to consider applying for a "NELMS Spotlight School" award that is co-sponsored in Connecticut by CAS. Like the "CAS Middle School of the Year" award, the spotlight award recognizes schools for developing strong effective programs that reflect the concepts contained in *Turning Points 2000* and *This We Believe*. Available at [www.nelms.org](http://www.nelms.org), these awards are available to more than one school each year.

For schools looking for more modest gifts, perhaps gifts that honor teams or exemplary school practices, visit our Middle Level Professional Studies Department. There, one can find self-assessment scoring instruments for exemplary teaming practices and for exemplary school climate, two of the basic ingredients of outstanding middle schools. Schools that meet the requirements, as determined by paperwork reviews, will be visited by experienced, trained teams of CAS administrators to validate and celebrate their work.

All the gifts in the CAS store are free and bring professional growth to both the giver and the receivers. Furthermore, they serve as great advocacy tools in educating the public about sound middle school education. Best of all, one can shop for them on-line by going to [www.casciac.org](http://www.casciac.org) and scrolling down to "Awards and Recognitions." The deadline for selecting items from the Honors and Awards Department is February 28, 2006. Recognitions from the Professional Studies department are ongoing and may be selected year round.

### Immortality, continued from page 6

Realizing it was, he tracked me down to let me know he'd always wondered what became of me and was pleased to find I'd landed OK.

Do we ever stop craving the approval of our teachers? I was glad to learn I'd been remembered and replied immediately, thanking Mr. Witt and telling him I thought of him whenever I thought of "Ozymandias," which was more often than he might expect. I also mentioned his comment about shaving, which he didn't seem to recall, but he was clearly pleased to learn he kept company with such a great poem.

Mr. Witt appears to have made his peace with Shelley's sonnet and seemed content with a lesser form of immortality. The torch had been passed—from his teachers to him, from him to me, from me to my students ... although I can't yet speak for mine, of course. That part of the chain must be taken on faith, as I wait for a student to happen on my book about our time together, discover with delight he's been remembered, then drop me a line to tell me I have, too.

## elementary school news

### Leadership and Environmental Conferences Moved from March to January, 2006

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

Because the CMT testing is now taking place in the month of March, this year's leadership and environmental conferences have been moved to the month of January.

The Annual Elementary Leadership Conference for 4th and 5th grade students will be held on January 9, 2006, at Naugatuck Valley Community College in Waterbury and on January 12, 2006 at Asnuntuck Community College in Enfield. Registration for both conferences may be completed online at [www.casciac.org/register](http://www.casciac.org/register); by fax (203-250-13450; or by mail (30 Realty Drive, Cheshire, CT 06410.)

This year's Annual Environmental Conference for 5th and 6th graders will be held on Thursday, January 19, 2006, at Wesleyan University in Middletown. Schools may register their students for this conference via mail, fax, or the CAS website.

Brochures and registration forms should have been received by all Connecticut elementary schools earlier this month.

Principals and teachers should feel free to contact Mrs. Barbara O'Connor at 203-250-1111 for additional information.

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... more elementary school news

**Principals' Conversation about the CMTs  
Back by Popular Demand**

By Regina S. Birdsell, Assistant Executive Director

The Professional Studies Committee will hold two CMT workshops early in the year, January 12 at CAS in Cheshire and January 18 at LEARN in Old Lyme, with the round table dinner discussion format. The presenters, Charlene Tate-Nichols, the Connecticut State Department of Education Consultant in Math, and Patricia Foley, the Connecticut State Department of Education Consultant in Language Arts, both work with school districts in Connecticut helping them align curriculum with the CMT objectives.

The math portion will begin promptly at 5:00 p.m., and the language arts portion will begin at 5:45 p.m. This will be followed by a full dinner. During and after dinner, both presenters will be happy to answer district questions. This is often the most exciting part of the workshop.

Registration for this round table discussion workshop is \$30.00 per attendee (which includes dinner and refreshments throughout the evening). Non-member school registration is \$40.00 per attendee. CEUs will be provided to all those who attend. Because these workshops are very popular, enrollment must be limited. Registration will be accepted on a first-come/first-serve basis. Brochures have been sent to all Connecticut elementary and middle school principals. Registration forms may be faxed or mailed back to CAS. If your school has not received registration forms, please call CAS and you will be faxed or e-mailed a copy. You may also register online at [www.casciac.org](http://www.casciac.org). Please be sure you indicate the location and date of the workshop you plan to attend. Questions may be addressed to Regina Birdsell or her secretary Barbara O'Connor at 203-250-1111. Please don't hold off registering because these workshops will be quickly over-subscribed.



Dr. Douglas Reeves, Keynote Speaker

**CAS Fall Conference Features  
Dr. Douglas Reeves**

Regina S. Birdsell, Assistant Executive Director

Speaking to a capacity crowd at the Rocky Hill Marriott, Dr. Douglas Reeves, founder and chief executive officer for the Center for Performance Assessment shared his passion for improving student achievement and educational equity. Throughout his presentation, "Beyond Islands of Excellence: The Journey from Isolated Improvement to System Wide Success," he stressed the importance of data as the foundation of any change process. Much of his focus was on the responsibility of leaders to identify people in the 'hub' of the school who will help change happen by who they are and how they are trusted by the staff.

Dr. Reeves has been a frequent visitor to Connecticut, working with the Connecticut State Department of Education, district leaders and principals to develop and implement a standards-based model of student accountability.

Mrs. Gina Vance, president of the elementary division of CAS and conference co-chair, welcomed the audience and introduced Dr. Christopher Clouet, Superintendent of Schools in New London, who in turn introduced Dr. Reeves. Dr. Clouet commended Dr. Reeves' commitment to the schools of Connecticut through his work with the state department in assisting schools identified as in need of improvement. "Dr. Reeves' work has already shown that, with a practical and constructive approach to standards, assessment and accountability, student achievement can and will indeed improve."

Following the luncheon, Dr. Nancy Stark,

*continued on page 10*

**You're Invited to an Evening Under the Big Top!**

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

The elementary division of CAS takes great pride in announcing the **7th Annual Elementary Schools Arts Festivals** sponsored by **Liberty Mutual** (see related item page 10).



This year's dates are Monday, February 6th and Tuesday, February 7th, with a snow date of February 8th. Schools from towns beginning with the letters A-M will participate on the 6th and those whose towns begin with the letters N-Z will attend on the 7th. The programs will begin at 5:30 p.m. and conclude at 8:00 p.m. The events, which are designed to recognize two students from each school who have excelled in either the visual or performing arts, will once again be held at the Aqua Turf Club in Plantsville. The theme will again be "Under the Big Top" with a variety of circus-style food and entertainment! CAS literally turns the Aqua Turf into a circus for these festivals. Food stations will be located in various areas of the room serving hot dogs, hamburgers, pasta, pizza, popcorn, ice cream, cotton candy and soda.

The students selected for recognition must be in the highest grade level within the school. Scholarship and leadership abilities may also be used as supporting considerations when making your choices. Awards can go to two students of the same or opposite sex.

We expect that the vast majority of our elementary schools will participate. Your early response will determine your school's seating location.

Award certificates will be presented by each school's principal or designee. Connecticut's Commissioner of Education, Dr. Betty Sternberg, will be on hand for remarks and congratulations to the honorees.

Principals having questions regarding this unique and special event are asked to call CAS at 203-250-1111.

## eesmarts™ & CAS Team Up to Co-sponsor Conferences

The United Illuminating Company, (UI), and Connecticut Light & Power, (CL & P), administrators of the eesmarts™ program, are proud to support educational efforts in our state. We are committed to building relationships with the educational community that will foster an ethic of energy awareness and responsibility for the future. This is why we are thrilled to continue our alliance with the Connecticut Association of Schools!

We chose to co-sponsor the fall and spring principals' conferences and the two student environmental conferences with this focus in mind. At the fall principals' conference (see related item page 9), Karen Calechman, eesmarts™ program coordinator, gave remarks about global warming and why it is so crucial to teach energy efficiency to our Kindergarten through eighth grade students.

We drew many principals to the eesmarts™ exhibit booth to peruse and consider this one-of-a-kind, kindergarten-8th grade school curriculum designed to develop an energy efficiency ethic among all Connecticut students. The detailed lesson plans and interactive, real life activities presented in the curriculum are easily implemented through Inquiry-Based Teaching. Another enticing aspect of the eesmarts™ program is that it is offered absolutely free to schools. Several school systems are making it a mandatory part of their new science curricula. Integrating science, math, reading comprehension and language arts standards, and focusing on the critical thinking skills students will need to solve problems in years ahead, the series offers an ideal opportunity for interdisciplinary teaching.

UI worked with a team of Connecticut-certified educators to develop a curriculum that teaches children about energy and conservation and is supportive of the Connecticut Mastery Test, the Connecticut State Framework and the National Science Standards.

The curriculum, funded by the state's Energy Efficiency Fund, (CEEF), is available to teachers and their classes at no cost. All schools in UI and CL & P service territories are eligible. In addition to the packaged curriculum units, eesmarts™ also offers continuing education unit (CEU) workshops, educational tours at the SmartLiving™ Center located at 297 Boston Post Road in Orange and resources for teachers, also at no cost. For more information, visit [www.eesmarts.com](http://www.eesmarts.com) or call (877) 514-2594.

## LIBERTY MUTUAL TO SPONSOR ARTS RECOGNITION



To CAS members, Liberty Mutual is more than a discount on their auto and home insurance. For 10 years, Liberty Mutual has been working with teachers, counselors and administrators to bring valuable programs on such topics as teen driving, fire safety and bike safety to Connecticut students. And now, Liberty Mutual's support for Connecticut schools is even more apparent with its sponsorship of the 2006 Elementary Arts Recognition Awards Program.

The annual Elementary Arts Recognition Awards Program honors students who display outstanding ability in the visual and performing arts and exceptional cooperation and citizenship skills. Student nominees will attend the "Elementary Arts Recognition Festival" in Southington on March 6-7, 2006.

"The real reward of our CAS partnership is bringing important safety education to young people across the state," said Dan Zbin, Liberty Mutual regional director of sales operations. "And supporting the arts recognition program is a means of reinforcing the positive influence our education system has on the lives of our children."

In addition to the variety of safety events and programs available for students, Liberty Mutual representatives offer on-site insurance programs and educational seminars for CAS members. For more information, call 1-800-225-8281 or visit:

[www.libertymutual.com/lm/cas](http://www.libertymutual.com/lm/cas)



New London Superintendent Dr. Chris Clouet introduced the keynote speaker



Elementary Division Chair Gina Vance

## Reeves, continued from page 9

Education Manager of School Improvement and Literacy at the Connecticut State Department of Education, who is responsible for overseeing CT's Accountability and Learning Initiative, shared the current work of her department and the services it provides to schools and educators.

The afternoon presentations focused on the implementation of Dr. Reeves' work in the state. Dr. Michael Wasta, superintendent of the Bristol School System, along with several staff members, presented their comprehensive district improvement plan. They highlighted the practical applications of *Making Standards Work*, sharing their four year journey. Through their institution of the data-driven accountability system modeled on the work of Dr. Reeves, the system has evolved over time to focus on all major components of the system, from the board of education, to teachers, to transportation providers, on the single goal of improving student achievement.

Dr. Dottie Hoyt, principal of Pleasant Valley Elementary School in Groton and Mr. Eric Larson, principal of Burr District Elementary School in Higganum, shared how they used the work of Dr. Reeves within their respective schools. They discussed what was involved in beginning the process and developing the plans for the practical applications of *Making Standards Work*.

The fall conference committee, co-chaired by Gina Vance and Renata Lantaos, is to be congratulated on a well organized and informative conference. Connecticut's first data showcase is being planned with the SDE for April 5 & 6 at the Connecticut Grand Hotel in Waterbury, also featuring Dr. Reeves. Further information will be available in mailings and on the CAS website, [casciac.org](http://casciac.org).

## What to tell kids about steroids

What can you tell kids about steroids? And how can you keep them from taking the drugs themselves? Don't teach just the negative. Research shows it doesn't work. Adolescents sense that the other side is being omitted and dismiss the conclusion. Here are a few things to tell kids.

### I. Steroids improve some kinds of athletic performance.

1. Steroids make you stronger. They work by increasing the body's ability to store protein. That protein goes to the muscle, increasing its size and power. That's why Mark McGwire looked like The Incredible Hulk and why -- according to grand jury testimony -- Barry Bonds went from 45 home runs in 2000 to 73 in 2001, at the age of 37.

2. Steroids may improve eye-hand coordination. Jose Canseco makes this claim and, along with a boost in confidence, it likely helped steroid users.

### II. No young person should ever take steroids.

Mr. Bonds said, "I tell my boy, 'If I see you doing steroids, I'll bust you up.'" Mr. Canseco, whose book avidly promotes steroids, says high schoolers shouldn't take them under any circumstances. Here's why:

3. Steroids can stunt your growth. Want to stand five-ten instead of six-two? Take steroids. In adolescents, they can artificially trigger the signal that stops bones from growing and fixes your height.

4. Steroids can put you on the bench for the whole season. They build muscle strength, but don't affect the strength of the tendons and ligaments which hold muscles together. As a result, exertion can cause injuries which take a long time to heal.

### III. These drugs are hazardous for anyone.

Mr. Canseco stated emphatically in his book that NO ONE should take steroids "without proper medical advice and thorough expert supervision." And at the House hearings he seemed to renounce them utterly, saying, "I'm completely done. I'm turning away." What's the problem? Steroids can cause more than 70 side effects ranging from acne to heart attacks.

5. Steroids can make you less attractive to the opposite sex. They can cause acne, bloated appearance, male pattern baldness, and rapid weight gain.

6. Steroids can make you LOOK LIKE the opposite sex. If you're a female, they can cause:

- growth of facial hair
- deepened voice
- breast reduction
- menstrual cycle changes

If you're a male, they can cause:

- growth of breasts;
- shrinking of the testicles (Mr. Canseco admits it has happened to him.);
- impotence;
- difficulty or pain while urinating.

7. Steroids can lead to heart attacks and diabetes. They worsen almost all known risk factors. They:

- raise blood pressure;
- elevate cholesterol and plaque buildup in the arteries;
- thicken heart muscle, causing the enlargement doctors see in patients with congestive heart failure;
- alter sugar metabolism, boosting the chance of diabetes.

8. Steroids can cause liver damage.

9. Steroids are a time bomb. The bad effects of steroids can take a long time to appear -- months, years, even decades. Even if you give them up, they don't give you up.

10. Steroids can ruin your emotional life. "People's psychological states can run the gamut," says Dr. Gary Wadler of the New York University School of Medicine, who testified before the House panel. "They can go from bouts of depression or extreme irritability to feelings of invincibility and outright aggression, commonly called 'roid rage. This is a dangerous state beyond mere assertiveness."

11. Steroids can be addictive. Some abusers become dependent, according to the National Institute on Drug Abuse, and yearn for steroids despite physical maladies, harm to social relations, irritability, and other ill effects. They spend much effort and money to get the drug, and without it they feel withdrawal symptoms: mood swings, fatigue, insomnia, restlessness, loss of appetite, reduced sex drive, and the desire to take more steroids. Depression is the most hazardous symptom, because it can lead to suicide.

12. Steroids can have dangerous impurities. They aren't lamb chops and no government agency inspects them. Most steroids used illegally come from underground labs and

## CIAC OFFERS RECERTIFICATION COURSES FOR COACHES

By Dr. Robert Lehr

Athletic Director, Southington High School

CIAC Director of Coaches' Education

The CIAC and the Connecticut High School Athletic Coaches Association have combined efforts to increase opportunities for coaches to acquire the hours needed to maintain their coaching certification.

The first round of these coaching re-certification courses has been completed. Coaches were offered six different courses in October; five were offered in a concentrated two-day program on November 18th and 19th.

Each of the courses dealt with topics that should help individuals in their coaching efforts. Sport psychology, drugs and performance enhancing supplements, sport nutrition, leadership, diversity, ethics and sportsmanship, and strength and conditioning design for interscholastic programs were just some of the course topics. Participants in the classes were highly enthusiastic in their responses to the courses. The appeal of the courses has been the practicality they offer to coaches interested in enhancing their coaching skills. All of the classes were held at the CIAC headquarters in Cheshire.

In addition to the re-certification courses, the CIAC has offered a *Future Coaches Academy*. The Academy is designed to provide new and aspiring coaches with much of the information they will need to begin a successful career in coaching. The next Academy is scheduled for December 27-28.

Coaching re-certification courses will be offered in four cycles throughout the year. New and relevant courses will be added to the existing offerings. Coaching certificates are good for a five-year period. During that five-year period a coach must acquire fifteen hours of course work that is approved by the State Department of Education.

*For more information, visit the CIAC website at [www.casciac.org](http://www.casciac.org).*

*continued on page 13*

## ciac news briefs

### Schools Ban Handshake in Name of Sportsmanship

In a controversial move, worried principals in five rural Virginia high schools have forbidden handshakes after sports contests. Says Larry Shumaker, principal of Northumberland High, "there have been some instances in the past where the handshaking has gotten a little bit out of control, with kids spitting on each other [and] kicking each other," said Shumaker. "We're just trying to prevent situations from occurring before they occur. Traditionally, players have formed two opposing lines and shaken hands, occasionally tossing in a "Good game!" But Rappahannock High Principal Jack Cooley asked, "You got beat 56-0 and you want someone to tell you 'Good game' 35 times? If you go through the line, there's a possibility that somebody's gonna push somebody, hit somebody, and it's going to be a big problem at the end of the game."

### Win-At-All-Costs Behavior May Be a Disease

Does that yelling fan in the stands, the one who hates losing more than his child does, have a mental disorder? Today, psychologists increasingly think so, and they've given it a name: hypercompetitiveness. Hypercompetitors tend to think "their self-worth is contingent on winning," said John Tauer, a psychology professor at the University of St. Thomas in St. Paul, Minnesota, in a Los Angeles Times special report. "When they start any activity, their first thought is: 'I need to win.'" And, since drive matters, they can succeed in many walks of life. Yet ironically the need for victory can undermine achievement in sports. And other pitfalls lurk. Hypercompetitiveness can splinter families, sabotage careers, and isolate its sufferers, and it boosts the chance of road rage, eating ailments, depression, and other problems. The need to win can be a formula for trouble. What makes people hypercompetitors? Psychologists have identified two factors: focus on external rewards, such as status, and desire to control others. A trophy mentality is not the only root of hypercompetitiveness. According to studies by psychologist Richard Ryckman of the University of Maine, hypercompetitors yearn for "power and control over others," and show less care and respect for people. "The gist of this kind of competition is self-aggrandizement at the expense of others," Dr. Ryckman says. They are more aware of their victories as defeats for other people.

### CIAC MEMBER SCHOOLS CONTINUE TO SUPPORT HURRICANE VICTIMS

The CIAC extends its thanks to two schools who have joined their fellow members in supporting the CIAC Hurricane Katrina Relief Effort:

- ★ East Lyme High School, Mr. Lawrence Roberts, Principal
- ★ Newington High School, Dr. William Collins, Principal

### VOLUNTEER COACHES

The U.S. Department of Labor (DOL) has issued a letter describing what a "nominal fee" is specifically in the context of a nonexempt school district employee who "volunteers" to coach or act as an advisor. Nonexempt school district employees may "volunteer" under the Fair Labor Standards Act (FLSA) if they: (1) volunteer without expectation of compensation, except they can be paid expenses, reasonable benefits, or a nominal fee; (2) volunteer without coercion; and (3) do not volunteer for the same type of services that they perform in their regular job. "Nominal fee" is not defined in the FLSA. So, to define the term, DOL looked to the definition of "incidental" in the FLSA, which is defined as no more than 20 percent. In short, the DOL concluded that if a stipend paid to a nonexempt school district employee who volunteers to coach or act as an advisor is no more than 20 percent of the amount a school district "would otherwise pay to hire a coach or advisor for the same services it would appear to be a permissible 'nominal fee.'" This letter withdrew an earlier DOL letter dated July 11, 1995, which stated that if the stipend divided by the hours worked exceeded minimum wage, the stipend was not nominal. (Source: NSBA Legal Clips, December 1, 2005)

■ Last month, Pennsylvania governor Ed Rendell signed a bill that will require all school districts in the state to allow home-schoolers to participate in any extracurricular activities as long as they follow the rules that apply to everyone else. On Jan. 1, all 25,000 home-schooled students statewide will be eligible to participate in their home districts. The bill covers extracurricular activities but not classes. Thus, if band, for example, is a class, home-schoolers still will not be able to participate. But if it is an extracurricular activity, they will be able to do so. Tim Allwein, assistant executive director of the Pennsylvania School Boards Association, said his group argued that local school districts, not the state, should decide whether to permit home-schoolers to participate. Mr. Allwein is pleased, however, that the bill was amended so that school districts can set policies on eligibility requirements. He noted the importance of districts correctly declaring student athletes eligible so that wins don't later have to be forfeited. (Source: Pittsburgh Post-Gazette, Article by Eleanor Chute, 11/11/05)

■ Community youth sports were given a harsh critique last month from a report card that evaluated categories ranging from health and safety to coaching to officiating. The survey done by the Citizenship Through Sports Alliance, a national coalition of sports organizations including the NCAA and the four major professional leagues, found that parents and coaches had lost sight of children's best interests, placing an undue emphasis on winning and competition instead of education and character development. Of the five categories evaluated in the report card, child-centered philosophy and parental behavior/involvement scored the lowest, receiving Ds. "We're concerned not with our nation's youths, but their role models — parents and coaches," says Ronald Stratten, the NCAA's vice president of education services and chairman of the CTSA. The coalition was also critical of increased specialization of young athletes, which restricts athletes' exposure to multiple sports. Specialization also poses the risk of burnout and increases the likelihood of stress injuries, according to the panel.

#### Areas of Review Grade

Child-centered philosophy	D
Coaching	C-
Health and safety	C+
Officiating	B-
Parental behavior/involvement	D

(Source: USA Today, 11/10/05)

**. . . more ciac news**

**Dean Smith's "Thought of the Day"**

Former University of North Carolina Coach Dean Smith won more games than any other coach in college basketball history. Early in his coaching career, Dean Smith would emphasize a particular skill to his players each day. Later, he changed his daily emphasis to a character-related "thought of the day": a quote, idea or other life lesson he would teach his student-athletes before practice. Later during the day he would ask one of the kids to repeat the thought of the day for his teammates. If he couldn't, the whole team had to run. Coach Smith's former players still approach him today to say how much a particular day's thought has stuck with them. A few samples are printed below.

*"If thou thinkest twice before thou speakest once, thou wilt speak twice the better for it."*

-- William Penn, English Quaker and founder of Pennsylvania

*"To finish the moment, to find the journey's end in every step of the road, to live the greatest number of good hours, is wisdom."*

-- Ralph Waldo Emerson, American essayist, philosopher and lecturer

*"When eating a fruit, think of the person who planted the tree."*

-- Vietnamese saying

*"He who conquers others is strong; he who conquers himself is mighty."*

-- Lao-tzu, Chinese philosopher and reputed founder of Taoism

*"Experience is the name everyone gives to their mistakes."*

-- Oscar Wilde, Anglo-Irish wit and author

*"You can't escape the responsibility of tomorrow by evading it today."*

-- Abraham Lincoln, 16th U.S. president

*"I am only one, but still, I am one. I cannot do everything but I can do something. And, because I cannot do everything, I will not refuse to do what I can."*

-- Edward Everett Hale, American clergyman/author

*"It is better to light a candle than to curse the darkness."*

-- Chinese proverb

*"Any man's life will be filled with constant and unexpected encouragement if he makes up his mind to do his level best each day."*

-- Booker T. Washington, American educator

(Source: Josephson Institute for Ethics)

**DANIEL HAND TIGERS  
GIRLS' VARSITY SOCCER**



Daniel Hand High School 286 Green Hill Road Madison, CT 06443

November 16, 2005

*Girls' Varsity Soccer  
Coach Bob Faulkner  
faulknerb@madison.k12.ct.us  
Office: (203)245-6399*

Charlie Sharos  
Soccer Tournament Director  
C.I.A.C.  
30 Realty Drive  
Cheshire, CT 06410

Subject: Soccer Tournament

Charlie,

I just wanted to send you and the CIAC a quick note to express my sincere thanks for doing an exceptional job with the boys' and girls' soccer tournaments. It really is a very special and exciting time of the year.

On behalf of the Daniel Hand Girls' Soccer Team, I would like to say thank you for a great soccer tournament; it was a pleasure and privilege to participate in such a well organized event.

Our second round game against New Canaan was exciting and very challenging; it was played with a lot of skill and tactics from both teams. It was a fun experience for the coaches, players, and spectators.

Please extend my sincere thanks to everyone who helped out: the officials, event managers and you. Everyone did a wonderful job putting on a first class event.

Charlie, thank you for all your time, effort, and hard work. I know the coaches, players, teams, schools, spectators, and fans really appreciate everything you do.

Sincerely,

**Bob Faulkner**  
Daniel Hand Girls' Varsity Soccer Coach

**Steroids, continued from page 11**

foreign sources. That's why users can get hepatitis B and C, as well as bacterial endocarditis, a potentially fatal heart inflammation. Moreover, if you take steroids by injection -- the most common method -- the needle can cause infections, including HIV.

**IV. Steroid use can taint your life.**

- 13. It can subject you to arrest. Steroids are illegal without a doctor's prescription.
- 14. It can brand you as a cheater. It isn't pleasant. Look at Mark McGwire.
- 15. It can make you fear the truth. Assuming Mr. McGwire took steroids, how did he feel about breaking Roger Maris's single-season home run record? As people showered honors on him, he must have known he didn't deserve them and lived in fear of exposure.
- 16. It can label you as a fool. This fact should be self-explanatory.

[ESPN.com, 09/06/04; Detroit Free Press, 3/30; San Francisco Chronicle, 5/5; www.well.com/user/woa/fsroids.htm; http://ncadi.samhsa.gov/govpubs/phd726/; www.steroids.org; yalenehavenhealth.org, 10/11/03]]

# FALL 2005 CIAC SPORTS CHAMPIONS

## ■ GIRLS FIELD HOCKEY

*Champion*      *Runner-up*

Class L: Greenwich      Cheshire  
Class M: Branford      Daniel Hand  
Class S: Haddam-Killingworth/Lewis Mills,  
CO-CHAMPS

## ■ BOYS SOCCER

*Champion*      *Runner-up*

Class LL: Glastonbury      Farmington  
Class L: New Canaan      Seymour  
Class M: East Catholic / Weston, CO-CHAMPS  
Class S: Granby Memorial      East Hampton

## ■ GIRLS SOCCER

*Champion*      *Runner-up*

Class LL: Cheshire / Simsbury, CO-CHAMPS  
Class L: Farmington      Wilton  
Class M: Suffield      Holy Cross  
Class S: Immaculate      St. Bernard



Runners begin to separate from the pack at the Girls' X-C championships at Wickham Park.

## ■ GIRLS SWIMMING

*Champion*      *Runner-up*

Open: Greenwich      Cheshire  
LL: Greenwich      Cheshire  
L: Newtown      Staples  
M: Wilton      Branford  
S: Darien      New Canaan

## ■ GIRLS VOLLEYBALL

*Champion*      *Runner-up*

Class LL: Bunnell      Shelton  
Class L: Bristol-Eastern      Masuk  
Class M: Darien      Seymour  
Class S: Morgan      Coventry

## ■ GIRLS CROSS COUNTRY

*Champion*      *Runner-up*

Open: Ridgefield      Lyman Memorial  
LL: Glastonbury      Ridgefield  
L: Simsbury      Mercy  
MM: Guilford      Wilton  
M: Darien      Nonnewaug  
SS: Lyman Memorial      Griswold  
S: St. Bernard      Litchfield

## ■ BOYS CROSS COUNTRY

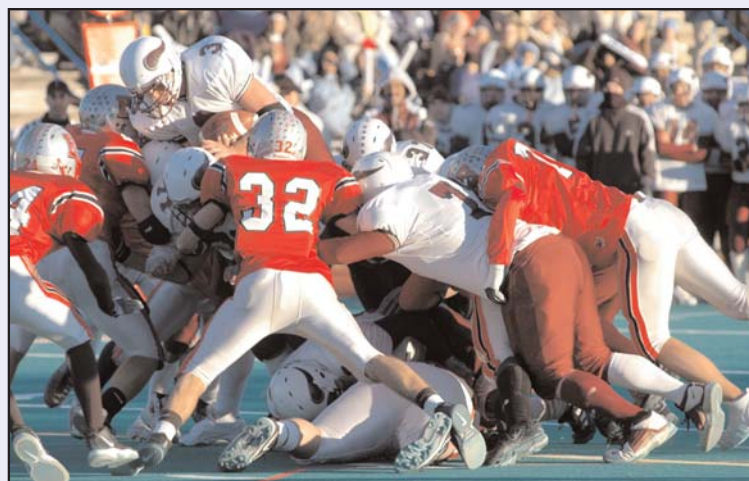
*Champion*      *Runner-up*

Open: Newtown      Amity  
LL: Amity      New Milford  
L: Conard      Simsbury  
MM: Guilford      Ledyard  
M: Griswold      Darien  
SS: Ellington      Weston  
S: Thomaston      East Hampton

## ■ FOOTBALL

*Champion*      *Runner-up*

LL: Xavier      Southington  
L: Staples      Masuk  
MM: Branford      East Lyme  
M: Daniel Hand      Hillhouse  
SS: Woodland      Brookfield  
S: Hyde Leadership      New London



Branford beats Old Lyme for the Class MM title.

## caad news

# C.A.A.D. News & Notes . . .

## ■ CAAD SPORTSMANSHIP AWARD GOES TO NEWINGTON

The Newington High School athletic department was the deserving winner of this year's CAAD Sportsmanship Award. Dorothy Franco-Reed, Newington's A.D., submitted a letter by her coach, Sanford Pilz, in support of his cross country athlete, who preformed an incredible act of sportsmanship. Coach Pilz's letter reads in part:

"Ricky [Dionne] was running in the JV race at the Blue Dragon Invitational last September. Before the race began...we had to change the entire course at the last minute. As a result, everyone was confused as to the exact new course. Coming back toward the finish line, Ricky was in third place, at least 30 yards behind the first two...The two lead runners went past the final turn. By the time Ricky reached the final turn, he realized that they had made a mistake, so he made the correct final

turn to head toward the finish line...All of a sudden, Ricky slowed down...the other runners were gaining on him...he was going to get beat...Later, when I asked him why he [slowed], he said that it was because he did not want to be awarded a first place award in a race when he should have come in third..."

Obviously, Ricky knows that there is more to athletics and competing than winning. His act of selflessness is one to be admired.

Present for the dinner and presentation were Ricky, his parents, and Dorothy Franco-Reed. The award carries with it a check for \$500.00, which goes to the Newington athletic department.

## ■ CAAD HELPS FELLOW SCHOOLS RAVAGED BY KATRINA

CAAD generously donated \$1,000.00 to the Katrina Relief Fund set up at the C.I.A.C. The money is intended to go to

the Mississippi, Louisiana and Alabama State Athletic Associations worst effected by the storm.

## ■ SAVE THE DATE!

The Annual CAAD Convention will be held on March 23 & 24 at the Marriott in Rocky Hill. Please note that this is a new location. The Marriott is much larger and nicer and can better accommodate CAAD's growing conference.

## ■ SEEKING NEWSWORTHY AND/OR NOTES OF INTEREST TO CAAD MEMBERS

Anyone who would like to contribute to the CAAD Newsletter is asked to contact Jeff Sunblade at Avon High School (jsunblade@avon.k12.ct.us). Articles, editorials, or programs of interest would all be greatly appreciated.

Visit the CAAD website at:

<http://www.caadinc.org>

It's a valuable resource for athletic directors!

# C.A.A.D. BOOK BAG

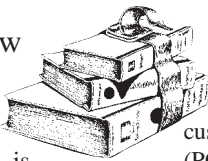
## The Implementation of ImPACT at the High School

Mark McCarthy, ATC

### *Just Let The Kids Play* by Bob Bigelow

(with Tom Moroney and Linda Hall)

Published by Health Communications, Inc.



Bob Bigelow's book, *Just Let The Kids Play*, is subtitled *How to Stop Adults from Ruining Your Child's Fun and Success in Youth Sports*. What more needs to be said about this timely and thought provoking book? Bob, a former NBA player, takes a candid and refreshing look at the youth sports movement in this country and all that is wrong with it. He speaks at length about "the problems, the perpetrators and preventive strategies."

The book's table of contents gives the best over view of what Bob has to offer anyone involved with athletics and youth. Chapter 1 Youth Sports: There Must Be a Better Way; Chapter 2 Elite Teams: The Unkindest Cuts of All; Chapter 3 Out of Kilter: Why Adults Lose Control; Chapter 4 Injuries: A toll on Body and Soul; Chapter 5 Organizing Teams: Starting Off Right; Chapter 6 Managing Games: Rules to Play By; Chapter 7 Adapting the Games for Children: One Play at a Time; Chapter 8 The Politics of Youth Sports: Fighting for Change; Chapter 9 Success Stories: Ten Ideas to Inspire You; Chapter 10 Going the Distance: Beyond Youth Sports.

As educators involved with athletes, we all too often see the damage done to young athletes by overzealous youth programs. This book offers a sensible solution to the problems that plague youth sports. It is a must read for anyone who truly cares about sports and kids.

(Source: NIAAA \*Volume 31, Number 4, Summer 2005)

Early in the 1990's concussions started to be taken more seriously. Prior to the mid 90's one may never have heard of anyone retiring from sport due to receiving a concussion or concussions. Many athletes reported having multiple concussions but none saying that they had to retire due to Post Concussion Syndrome, (PCS) a condition associated with long-term neuro-cognitive deficiencies following a concussion. One of the first athletes ever to have retired due to PCS is Al Toon of the New York Jets. He reported that his symptoms got to be so severe that not only did he have to retire from football but also his daily life was being extremely affected. Since then the list of athletes having to retire from sports due to receiving multiple concussions has increased. Merrill Hoge received a series of concussions in a two-week period that forced his early retirement. At the time Hoge was a member of the Chicago Bears but had been traded to the Bears from the Pittsburgh Steelers, where he had undergone neuro-cognitive testing as part of his entry physical. As part of his care he returned to Pittsburgh to have those tests repeated where they found his scores had diminished. Since then the University of Pittsburgh Medical Center has been working on a program that wouldn't take the six hours it took Hoge to take his test. The result of this work is the computerized program ImPACT.

### Gaining Approval and Education

Implementation of the ImPACT program at a high school involves a great deal of communication. The athletic director (AD) is the place to start. First and foremost the certified athletic trainer (ATC) must update the AD on the newest information available. The AD should be educated in the shift in the management of concussions from a global guideline-based protocol to a more objective, individualized protocol as well as the latest research that supports a more conservative approach to managing adolescent head injuries.

Once the program is approved by the school administration, the ATC will then need to educate the coaches, athletes and parents on the ImPACT program. This is important, as there may be a perception by coaches that ImPACT is going to keep athletes off the field. Emphasis must be put on the fact that everyone's concern

*continued on page 16*

## . . . more caad news

**ImPACT, continued from page 15** should be a safe return-to-play for all athletes and that ImPACT is an improvement over our current methods.

Parents appreciate the fact that the school is taking an active role in maintaining a healthy and safe environment for their child. A presentation to the athletes and parents at a fall parent meeting included a video downloaded from the ImPACT web site and had an amazing affect. Educating them on the affects of Second Impact Syndrome and Post Concussion Syndrome and how ImPACT will assist us in preventing either of these conditions from happening to their child was well received and after the program many wanted to know when their child was going to be tested. Once the program is started parents support the program, they want more than anything else to make sure their child is safe.

### Baseline Testing Day

As many computers in the school computer lab are as many athletes that can be tested at one time. As the administrator, the ATC must insist that the coaching staff is present while testing. Having 25 high school students in a lab can be difficult to manage. Use the coaches to assist in the room management. Once settled, it is best to take the entire group through the first two steps of testing, obtaining the demographic and medical history information. This will allow for questions and it will insure that everyone understands the questions being asked of them. The ATC should familiarize himself or herself with

the test prior to testing. Clear and specific instructions should be given. Instructions should include that they read each screen carefully and understand the task that they are going to perform before they continue. At this point the baseline test can begin. They will take the six sections of the test at their own pace.

The initial year of implementation will be difficult because all the athletes will need to be baseline tested. However, at this time, the recommendation is that baseline testing is required for each athlete once in his or her four year career. Following years only new athletes will need baseline testing.

### Managing the Concussed Athlete

As athletic trainers we assess athletes on the field just after receiving a blow to the head. The ATC should use whatever model they are comfortable with when managing the concussed athlete on the field. Once a concussion is assessed the follow-up protocol is to retest the athlete between 24-72 hours post concussion. A six-page report provides both the baseline scores and all the post-concussion test scores. This aids in tracking the recovery process. I believe that each school should have a physician, or physicians, available who have been trained in reading the results. The relationship the ATC has with their physician(s) will decide whether or not the physician will want to see these athletes in his/her office. When the athlete is seen in the office, he/she should have his/her test results in hand. Once the results return to acceptable levels, the athlete will then be ready

for on field exertional testing and reconditioning. It is important to understand that ImPACT is not going to be the only tool in the toolbox that will help make the return to play decision. Standard concussion return to play standards must be followed.

### Where We Need to Go

Although ImPACT provides the services of Michael Collins, Ph.D. and Mark Lovell, Ph.D. for ImPACT analysis, more physicians locally need to be educated about ImPACT and trained in its use. We need to constantly educate all those involved in the coaching, teaching and caring for athletes about concussions and their affects. If we look down the road, I believe we will see a shift from the global guideline based concussion management to a more objective, individualized based management system and programs like ImPACT will be very useful in this model. All concussions are not the same so they shouldn't be treated as such. We need to treat each individual concussion until it is resolved and neuro-cognitive testing gives us another tool to assist us in making sure that occurs.

.....  
*Reprinted from SPORTSMed,  
December 2004)*

*Mark McCarthy is a Certified Athletic Trainer and Sports Medicine Coordinator for HEALTHSOUTH.*

*Please refer to the ImPACT web site: [www.impacttest.com](http://www.impacttest.com) for information and research data.*

## INVESTORS IN CT YOUTH



- ★ Arbella Insurance Group ★
- ★ Baden Sports ★
- ★ Big Y Supermarkets ★
- ★ Bob's Discount Furniture ★
- ★ Coca Cola ★
- ★ CT Lighting Centers ★
- ★ CT Sun ★
- ★ Dove Soap ★
- ★ Grenier Studios ★
- ★ Horace Mann ★
- ★ IGA Supermarkets ★
- ★ Kaestle-Boos ★
- ★ Konica ★
- ★ Kukulski Bros ★
- ★ Liberty Mutual ★
- ★ Martin Screen Printing ★
- ★ McDonald's ★
- ★ NBC-30 ★
- ★ Rawlings ★
- ★ Spalding ★
- ★ Sports Image ★
- ★ Subway ★
- ★ Teachers' Insurance Plan ★
- ★ U.S. Army ★
- ★ U.S. Marines ★
- ★ Verizon Wireless ★
- ★ Westfield Corporation ★