



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

VOL. 81 / NO. 3

DECEMBER 2006

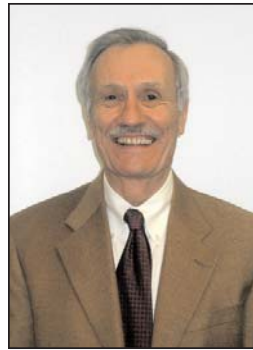
A Holiday Message to Be Shared . . .

The following item, written by Staples High School Principal John Dodig, delivers an important holiday message, one that begs to be shared.

Twenty-six years ago I got divorced. My daughter was only seven years old when this happened. Now that she is thirty-three with a family of her own, my former wife and I agree that she made it through to the other side relatively well. The secret to our success was the decision her mother and I made never to speak badly about the other. We continued to celebrate all significant events together and to make major decisions together affecting our daughter. I am writing about this because I was feeling pretty good about what we had done until last Christmas morning at about 5:30 AM. One consequence of the divorce and my former wife's remarriage is that our grandchildren now have THREE sets of grandparents. Each of us loves our grandchildren and wants to flourish gifts upon them to make them happy. At about 6:00 AM Christmas morning, as the kids were ripping through mountains of gifts, we took a five minute break to pour coffee for the adults. Someone then said to Solenne, my granddaughter, that she still had more gifts to open. That is when it happened. That is when a negative consequence of divorce, remarriage, reconstituted families, three sets of grandparents hit me between the eyes. Solenne, four years old, said: "I don't want to open any more presents mommy." She was tired of opening gifts. She had too many packages and didn't remember one from the other. Our collective faces took on an expression of disbelief. How could this be? Kids love gifts!

continued on page 6

TONY MOSA TO RETIRE AFTER 12 YEARS



ANTHONY J. MOSA

Beginning January 2nd, if you phone the central office on a CIAC-related matter, your call will no longer be routed to Tony Mosa. Regrettably, after twelve-and-a-half years of service as assistant executive director, Tony will retire from the association at the end of the month.

Upon his appointment to the central office staff in August, 1994, Tony assumed the unenviable role of overseeing twenty-two sports committees as well as a half-dozen miscellaneous

CIAC committees. He juggled a myriad of responsibilities and managed all of them with diligence and skill. The direct results of his efforts can be seen in the expansion of CIAC-sponsored sports from 22 in 1994 to 27 today.

Tony joined the central office staff after a distinguished career in school administration, the last 18 of which were spent as principal of Plainville High School. A graduate of Kansas State University (BS, Physical Education), Tony earned his MA at the University of Hartford in 1963 and began his professional career as a teacher of biology and physical education at Martha's Vineyard High School. He also coached varsity basketball and cross country. He moved to Bristol Central High School in 1959, where he taught for eight years and coached football, track and swimming. Tony became assistant principal and director of athletics of Simsbury High School in 1968 and was appointed principal of Plainville High School in 1976.

During his years as a school administrator, Tony served the CIAC in many capacities, including: member and chair, CIAC Boys and Girls Swimming Committees; member, CIAC Football Committee; class M representative on the CIAC Board of Control; at-large member of the CIAC Eligibility Committee; chair of the CIAC Eligibility Committee; member, CAS Citation Committee; member, CIAC Sports Medicine Committee; member Constitution Revision Committee; member, CAS Program Committee; and chair of the CIAC Board of Control.

Tony served as a member of the New England Athletic Council for 6 years; as a member of the Swim Rules Committee of the National Federation of State High School Associations for 4 years; as member of the Western Connecticut Swim Officials Association for 10 years; and as president of the Plainville Administrators and the Plainville YMCA.

Tony was awarded a CAS Letter of Commendation in 1983 and a Citation, the association's highest honor, in 1988.

All of us in the central office extend to Tony our individual and collective best wishes for a satisfying and healthy retirement. We will miss his daily doses of humor and good will!

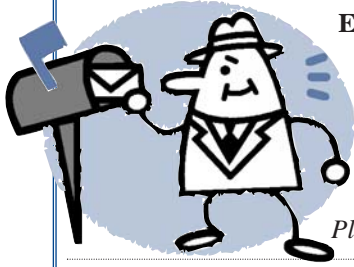


Watch NBC 30's
Closing Central,
Connecticut's
most complete

listing of school closings and delays. Andrew Pergam reports live, in-studio with the most up to date information. Plus, NBC 30 is the only TV station to list three school announcements at a time so you can get the information you need faster. Stay ahead of the storm all winter long with NBC 30, a proud partner of CAS-CIAC.

LEGAL MAILBAG

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



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

Q. Dear Mailbag: Recently, one of my young teachers complained that a male colleague was being vulgar. When I looked into it, I discovered that her complaint was more than justified. I will spare you some of his "jokes" in the faculty room, but he was really inappropriate. I carefully documented my complete investigation, and my disciplinary letter to this teacher was a masterpiece. I write, however, because a local reporter got wind of this, and she has asked for the disciplinary letter and any related documents. These documents are confidential personnel file materials, right?

- *Just Making Sure*

A. Dear Sure: Sadly, no. In 2002, the general assembly amended the law on records of teacher performance and evaluation, and now the law specifically provides that "records of the personal misconduct of a teacher shall be deemed to be public records." Therefore, the reporter has a legal right to see your "masterpiece," even though it may be very embarrassing to the teacher. The notes of your investigation may still be confidential if you can describe them as preliminary drafts or notes. However, if you wrote a formal report before writing the disciplinary letter, that report is subject to public disclosure as well.

Q. Dear Mailbag: One of my parents has told me that I may not speak to her sixth-grade son, "Tommy," without her being present, and she has threatened to sue me for violating his rights if I try. Yesterday, another student told me that "Tommy" had a weapon on him. I called him right down to the office and asked him point-blank whether it was true. When he said no, I asked him if he minded if I searched his book bag. He said he didn't, so I searched his bag. I found no weapon, and now I am starting to get a little nervous because I don't think that "Tommy" is going to keep our little secret. Does the parent have a case?

- *Having Second Thoughts*

A. Dear Second: You might be OK. Parents cannot prohibit you from talking to their children, because such questioning may be necessary to run your school. Here, you had every right to ask this student questions, and the parent has no claim on that score. However, you

also searched the young man. That search was permissible if you had reasonable cause to search. A tip from another student is often considered reasonable. However, the Second Circuit Court of Appeals recently held in one case that a search based upon a student tip, without further investigation, was not reasonable. If you receive a tip, before conducting a related search, it is best to consider whether you have any corroborating information. In any event, you won't be able to claim consent because the student permitted the search. He was not really in a position to say otherwise.

Q. Dear Legal Mailbag: Sometimes, our students come forward with valuable information but wish to remain anonymous for fear of retribution (I'm sure you've heard the saying, "Stitches for Snitches"). For example, one troublemaker attacked another student without provocation and attempted to strangle him. This same student often gets so angry that he runs around school yelling at administrators and punching lockers and doors with his fists. We feel that it is only a matter of time before this student really hurts a faculty member or student. The troublemaker was suspended and arrested for the most recent strangling incident. However, the victim and a witness are unwilling to testify at an expulsion hearing because they are fearful for their safety. A colleague insists that we cannot move forward for expulsion without the testimony of the victim or witness, but I think otherwise. Am I wrong? Please advise.

- *Raring To Go*

A. Dear Raring: It is not possible to answer your question in the abstract. Generally speaking, school officials should not move forward for expulsion if they do not have a witness who is willing to testify. Students are entitled to due process when they face expulsion, and reliance on second-hand reports to prove the facts can violate the student's due process rights. If the only evidence you have is the testimony of an accuser unwilling to testify, you have a problem. However, whenever you have other information, such as an admission by the student himself, you may move forward. In an extreme case (such as this), you can even bring the case to expulsion with the police report as the "evidence." This approach may or may not work, but it could be worth the risk.

ct news & notes

■ Approximately 13.5% of Connecticut's population is aged 10 to 19 years and 6.4% of the population is aged 20 to 24 years (U.S. Census 2000). About 77% of Connecticut's population is white, 10% is Hispanic, 9% is African American, and 4% is from other racial/ethnic groups (Kaiser Family Foundation, 2002-2003).

■ CT Voices for Children's report called *Immigration in Connecticut* (2005) notes the significant expected growth of the immigrant population residing in Connecticut. Currently 11% of Connecticut residents were born outside the United States with an additional 2.7% born in Puerto Rico. The report notes that between 1995 and 2025, the number of immigrants in CT is expected to double, with an additional 337,000 immigrants residing in the state by the end of that time period.

■ CT Voices for Children's *The State of Connecticut Youth 2003* shows that Connecticut compares favorably with national health and social factors, yet, it is a state of key disparities. For example, poverty rates are disproportionately high among minority residents, with 28% of African American residents and 32% of Hispanic residents living at or below the poverty level, compared to 7% of White residents.

CT STUDENT EXCHANGE STATS: 2005-2006

Year or Semester		
		Rank among 50 states
# of outbound students	53	17th
# of inbound students	154	43rd
Short-term programs		
		Rank among 50 states
# of outbound students	76	13th
# of inbound students	0	39th (13-way tie)

Source: Council for Standards on International Educational Travel

... more ct news & notes



Susan C. Freedman, a partner at Shipman & Goodwin, LLC and professor at UCONN's Neag School of Education, spoke at the new administrator mentor workshop on November 28th. Attorney Freedman discussed the changes connected to the reauthorization of IDEA.

CT STATS

Between 1990 and 2000, Connecticut ranked 47th in population growth: 3.4% versus 13.1% nationally.

Of particular concern is the shrinking 18-34-year-old age group during the 1990s. Connecticut had the greatest relative loss of any state, with a 23% decline, or more than 200,000 fewer people in this age bracket at the end of the decade.

With a median age of 38 years, Connecticut is the 8th oldest state in the nation.

In 1990, Connecticut was tied with Massachusetts for the highest college attainment. Since then, several states have caught up to and surpassed Connecticut, which ranked 6th in 2004.

The National Center for Public Policy and Higher Education predicts that over the next two decades Connecticut will fall from being the wealthiest state in the nation and will have a work force less well educated than today's work force.

Source: *Connecticut Economic Resource Center / Reprinted from the CAPSS Newsletter*

national news & notes

■ A newly released study, the Online Victimization of Youth by the Crimes Against Children Research Center at the University of New Hampshire, reports that one in seven students said they were solicited online for sex in 2006. The study shows 43 percent of these solicitations were from other teens, 30 percent from young adults ages 18 to 25, and 9 percent from adult predators. The center conducted phone interviews earlier this year with 1,500 students ages 10 to 17 who use the Internet at least monthly. (*MEMSPA Key Issues Newsletter, November 2006*)

■ There were an estimated 51,100 school bus-related injuries treated in US emergency rooms from 2001 to 2003, for a national estimate of 17,000 injuries annually. Children 10 to 14 years of age accounted for the greatest proportion of injuries (43.0%) compared with all other age groups. Motor vehicle crashes accounted for 42% of all injuries, followed by injuries that occurred as the child was boarding/alighting/approaching the bus (24%). Head injuries accounted for more than half (52%) of all injuries among children under 10 years of age, whereas lower extremity injuries predominated among children 10 to 19 years of age (26%). Injuries range from cuts and sprains to broken bones, but most are not life-threatening and don't require hospitalization. And while the numbers are higher than previously reported, they represent a small fraction of the 23.5 million children who travel on school buses nationwide each year, the researchers said. (*Source: Pediatrics, November 2006*)

■ The Federal Communications Commission has cleared the way to allow money from the \$2.25 billion federal E-rate program – which provides subsidies for school technology – to apply to e-mail service for mobile, wireless devices, such as the BlackBerry, which are increasingly popular among administrators for keeping tabs on their schools while on the go. School users of wireless e-mail services on Palm TREOs and other mobile devices, including some cell-phones, will also benefit from the FCC's recent changes to its "eligible-services list" for the E-rate, which the commission approved and posted in October.

■ Public schools are less integrated today than they were in 1970. In the South, many school systems, once segregated by law, have been freed from court oversight and, with the return to neighborhood schools, have reverted to their former state. The percentage of black children attending schools that are mostly minority increased from 66 percent in

1991 to 73 percent in 2003, according to the Harvard Civil Rights Project.

■ An important part of creating a safe and healthy school environment is developing an environmentally friendly cleaning program. The Healthy Schools Campaign (HSC), an Illinois-based independent nonprofit, has published the first-ever multimedia how-to guide to help schools adopt cleaning programs that encourage the use of green products, equipment and practices in schools. *The Quick & Easy Guide to Green Cleaning in Schools* simplifies the green cleaning process and the easy-to-use CD-Rom contains comprehensive information, practical advice, tools and resources to help schools take action. The book, which explains how green cleaning can reduce student exposure to chemical fumes, pesticides, molds and other toxins, can be downloaded for free at <http://www.greencleanschools.org/>.

Teen Birth Rate Achieves Record Low

The birthrate among U.S. teens, which has been falling since its peak in 1991, dropped to an all-time low in 2005, according to preliminary data released last month by the National Center for Health Statistics, part of the Centers for Disease Control and Prevention. Among Hispanic teens, though, the birthrate is twice as high as the overall teen birthrate. Overall, the preliminary 2005 rate for females ages 15-19 was 40.4 births per 1,000, down from 41.1 in 2004 and 61.8 in 1991. The Hispanic rate for teens 15-19 was 81.5, down from 82.6 in 2004 and 104.6 in 1991. Fear of contracting a sexually transmitted disease has helped spur teens to use condoms or delay having sex, says Bill Albert, deputy director of the National Campaign to Prevent Teen Pregnancy, a non-profit group based in Washington. "AIDS has a way of getting a guy's attention in a way pregnancy did not," Albert says. Other record findings in the preliminary 2005 births data:

- The proportion of births to unmarried women rose to 36.8% — or more than 1.5 million babies — in 2005, up from 35.8% in 2004. "It's not a teenage issue," says demographer Stephanie Ventura, co-author of the report, "which was the case 20, 30, 40 years ago." About 40% of unmarried women who had their first baby in 2005 lived with the father. "It's not the same as marriage, but at least it suggests some stability," Ventura says.
- The U.S. C-section rate — up 46% since 1996 — hit an all-time high of 30.2%, an increase of 4% over 2004. Rates were up for all age groups and all race and Hispanic-origin subgroups. (*Source: USA Today*)

... more national news & notes

■ The San Francisco Board of Education has voted 4-2 to phase out Junior Reserve Officers' Training Corps (JROTC) programs in the city's public schools because of the Pentagon's "don't ask, don't tell" policy regarding gay service members. The board resolution passed says the military's ban on openly gay soldiers violates the school district's equal rights policy for gays. The programs will be phased out over the next two years. The school district and the military currently share the \$1.6 million annual cost of the program. About 1,600 San Francisco students participate at seven high schools across the district. Many JROTC cadets and instructors spoke in support of the program at the board meeting preceding the vote, contending that the program teaches leadership, organizational skills, personal responsibility and other important values. Pentagon spokesman Lt. Cmdr. Joe Carpenter says he is unaware of any other school district having barred JROTC from its campuses. (NSBA Legal Clips, November 22, 2006)

■ It sounds like a class on character education: empowering students to be leaders and teach other students in a supportive atmosphere. But it's not character education. Surprisingly, it is break dancing class in a Seattle after-school program. Here students learn new dance moves while developing self-confidence and leadership skills. One student reported that the break dancing class has made him "want to go to school." The break dance program is one of several arts programs featured in the arts section of the Afterschool Training Toolkit developed by the National Partnership for Quality After-school Learning and supported by the U.S. Department of Education. This online toolkit, which can be downloaded at www.sedl.org/afterschool/toolkits/, provides professional development to staff in after-school programs and is developed around promising practices in afterschool programs that help boost student success. In addition to video clips of exemplary afterschool arts programs, the toolkit includes lesson plans, research and resources for embedding academic content in afterschool activities, and suggestions for discussion and interdisciplinary connections.

■ According to a new report from the National Center for Education Statistics, the percentage of students enrolled in their assigned public school decreased from 80 percent to 74 percent between 1993 and 2003. This decrease was nearly offset by an increase in enrollment at public schools of

What do superintendents earn?

National average salary, 2005-2006:
\$134,436

In 1995-1996:
\$94,229

Percent change:
42.7

Average for districts with 25,000+ students:
\$189,201

For districts with fewer than 2,500 students:
\$101,400

Average for districts with per-pupil expenditures of \$9,000 or more:
\$134,864

For districts with per-pupil expenditures of \$6,000 or less:
\$126,014

Geographic region with highest average salary:
Southwest (\$145,431)

Region with lowest:
Rocky Mountain (\$118,114)

Community type with highest average salary:
Large urban (\$187,924)

Type with lowest:
Rural (\$91,606)

Source: *Educational Research Service*

choice from 11 to 15 percent between 1993 and 2003. During this same time period, enrollment in church-related private schools remained stable at 8 percent and enrollment in non church-related private schools increased from 1.6 to 2.4 percent. Trends in the Use of School Choice: 1993 to 2003 can be downloaded at <http://nces.ed.gov/pubs2007/2007045.pdf>.

■ American democracy is at risk because civic education has been downplayed amid a decade's-long push for more testing and

accountability in reading, math, and science, according to a new study released by the National Association of State Boards of Education. Schools need to re-emphasize citizenship as a fundamental mission of public education, the study concludes, and state boards of education must promote civic learning to prepare students for their responsibilities as engaged citizens. The lack of civic instruction among students has resulted in lackluster levels of awareness about the basic functions of domestic government and a dangerous ignorance about international affairs that could have profound implications for the nation in today's global society, concludes the report. For more information about "Citizens for the 21st Century: Revitalizing the Civic Mission of Schools" visit www.nasbe.org/publications/Civic_Ed/civic_ed1.html.

■ Each year, the U.S. Department of Education collects reams of data and statistically paints a portrait of where U.S. education stands. The report shows that U. S. public schools have the most diverse student population than at any other time in history. In addition, more individuals are enrolling in postsecondary education, and more bachelor's degrees have been awarded than in the past. Between 1972 and 2004, the percentage of racial or ethnic minority students enrolled in the nation's public schools increased from 22 to 43 percent, primarily because of growth in Hispanic enrollment. In 2004, Hispanic students made up 19 percent of public school enrollment, up from 6 percent in 1972. The number of children ages 5 to 17 who spoke a language other than English at home more than doubled between 1979 and 2004, from 3.8 million to 9.9 million. Total expenditures per student increased 23 percent in constant dollars, from \$7,847 to \$9,630 between the 1995-96 and 2002-03 school years. In 2002-03, total per-student expenditures were highest in low-poverty districts (\$10,768), next highest in high-poverty districts (\$10,191) and lowest in middle-poverty districts (\$8,839). To view the report, visit <http://nces.ed.gov/programs/coe/>.

“Adults are always asking little kids what they want to be when they grow up because they're looking for ideas.”

—Paula Poundstone, Comedienne

legal news & notes

■ A California appeals court has ruled that the California Department of Education (CDE) is not required under state or federal law to pay for the college education of an "extremely gifted" student under the age of 16. Leila Levi brought the suit on behalf of her son, 13 year-old Levi Clancy, who is currently attending UCLA. In essence, the court rejected her request that the court "establish an education voucher for Clancy's college education during his years of mandatory school attendance." The lawsuit wedded California truancy law with the state constitution's equal protection clause, the No Child Left Behind Act's (NCLB) mandate that every student receive an adequate education, and the federal Individuals with Disabilities Education Act (IDEA). The complaint argued that because state truancy laws require Levi to attend school until he reaches 16 and the state constitution requires California to provide him with a free education, he is entitled to attend UCLA tuition-free. The lynchpin of the suit was the claim that any education below the university level is inadequate for Levi, depriving him of a free and equal education under both state and federal law. The trial court granted the CDE's motion for dismissal. The appeals court found that the state constitutional guarantee of free public education was expressly limited to grades K-12 and did not provide for free college education. The court also rejected the contention that "the free school guarantee mandate[s] K-12 education individually tailored to each student's specific and particularized needs." Both state and federal law recognize public schools should provide a "high quality education" for all students in the state, the court acknowledged, citing NCLB and provisions from the state's education code by way of example. However, the court concluded, "plaintiffs have not cited us to, and we have not found, anything in the federal No Child Left Behind Act or the implementing California law that requires K-12 public education meet every student's particularized educational needs." The court likewise rejected the plaintiffs' argument that Levi fell within the purview of IDEA and the state's special education law as an exceptional child with special needs. (*NSBA Legal Clips, November 16, 2006*)

■ The Bush administration has urged the U.S. Supreme Court to strike down school assignment plans that use race to help determine which students may enroll in specific public schools. The administration argued in legal briefs filed in two potentially landmark cases that the voluntary use of race to foster diversity in student populations violates the 14th Amendment's guarantee of equal protection of the law. On December 4th, the Supreme Court heard arguments in two separate cases involving voluntary desegregation plans, one in Jefferson County, KY and one in Seattle, WA. In both cases, parents of white students challenged the race-conscious plans.

(MORE THAN) A FEW GOOD LEADERS WANTED!

By Mike Buckley, Ph.D., Director, Connecticut Principals' Center

The University of Connecticut and The Connecticut Association of Schools want you to help identify and recruit outstanding candidates for careers in educational leadership.

In July 2007, the University of Connecticut Administrator Preparation Program (UCAPP) will commence its eighteenth year and third in its partnership with CAS. Five new UCAPP cohorts will be located in East Hartford, Farmington, Stamford, New London, and Windham. The East Hartford cohort has been redesigned for students who are interested in pursuing urban leadership positions.

UCAPP is a comprehensive two-year, 32-credit program designed for working professionals who aspire to positions in school leadership. It IS NOT intended for those only looking for a degree bump on their district salary schedule. It IS intended for those seeking leadership positions in the immediate future. Over eighty percent of UCAPP graduates are presently working in such positions within Connecticut.

Students who successfully complete UCAPP are awarded a sixth-year diploma and are eligible for endorsement for Connecticut State Certification as Intermediate Administrators. Current courses and seminars are grounded in adult and experiential

learning theory. Priority is placed on integrating course work with internship experiences and immersing students in the actual world of educational administration. The University of Connecticut/Connecticut Association of Schools partnership enables students to be placed with exemplary school leaders for a two-year mentorship. We are grateful to the many exemplary Connecticut administrators who have shared their time and expertise as UCAPP mentors.

We invite you to identify and recruit educators who demonstrate outstanding leadership potential in your schools and districts. Think back to that point in time when you first began to think about school administration. Chances are there was someone like yourself who saw your leadership potential and gave you encouragement.

Do not hesitate to contact me (203-250-1111/mbuckley@casciac.org) if you have any questions about the program. Please have interested candidates contact me or UCAPP Director Michele Femc-Bagwell (860-486-3209/michele.femc-bagwell@uconn.edu) directly. Online applications are required (www.grad.uconn.edu/applications.html) with all materials due by February 1, 2007.

LEADERSHIP CONFERENCE KICKS OFF A NEW YEAR

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

The Fall Student Leadership Conference on November 7, 2006, attracted over 400 students from 35 high schools around the state. This annual conference was held at the Farmington Marriott Hotel on the topic of "Leadership Across the Land." Sponsored by AT&T, the conference began the school year's activities for student leaders under the direction of the Connecticut Association of Student Councils (CASC).

Students heard a keynote presentation by nationally known motivational speaker, Bob Tryanski, on the topic of "You Don't Have to be a Superstar to be Successful." Bob used a blend of humor, personal experiences, and leadership strategies to engage participants in their personal growth of becoming a better leader in their schools. Bob's own personal anecdotes illustrated his point that becoming involved, taking ownership of your choices, and making a difference can produce

better school environments for everyone.

Students and their advisors also had the chance to attend student-led workshops to engage attendees in honing communications and motivational skills. The topics ranged from running successful school events, to overcoming prejudice and stereotypes, to communicating with people you do not know, to successful ice-breakers, and group behaviors. In addition, Susan Fiore, from the state department of education presented information on the state's new nutrition law.

Other activities available to students this year are the annual LEAD conference in Baltimore in March and the national conference at the end of June. The annual CASC Spring Conference will be held at Wesleyan University on March 23 and 24, 2007. For more information, principals and advisors can reach, CSAC director, Sarah Jones, at Manchester High School, 860-647-3362.

Holiday, continued from page 1

I tell you this story to illustrate what we sometimes forget. Holidays are celebrations with specific meaning. Hanukkah is supposed to commemorate the Miracle of the Oil during a rededication of the Temple in Jerusalem. Christmas is supposed to celebrate the birth of Christ. Kwanza is a unique African American celebration with focus on the traditional African values of family, community responsibility, commerce, and self-improvement. These are such important holidays in our culture that we travel far and wide to gather family together. They have all evolved into holidays of giving. In our case, one set of grandparents came from South Carolina. I came from Norwalk. Another set came from Glastonbury, and the great grandparents came from Florida. All of us traveled to Hebron with sleeping bags so we could stay over and get up before dawn to be ready for the kids to descend from their bedrooms. The tree was lit. The wood stove was hot. The fireplace in the kitchen was crackling. The smell of coffee permeated the air throughout the house mixed with the smells of mulled cider, sausages cooking on the stove, and scented candles burning on the table for the breakfast to follow the gift giving. What I remember now about that morning was the fact that we were all together as an extended family to share our love for these little kids, to hug each other, to wish each other health and happiness, and to share a feeling of one big connected family that was so common centuries ago out on the farm. The mountain of gifts, the ripping of the wrapping paper, the tiny parts of those plastic toys strewn all over the floor were only things we had to get through to enjoy the rest of the morning. Even Solenne understood that but couldn't explain it. She was tired of opening gifts. She had had it! She wanted to be hugged by her dad. THAT WAS IT! THAT WAS THE CELEBRATION! Right there in that living room surrounded by piles of boxes and torn paper, Solenne was in her dad's arms and Ian, her brother, was being cuddled by his mom. They all love each other and show it. I get a warm feeling just writing this.

This year, we have all agreed to three gifts each for each grandchild and to pool our resources to do something special for them. When Solenne and Ian come down those same stairs on the morning of December 25th, all of us will be standing holding hands to welcome them. That is what we want them to remember seeing. That is what we want their memory to be...not a mountain of gifts that have no meaning and wind up in a closet one week later.

Have a wonderful holiday. Please remember why you are celebrating the December holidays. Take the time to tell all those around you how much you love them.

THE TEN BIG EFFECTS OF NCLB

For the past four years, the Center on Education Policy (CEP), an independent nonprofit research and advocacy organization, has been conducting a comprehensive and continuous review of NCLB. From this multi-year review and analysis, ten conclusions were drawn about the effects of NCLB. They are as follows:

- 1 State and district officials report that student achievement on state tests is rising, which is a cause for optimism.
- 2 Schools are spending more time on reading and math, sometimes at the expense of subjects not tested.
- 3 Schools are paying much more attention to the alignment of curriculum and instruction and are analyzing test score data much more closely.
- 4 Low-performing schools are undergoing makeovers rather than the most radical kinds of restructuring.
- 5 Schools and teachers have made considerable progress in demonstrating that teachers meet the law's academic qualifications — but many educators are skeptical this will really improve the quality of teaching.
- 6 Students are taking a lot more tests.
- 7 Schools are paying much more attention to achievement gaps and the learning needs of particular groups of students.
- 8 The percentage of schools on state "needs improvement" lists has been steady but is not growing.
- 9 The federal government is playing a bigger role in education.
- 10 NCLB requirements have meant that state governments and school districts also have expanded roles in school operations, but often without adequate federal funds to carry out their duties.

For more details about the *10 Big Effects*, visit <http://www.cep-dc.org/nclb/NCLB-Ten-BigEffects.pdf>

TAMING TIME

By Dr. John C. Maxwell,

Reprinted from Leadership Wired, Volume 9, Issue 19

Time is precious. Ask the coach whose team is behind in the final seconds of a game. Ask the air traffic controller in charge of scheduling takeoffs and landings at a major airport. Ask the news reporter who has just received a breaking story from the AP wire. Ask the cancer patient who has recently learned he/she has only two months left to live.

Time management is an oxymoron. Time is beyond our control, and the clock keeps ticking regardless of how we lead our lives. Priority management is the answer to maximizing the time we have. Our days are identical suitcases—all the same size—but some can pack more into them than others. No one has a magical ability to make time, but if our lives have direction, we can make the most of the moments we have been given.

Time is more valuable than money, because time is irreplaceable. "You don't really pay for things with money," says author Charles Spezzano in *What to Do between Birth and Death*. "You pay for them with time." We exchange our time for dollars when we go to work and then trade our dollars for everything we pur-

chase and accumulate. In essence, all we possess can be traced back to an investment of time. Time stewardship is perhaps a leader's greatest responsibility. In the words of Peter Drucker, "Nothing else distinguishes effective executives as much as their tender loving care of time."

Five Characteristics of a Wise Steward of Time

#1 - Purposeful

People who use time wisely spend it on activities that advance their overall purpose in life. By consistently channeling time and energy toward an overarching purpose, a person most fully realizes their potential.

We cannot reach peak performance without a peak purpose. Purpose enlivens all that we do. In fact, I believe the two greatest days in a person's life are the day they are born and the day they discover why. Uncovering purpose helps to refine passion, focus efforts, and sharpen commitments. The cumulative result is to amplify the achievements of the wise steward of time.

continued on page 7

Time, continued from page 6

#2 - Committed to Values

People who use time correctly underscore their values with the time they spend. By acting in accordance with their beliefs, they find fulfillment. Failure to identify values leads to a rudderless existence in which a person drifts through life, uncertain as to what they hold dear. Clarity of values is like a beacon of light, guiding the way through life's twists and turns.

When extended to an organization, values inspire a sense of broader purpose. They make work worthwhile. In an organization, if vision is the head and mission is the heart, then values are the soul. Values endow day-to-day operations and transactions with meaning.

#3 - Attuned to Strengths

People who use time correctly play to their strengths. By doing so, they are most effective. People don't pay for average. If your skill level is a two, don't waste substantial time trying to improve since you'll likely never grow beyond a four. However, if you're a seven in an area, hone that skill, because when you become a nine, you've reached a rare level of expertise. As Jim Sundberg says, "Discover your uniqueness; then discipline yourself to develop it." You are blessed with a unique set of skills and talents. Find them, refine them, and let them carry you toward success.

I have identified four main strengths in my life. I lead well, create, communicate, and network. That's it. I stick with those strengths and avoid getting caught up in commitments outside of those areas. By narrowing my focus to four strengths, I gain the greatest return on my investments of time.

#4 - Choosers of Happiness

People who use time correctly choose happiness by prioritizing relationships and recreation. While choosing happiness may seem simple and obvious, far too many leaders are trying to prove themselves and validate their worth. These leaders chase after power and prestige, and along the way, their friendships wither, their family is ignored, and they skip vacation after vacation. In the end, any success they earn is a hollow and lonely achievement.

Family and friendships are two of the greatest facilitators of happiness. Prioritizing time to cultivate relationships is a hallmark of a healthy leader. Likewise, scheduling leisure combats stress and allows us to delight in the hobbies that bring us joy. However, in the end, happiness is an inside job. We are wise to surround ourselves with family, friends, and fun, but ultimately we determine our internal response to the people and circumstances in our lives.

#5 - Equippers

People who use time correctly equip others in order to compound their productivity. They realize the limitations of individual attainment, and they build teams to expand their impact. By developing an inner circle of leaders and investing in them, wise time-users multiply their influence.

Equippers recognize that legacies are carried on by people, not trophies. They pour themselves into the lives of others and watch the ripple effect of their leadership spread through those they have taught and mentored. Equippers seek significance over the long term, which causes them to have a vested interest in the success of their successors.

From the CAS Annual Fall Conference . . .



Harvard Professor Chris Dede responds to questions following his provocative keynote at the CAS Fall Conference.



Farm Hill Principal Loretta Rubin shares her school's Vanguard success story at the CAS Fall Conference.



Chris Brown from the *Partnership for 21st Century Skills* defines a powerful vision for education in the 21st century.

middle school news

CAS AND NELMS TO PARTNER ON SCHOOL IMPROVEMENT INITIATIVE

By Earle Bidwell, Assistant Executive Director

The Connecticut Association of Schools Middle Level Division will be partnering with the New England League of Middle Schools in providing member schools with a new support service for school improvement initiatives. Using the National Association of Secondary School Principals' (NASSP) *Breaking Ranks in the Middle, Strategies for Leading Middle Level Reform* (BRIM) as the keystone, the partnership will offer an array of follow-up services to schools looking for additional support in implementing the strategies. "The promise of *Breaking Ranks in the Middle* reform is to promote a culture of continuous improvement to help each student become part of a community where all students have the opportunity to achieve at high levels."

The foundation for the new initiative will be BRIM leadership training given by NASSP certified trainers at a CAS or NELMS site or at a local school site. This intensive two day training is designed to:

- deepen participant's knowledge of the BRIM core areas, the recommendations within them and the cornerstone strategies to assist them as they engage in conversations with stakeholders in their school community about improving student performance;
- increase the leadership capacity of participants to collaborate and support the implementation of BRIM;
- explore BRIM tools and methods for collecting data to promote conversation and inform decision making;
- increase knowledge of professional development resources and technical support services for implementing BRIM initiatives;
- build relationships for networking and support as schools engage in efforts to improve student performance.

Concurrent with the training sessions, CAS-NELMS school improvement specialists will be available for coaching and consultation that is personalized to each individual school site. Services might include but not be limited to introductory programs for faculty and staff, parent and community awareness sessions and on-going support for school leadership teams. Resources include additional customized data collection instruments, professional development on a wide array of topics from team building to differentiated instruction, from effective advisory programs to scheduling for success.

The new service will be unveiled in early 2007.

MIDDLE LEVEL LEADERSHIP CONFERENCE

By Earle Bidwell, Assistant Executive Director



In its seventeenth year of providing leadership training to early adolescents, the conference entitled *Making Acceptance Acceptable* is typically "sold out" for four hundred student leaders and one hundred-fifty adult advisors. The daylong conference is scheduled for January 16, 2006 at Quinnipiac University.

Based around three themes - *Building a Climate of Acceptance*, *Making a Difference at School* and *Taking Risks and Rising to the Occasion* - adult, college and high school presenters will lead participants in exercises designed to create a positive and constructive climate in middle schools. Student participants will begin the conference with a series of team building activities to introduce them to peers from other schools. As there are all kinds of student leadership roles, both formal and informal, schools are encouraged to bring a diverse group of students to the conference.

Advisors' and chaperones' workshops will be structured roundtable discussion and sharing sessions. Participants are invited to come prepared to share ideas and initiatives.

The CAS Middle Level Division is grateful for the ongoing support of corporate partner Connecticut Lighting Centers who have sponsored this premier middle level CAS event for many years. In addition to their

financial support, they sponsor the prestigious Arthur Director Leadership Award. Named for the founder and chairman of the board, the award is given annually to the school that best exemplifies the lessons learned at the conference. The award was recently presented by Mr. Director to the Old Saybrook Middle School for their efforts following last year's conference.

Registrations are accepted online at www.casciac.org/register. Participating schools are also invited to email pictures representing their student body to be used in a PowerPoint collage *The Best of Connecticut Middle Schools* in advance of the conference.

CAS OFFICERS: 2006-2007

President:
Michael Rafferty, Old Saybrook Middle School
President-Elect:
V. Everett Lyons, Bristol Eastern High School
Vice President:
Robert Pitocco, Rocky Hill High School
Vice President:
Preston Shaw, Griswold Middle School
Vice President:
Katharine Bishop, Daisy Ingraham School
Treasurer:
Janet Garagliano, Jonathan Law High School

CENTRAL OFFICE STAFF

Michael Savage.....Executive Director
Earle Bidwell.....Asst. Executive Director
Regina Birdsell.....Asst. Executive Director
Michael Buckley.....Director, Principals' Center
Dennis Carrithers.....Asst. Executive Director
Matt Fischer.....Director of Information Services
J. Robert Ford.....Director of Development
Paul Hoey.....Assoc. Executive Director
George Hall.....Asst. Director of Unified Sports®
Anthony Mosa.....Asst. Executive Director
Ann Malafronte.....Director of Unified Sports®
Karen Packtor.....Editor, Asst. Exec Director
Louis Pear.....Asst. Executive Director
Joseph Tonelli.....Director of Officials

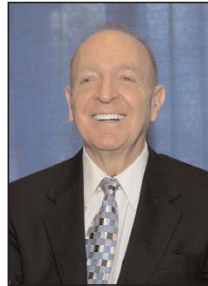
THE BULLETIN

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

elementary school news

K.E.S. SPONSORS BLOOD DRIVE IN MEMORY OF BOB CARROLL

By Lou Pear, Assistant Executive Director



Dr. Robert Carroll

Killingworth Elementary School has recently celebrated its 11th Annual Red Cross Blood Drive. Eleven years ago, Maureen Fitzpatrick worked closely with Bob Carroll to begin blood drives in elementary schools. Through Bob's energy and enthusiasm, Maureen, a blood donor herself, took Bob's vision and held the first elementary school blood drive.

Rita Peretto, K.E.S.'s current principal, has carried on this tradition and has combined it with an Eagle Scout project. Dan Seigel, a senior at Haddam-Killingworth High School, advertised the drive, scheduled the donors, asked students to prepare personalized thank-you notes, and was there on the day of the event to make sure everything ran smoothly. Also assisting was Jessica Maynard, an administrative intern for the American Red Cross.

Bob would have been very proud of the efforts of all involved as 92 volunteers participated in this event where 77 units of blood were drawn. A special thank you goes out to all of the Killingworth volunteers.

ON THE ELEMENTARY DIVISION HORIZON

By Lou Pear, Assistant Executive Director

Annual Student Leadership Conferences

Plans are again underway for the 2007 Elementary Level Student Leadership Training Conferences. Our elementary schools are continually in need of successful, positive student leaders who can guide their peers and serve as role models in their schools. Attending students will acquire a specific set of skills needed to be effective leaders. Students will participate in hands-on activities presented by teachers and administrators who have demonstrated their own leadership qualities. These all-day conferences are for fourth and fifth grade students and are designed to foster leadership skills in areas such as productive thinking, decision-making, and communication. Registration is \$60 which covers attendance for six students from each school.

Schools with grades four and five have a choice of attending one of two conferences. The first will be held on Thursday, January 4th at Asnuntuck Community College in Enfield and on Tuesday, January 9th at Naugatuck Valley Community College in Waterbury. Snow dates for both conferences will be held on the day following their scheduled date. Both conferences will offer a special workshop for parents and teacher advisors from 9:30 a.m. to 11:30 a.m. Parents may leave at the conclusion of their workshop. Flyers on these conferences have been sent to all principals. Schools may register online at www.casciac.org/register.

Annual Student Environmental Conference

The CAS 15th Annual Environmental Conference sponsored by EE-Smarts and the Long Island Sound Foundation is being held in January, 2007, at Wesleyan University. This all-day conference will begin at 9:00 a.m. and end at 3:00 p.m. The purpose of this conference is to provide students with an awareness of environmental issues as they directly relate to their lives. Each student will be individually scheduled to participate in a series of four workshops presented by teachers, university personnel and environmental educators. These workshops should promote a greater understanding of the challenges our youth must face now and in the future regarding our endangered environment. All participating students will be given free t-shirts from our sponsors. Registration is \$75.00 which covers attendance for four students from each school. Schools may register for this event online at www.casciac.org/register.

Annual Elementary Arts Festival

The Elementary Division of CAS takes great pleasure in announcing the 8th Annual Elementary Schools Arts Festivals sponsored by Liberty Mutual. The dates for 2007 are Monday, February 5 and Tuesday, February 6 with a snow date of Wednesday, February 7. Schools from towns beginning with the letters A-M will attend on February 5 and those from towns beginning with the letters N-Z will attend on February 6. The program will begin at 6:00 p.m. with arrival at 5:30 p.m. and conclude at 8:15 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 in Plantsville. The students selected for recognition must be in the highest grade within the school. Scholarship and leadership abilities may also be used as supporting considerations when making your choices. Schools will be receiving more information on this event shortly.



United Illuminating Connecticut Light & Power

present

Energy Education Workshops

These workshops will provide teachers with lesson ideas, hands-on activities and experiments regarding energy and energy conservation. Robert Borello, Associate Director for Science at Wesleyan University's Project to Increase Mastery of Mathematics and Science (PIMMS) will lead these energy education workshops.

K-5 Workshops Jan. 23 and Jan. 30, 4:30 p.m.-8:00 p.m.
6-8 Workshops Jan. 25 and Feb. 6, 4:30 p.m.-8:00 p.m.
Snow Dates Feb. 13 and Feb. 16, 4:30 p.m.-8:00 p.m.

eesmarts is an education program funded by the Connecticut Energy Efficiency Fund, and administered by United Illuminating and Connecticut Light & Power. The goal of the program is to foster an energy-efficient ethic among students and their teachers. Applications of the eesmarts program materials and activities support the Connecticut State Framework. These workshops will increase your comfort level of teaching science and the concept of energy to students.



Workshops, educational materials and dinner are free to all workshop attendees. PIMMS will issue 0.6 Continuing Education Units (CEUs) for these workshops.

eesmarts Education Workshops

Will be held at:
 Connecticut Association of Schools
 30 Realty Drive, Cheshire, CT 06410

To register, please call eesmarts at (877) 514-2594, or visit www.eesmarts.com/order.asp

“The key to being a good manager is keeping the people who hate me away from those who are still undecided.”

- Casey Stengel, 1890-1975

■ On November 15th, the three thousandth (3000th) support ticket was submitted to the CIAC Online Eligibility Help Center by Joe Velardi, athletic director of Pomperaug High School. The request was for a change on his varsity girls' basketball schedule.

■ The Birmingham (Ala.) Board of Education agreed to a settlement last month with Roderick Jackson, a high school girls basketball coach whose Supreme Court case established that schools can't retaliate against whistle-blowers in Title IX cases. Jackson was fired as coach at Ensley High School in 2001. He said it was in retaliation for complaining that his team did not get equal treatment with the boys basketball team. The school board said he was fired for performance issues. The board argued Jackson had no right to sue under Title IX — which bans sex discrimination at schools receiving federal funds — because the law does not specifically mention retaliation. Lower courts agreed. But in a landmark 5-4 decision in 2005, the Supreme Court ruled retaliation against a person who complains of sex discrimination is another form of sex discrimination. The ruling revived Jackson's case, which was set to go to a jury trial Dec. 11. Attorneys for both sides filed papers last month in U.S. District Court in Birmingham to settle the case. Jackson gets \$50,000: \$12,000 in back pay, \$2,000 in expenses and \$36,000 in compensatory damages. The court's consent decree requires Birmingham schools to take several steps to ensure Title IX compliance. Marcia D. Greenberger, co-president of the National Women's Law Center, says the board's acceptance of those steps "makes it crystal clear they had not been complying." Thomas says Birmingham schools never treated girls unfairly.

EATING DISORDERS MORE PREVALENT

- More than 90 percent of the 11 million Americans who struggle with some form of eating disorder are women between the ages of 12 and 25. (Source: National Eating Disorders Association (NEDA))
- In a landmark NEDA survey conducted earlier this year, approximately 20 percent of 1,002 male and female college students admitted to personally struggling with an eating disorder, and 40 percent claimed they know someone who purges.
- Another 2006 survey of 170 female student-athletes between the ages of 13 and 18 at six Southern California high schools revealed that 18 percent experienced disordered eating — eating that in some way puts the individual at risk, even if the condition does not meet the official diagnostic criteria for anorexia, bulimia, laxative abuse or other common eating disorders.
- A 2003 study published in the *International Journal of Eating Disorders* indicated that 40 percent of newly identified cases of anorexia occur in girls between the ages of 15 and 19, that the incidence of bulimia has tripled in females between the ages of 10 and 39 since 1988, and that the majority of individuals affected do not receive adequate care.
- A recent St. Louis University study looked at 76 female student-athletes playing Division I sports and determined that abnormal and low-calorie eating habits could lead to leg pain and stress fractures because of decreased estrogen production. Researchers also say that eating disorders can result in serious heart conditions, kidney failure or death.

Resources for help with eating disorders:

- The National Federation of State High School Associations intends to develop some sort of disordered-eating awareness campaign and plans to incorporate disordered eating into its new coaching education program.
- NEDA devotes a section of its web site to athletes and eating disorders, offering 10 ways for coaches, athletic trainers and athletic directors to help keep student-athletes healthy. Among the recommendations, the primary one is to pay attention to team members and take note if they are chronically dieting or exhibiting even mildly abnormal eating behaviors. If so, a coach should quietly refer the student-athlete to the school's certified athletic trainer (if one is on staff) or a health professional with knowledge of disordered eating. Early detection increases the likelihood of successful treatment. http://www.edap.org/p.asp?WebPage_ID=323&Profile_ID=95632

(Source: *Athletic Business*, "Diminishing Returns," 12/06)

■ In accordance with Title IX, the U.S. Department of Education's Office of Civil Rights decided recently that cheerleaders in the Southern Tier Athletic Conference (NY state) must attend an equal number of boys' and girls' games. Its decision was in response to a complaint filed by Rosie Pudish, the mother of a Johnson City High School girls basketball player. Pudish argued that the lack of admission charge and cheerleaders at girls' games sent a sexist message to the team and that one of the requirements of Title IX was to provide equal publicity for both boys and girls teams.

Sign of the APOCALYPSE

The father of a Pennsylvania high school football player posed as a college scout to videotape an opponent's practice.

(Source: *Sports Illustrated*)

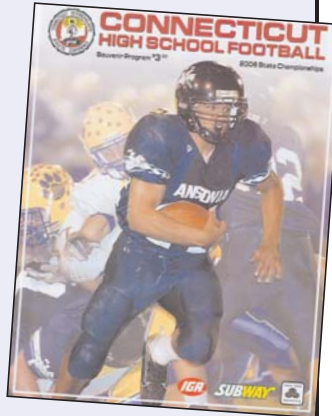
Grants available to promote physical activity among girls

The Women's Sports Foundation "GoGirl-Go! Ambassador Team Awards" inspire sports teams to help fight the disturbing physical and psychological health risks affecting America's inactive youth. Teams must lead their own team project that will get girls in their communities physically active and submit a detailed essay or a VHS, DVD or CD-ROM telling about the project. The maximum award is \$2,500. To be eligible, an entrant must be a school, amateur, community and/or nonprofit affiliated team whose members are female, enrolled in 9th-12th grade and residents of the United States. The deadline for entry is **February 16, 2007**.

For more information, visit:
www.womenssportsfoundation.org/cgi-bin/iowa/funding/featured.html?record=34

WATERBURY REPUBLICAN AMERICAN IS NEWEST CIAC SPONSOR

CIAC is pleased to announce a new partnership with the Waterbury Republican-American, one of the largest daily newspapers in Connecticut. As our most recent sponsor, the Waterbury Republican American will be producing tournament programs for the CIAC state championships in football, boys' and girls' basketball, and ice hockey.



Jonathan Kellogg, executive editor of the newspaper, said, "The Republican-American has had a long history of covering CT high school sports and we are pleased to join many other prominent national and regional companies in supporting this very important side of education".

Schools and organizations interested in advertising in these programs are asked to contact Fred Hull, director of marketing for the Republican-American, at 203 574 3636.

The Waterbury Republican-American, headquartered in Waterbury, Connecticut has an average Sunday circulation of 61,100. The newspaper is made up of more than 40 reporters covering Greater Waterbury, the Naugatuck River Valley, Pomperaug and the Litchfield area. More than 50 towns are included in the newspaper's coverage area.

NCAA TO ISSUE AMATEURISM CERTIFICATION

The NCAA Initial-Eligibility Clearinghouse is poised to expand its duties to include review of the amateur status of all prospective student-athletes who plan to enroll for the first time at an NCAA Division I or II institution in fall 2007 or later.

In addition to reviewing prospective student-athletes' academic credentials, the Clearinghouse also will conduct a similar review of a prospect's amateur status. Like the academic review, prospects must complete the amateurism certification process to receive financial aid and participate in Division I or Division II athletics. Division III prospects are not required to register with the Clearinghouse for either review.

During the online registration process, prospects will provide demographic and academic information and answer questions about athletics participation, prize money, expense money received and any contact the applicant may have had with agents or professional teams.

The questionnaire was tested on diverse and representative focus groups, feedback from which helped produce clearly written questions, definitions for some terms provided directly on the page and links to frequently asked questions.

continued on page 12

UNIFIED SPORTS™ STAFF EXPANDS

By Ann Malafronte, Director of Unified Sports™

Two outstanding educators have been added to the CIAC staff for the purpose of expanding the Unified Sports program! Ken Bragg from the Hartford school system and Robert Deasy from Farmington have been brought onboard with additional funding from Special Olympics Connecticut.

Ken Bragg

Ken Bragg has an extensive background, retiring as a physical educator in Hartford where he taught for 36 years. Specializing in adapted physical education, Ken has been a Unified Sports coach since the program first began in CT in 1993. A longtime Special Olympics Area Director, Ken has proudly coached several Team Connecticut squads to national competitions! His background in Special Olympics and his experience, especially in the urban schools, make him an invaluable resource for our expanding program at CIAC.

Ken will serve as an assistant to Ann Malafronte and will be utilized both as a tournament director and as an outreach person. He will work Tuesday and Thursday mornings and can be reached at extension 3031.

Robert Deasy

Robert Deasy joins us from the Farmington school district where he has served as the Unified Sports coordinator for the past five years, growing that program from just a middle school group to high school and elementary as well. Bob is also an instructor for the American Red Cross and has served as an athletic trainer for 20 years.

He is currently President and CEO of PQ Associates, an



Robert Deasy, Jr.



Ken Bragg

international consulting firm. He previously worked at Pratt & Whitney as an education and training consultant and served as a member of the Greater Hartford Chamber of Commerce's Education Steering Committee.

Bob will be an assistant in the Unified Sports program and his primary responsibility will be outreach to new schools. Bob is available on Monday, Wednesday and Friday mornings and his extension is 3032. We warmly welcome Ken & Bob to our staff and look forward to helping more and more youngsters with our additional manpower!

You Are Invited To Attend The

Connecticut Symposium on Sudden Cardiac Arrest

Did You Know?

According to the Pediatric Clinic of North America,
Sudden Cardiac Arrest kills 7,000-10,000 children a year.

Cardiac Science Corporation in conjunction with non-profit group ParentHeartWatch.org cordially invites you to attend the Connecticut Symposium on Sudden Cardiac Arrest:

Wednesday, January 31, 2007

**Crowne Plaza Hotel and Conference Center
Cromwell Connecticut
8:30am-12:00pm**

The symposium will feature Rachel Moyer co-founder of * *Parent Heart Watch* who lost her fifteen-year old son, Gregory Moyer, to sudden cardiac arrest during half-time of a varsity basketball game.

Additionally, officials from the State of Connecticut Department of Public Health, Office of Emergency Medical Services and Cardiac Science Corporation have been invited to discuss requirements and implementation strategies for developing PAD (public access defibrillation) programs in Connecticut.

Speakers will also include a survivor of sudden cardiac arrest who will share personal stories and reflections on the importance of implementing public access defibrillation.

This symposium is open to the public and a special invitation to town and school officials interested in learning more about creating Heart Safe Environments in Connecticut.

100% of the tax deductible registration fee of *\$99.00 will be donated to *Parent Heart Watch* for the express purpose of purchasing AED's for donation to selected Connecticut schools. Seating is limited and this event will fill quickly so please register today.

Additionally, Cardiac Science Corporation has agreed to offer a 50% discount for any AED purchased within thirty-days of the symposium.

If you would like more information on the Connecticut Symposium on Sudden Cardiac Arrest please contact symposium coordinator: Douglas Comstock at 860-970-3050 or email at dcomstock@cardiacscience.com

- \$99.00 pre-registration fee is for up to 3 individuals from the same town.
- \$149.00 registration fee day of the event.
- Each attendee will receive emergency response materials
- "Free" registration for schools and towns with limited funding. Ask for details.
- <http://www.ParentHeartWatch.org>

FEDERAL GRADUATION RATES RELEASED

Annually, the U.S. Department of Education releases statistics on college graduation rates nationwide. The findings of this year's federal graduation-rate analysis show that Division I student-athletes continue to outpace their student-body counterparts in the classroom. Student-athletes in the entering class of 1999 graduated at a rate of 63 percent, two percentage points higher than the student-body rate. Both percentages are one point higher than the previous year. Every class since 1986 has demonstrated that student-athletes have graduated at rates higher than those of the general student body. Key findings from the federal analysis include:

- Male student-athletes graduated at a rate of 56 percent, an increase of one percentage point over the previous year and slightly below the male student body rate of 58 percent.
- African-American male student-athletes graduated at a rate of 48 percent, compared to 37 percent for African-American male students.
- Female student-athletes graduated at a rate of 71 percent, seven points higher than the female student body rate of 64 percent.
- African-American female student-athletes graduated at a rate of 66 percent, up three points from last year and significantly higher than the 50 percent federal graduation rate for African-American female students.

Amateur Status, continued from page 11

Once the prospect provides the information, a preliminary amateurism status report will be issued to guide institutions in the recruiting process.

Beginning April 7, 2007, all registered prospects with preliminary amateurism certification reports who are scheduled to enroll in fall 2007 will be required to update their form and confirm the accuracy of all information provided. A final amateurism certification will be issued that member institutions can access.

Prospects who have registered with the Clearinghouse before the opening of the amateurism certification component will be contacted and asked to complete the new portion.

The certification process was scheduled to open for registrants November 20. Clearinghouse and NCAA membership services staff members are prepared to answer questions.

INVESTORS IN CT YOUTH



- ★ AT&T ★
- ★ Arbella Insurance Group ★
- ★ Baden Sports ★
- ★ Big Y Supermarkets ★
- ★ Bob's Discount Furniture ★
- ★ Coca Cola ★
- ★ CT Lighting Centers ★
- ★ CT Sun ★
- ★ Dove Soap ★
- ★ Grynn & Barrett Studios ★
- ★ Horace Mann ★
- ★ IGA Supermarkets ★
- ★ Kaestle-Boos ★
- ★ Konica ★
- ★ Kukulski Bros ★
- ★ Liberty Mutual ★
- ★ Martin Screen Printing ★
- ★ McDonald's ★
- ★ NBC-30 ★
- ★ N.E. Fitness Distributors ★
- ★ PureTech Water ★
- ★ Rawlings ★
- ★ Spalding ★
- ★ Sports Image ★
- ★ Subway ★
- ★ Teachers' Insurance Plan ★
- ★ U.S. Army ★
- ★ U.S. Marine Corp ★
- ★ Verizon Wireless ★
- ★ Waterbury Republican-American ★
- ★ Westfield Corporation ★
- ★ Wilson Sporting Goods ★

. . . more ciac news

*Editor's Note: On November 16th, Executive Director Mike Savage received the **Paul Bourdeau Outstanding Service Award** from the Western Connecticut Soccer Officials' Association. The award is given annually to an individual who has made lasting contributions to the sport of soccer. The following letter, written by Paul Bourdeau himself, was read to Mike at the award presentation.*

Dear Mike,

Mike, I congratulate you on your selection by the Western Connecticut Soccer Officials Association as the 2006 recipient of the "Paul Bourdeau Outstanding Service Award". I cannot think of anyone who is more deserving. I was extremely pleased to learn of this distinction being bestowed on you. I wish I could have personally presented this award to you. It would have been my pleasure to speak of Mike Savage, the educator, the soccer coach, the soccer official, the principal and the head athletic administrator for secondary school athletics in the State of Connecticut.

Our lasting friendship began in 1961 when you became soccer coach of Litchfield High School and served in this capacity for three years. During this time frame, I came to know the man and the true professional. You demonstrated an extraordinary level of excellence and gentlemanly conduct that brought respect and distinction to your team, the athletic program and to Litchfield High School itself. Referees looked forward with pleasure to refereeing your soccer matches. Being the fine gentleman you were and are, you always demanded the best conduct and sportsmanship from your players.

In 1964, you became a member of the WCSOA. It became readily evident to your colleagues that you possessed a profound knowledge of soccer rules and their application on the field of play. For seven years, you contributed significantly to the development and improvement of our organization and of soccer officiating itself. You greatly enhanced the image and reputation of our soccer board both on and off the field.

You resigned from the Board after the 1970 season to become principal of Litchfield High School. Litchfield's gain was certainly our loss. I did notice that as principal, you were often on the sidelines at soccer matches and at courtside at basketball games. Your interest in the student-athlete and your love of athletics had not diminished. Suffice to say, your performance and ability as a school administrator was being recognized and praised throughout the state.

Testimony to your administrative ability and confidence in your leadership ability, your peers selected you in 1981, above all other Connecticut school administrators, to become assistant executive director of the CASS/CIAC. After nine years of outstanding performance in this capacity, you were selected in 1990 to serve as its director. You have now served the CASS/CIAC for 26 years, including 16 years as executive director.

I can assure the membership of the WCSOA, and all athletic officials in the state, that we were indeed fortunate to have Mike Savage sitting across the table as the adversary party. You never failed to fulfill your obligation and responsibility to advance the position of those you were representing, that is, the schools and the athletes. Your vision was extraordinary and your contributions momentous in developing a friendly working relationship with officiating boards in all sports. You were always fair and just in your bargaining positions. Having been a coach and official, you were obviously cognizant of the difficult and precarious conditions so prevalent in officiating. Having been on the other side of the table from you, I always knew we were facing a tough, but reasonable and adept adversary. Mike, officials have you to thank for the satisfactory level of officiating fees and conditions in Connecticut. Referees throughout the state should be made aware that your sage counsel during all these years has been instrumental in the favorable status and level of respect athletic officials have attained. For all of us, and for Connecticut athletics and athletes, I say thank you for a job well done.

When I look back through the years of our association, I see and remember the consummate gentleman; quiet and always calm; friendly with a pleasant personality; strong in character; unwavering in exemplary values; never subordinating his principles of integrity, of fair play and of sportsmanship for any cause; and a man who set an outstanding example for all students, athletes and individuals with whom you came in contact

Mike, your contributions, accomplishments and leadership have enriched education and athletics in the State of Connecticut. Suffice to say, you are truly most deserving of any and all honors that come your way. I applaud your recognition by the Western Connecticut Soccer Officials Association.

My genuine wishes are extended to you and Margaret for much happiness and good health for many years to come.

Yours in soccer,

Paul R. Bourdeau

FALL 2006 CIAC SPORTS CHAMPIONS

■ GIRLS FIELD HOCKEY

Champion

Runner-up

Class L: Greenwich

Simsbury

Class M: Wilton

Daniel Hand

Class S: N. Branford

Haddam-Killingworth

■ BOYS SOCCER

Champion

Runner-up

Class LL: Simsbury

Staples

Class L: New Canaan

Enrico Fermi

Class M: Suffield

Joel Barlow

Class S: East Catholic

Cromwell

■ GIRLS SOCCER

Champion

Runner-up

Class LL: Amity/Trumbull - CO-CHAMPS

Class L: Wilton

Daniel Hand

Class M: Suffield

Holy Cross

Class S: Cromwell/Immaculate - CO-CHAMPS



Enthusiastic Suffield fans cheer their boys' soccer team on to victory in the Class M final.

■ GIRLS SWIMMING

Champion

Runner-up

Open: Greenwich

Cheshire

LL: Greenwich

Cheshire

L: Branford

East Lyme

M: Darien

Wilton

S: Weston

New Fairfield

■ GIRLS VOLLEYBALL

Champion

Runner-up

Class LL: Bunnell

Shelton

Class L: Bristol-Eastern

East Lyme

Class M: Darien

Jonathan Law

Class S: Coventry

Haddam-Killingworth

■ BOYS CROSS COUNTRY

Champion

Runner-up

Open :

Danbury

Glastonbury

LL :

Danbury

Glastonbury

L :

Simsbury

Conard

MM :

Woodstock

Guilford

M :

Griswold

Joel Barlow

SS :

Weston

East Hampton

S :

Thomaston

Bolton

■ GIRLS CROSS COUNTRY

Champion

Runner-up

Open :

Lyman Memorial

Simsbury

LL :

Glastonbury

Ridgefield

L :

Conard

Simsbury

MM :

Guilford

Wilton

M :

Griswold

Northwest Catholic

SS :

Lyman Memorial

Old Lyme

S :

Portland

St. Bernard



Griswold Wolverines take the Class M title.

■ FOOTBALL

Champion

Runner-up

LL: Greenwich

Southington

L: Bunnell

Staples

MM: New Canaan

Maloney

M: Hillhouse

Windham

SS: Holy Cross

Stratford

S: Ansonia

Bloomfield



TEAMWORK HELPS VISUALLY IMPAIRED ATHLETE SUCCEED



Shepaug Valley High School's Girls' Cross Country team wins the 2006 CAAD Sportsmanship Award.

The following article was written by Joe Palladino, staff writer for the Waterbury Republican-American.

She is visually impaired, but perhaps she sees more than most. Her teammates call her both courageous and crazy. Minh Farrow proves that it is a good thing to be a little bit of both.

Farrow is a freshman at Shepaug Valley High School. She is 16 years-old, she is blind, and she runs cross country. You're asking yourself these two questions right now: How can anyone who is blind, or as Minh prefers visually impaired, participate in sports? And of all sports, how can she compete in cross country, where you run in the wilderness, up and down hills, over and around rocks, tree stumps and the debris of nature?

It isn't easy, and that's what Minh likes.

No newcomer to athletics, Farrow competed in track and field in middle school. She put the shot, tossed the discus, and competed in some running events.

But cross country? She admits she needed to be cajoled. The Shepaug girls cross country coach, Mike Croft, pitched the idea to Minh. Here is how she described the meeting: "I saw him; it looked pretty good to me, so I thought I'd give it a try."

Her V.I., or visually impaired counselor, didn't agree. There are roots out

there, and holes in the ground and dips and valleys. "She said, 'You can't do that,'" recalls Minh.

Minh didn't agree.

She runs with a rotating crew of guides, fellow freshman Alex Cassel, Nathalie Fernandes, and Jessica Lynch. The girls extend an arm to Minh and she follows their lead. The girls tell Minh about obstacles or turns, "And we just remind her to stay focused," Cassel said.

"She likes it when she doesn't have to hold on," mentions Fernandes.

It is those moments, Farrow explains, running on her own, when she is free and unencumbered, gliding over terrain, chasing both opponents and best times.

"She listens to the sound of our footsteps," Fernandes explains. "Sometimes I'll forget to tell her that something is in the path, and she'll trip. I say I'm sorry but she'll just keep running and laughing. I think it is great that she does this," adds Fernandes. "I think it is very brave."

Farrow did not fall once this season and that's unusual for any cross country runner. She had a few DNFs (Did Not Finish) when her sighted companions got lost on the trail.

Training is not without peril. Cassel recalls letting Minh run free at practice. "I was running backwards watching Minh and I ran into one of the soccer coaches. I turned to apologize and Minh plowed right into the two of us."

"It was quite a pile up," Minh chips in with a delighted smile.

Running and feeling healthy and being part of a competitive environment is wonderful, but Farrow gets something more out of the experience. It brings her closer to her peers. She doesn't want to be known as a student with special needs. She wants to be Minh Farrow, Shepaug Valley student-athlete.

"That has been an issue in the past," she said. "I have had a lot of mean comments thrown at me. I just let it go up one side of me and down the other."

Her teammates draw her into their social circle with delight. At the team's season-ending Halloween Olympics, Croft set up a relay competition with one runner blindfolded and another sighted to act as a guide. If her teammates didn't appreciate how difficult it is to run full speed without sight, trusting entirely on commands and support from another runner, they quickly found out.

When Croft shouted "Go," Minh and her guide bolted onto the course. Everyone else squealed with terror, barely able to put one foot ahead of the other. Two of the groups crashed in a heap as the terrain shifted.

Cross country is about time, yes, but it also about finishing what you started.

"At the Nonnewaug Invitational, on the 3.1 mile course, it was 40 degrees out," recalls Croft. "It was raining. The course was horribly muddy. Minh wasn't feeling well that day. A bunch of kids didn't finish the race. Minh did."

At the Berkshire League championships Farrow finished 3 1/2 minutes behind the last sighted runner, and that's not much on a course just under three miles. She started the season averaging 15 minutes, 56 seconds per mile. She's at 14:44.

She was unsure about cross country at first. Now she's hooked. She might even do track in the spring.

"I absolutely loved it," she said of the experience. "It was difficult, but I had to try. Nothing should stop you, no matter what obstacles are in your way. You can get over them. When you think you can't do something, then you need to try, and try again."

On this we can all follow Minh Farrow's lead.

YOUTH SPORTS: "GAME REASONING"

By Rick Collins

In 1995, Brademeir, and in 2006, Weiss, Smith, and Stuntz published research showing the existence of "game reasoning" in sports. Game reasoning reflects the viewpoint of sport as a form of bracketed morality. Put another way, how we govern ourselves morally in our sport time diverges from how we govern ourselves in our day-to-day lives. According to Weiss, Smith and Stuntz, game reasoning involves a "moral transformation during athletic contests in which a self-interest perspective is considered a legitimate means of pursuing a goal." It is psychological. The bracketed psychology is the separation, spatially and temporally from behaviors we use daily. Examples . A father hurls a lawn chair at a referee in a travel soccer game because the referee might have missed an off sides call. A coach is sent an email from his youth sports board suggesting that now that it is tournament time, going for the win should be paramount over playing time. A mother verbally assaults her son's baseball coach for not playing her kid at a premier position. A boy, during recess time soccer, slide tackles another player from behind and injures him because time was running out at recess and the boy wanted to win. A father takes a softball bat to his daughter's coach because the coach kept the daughter out of a game because she skipped a game to go to the prom. A father kills another father over issues of rough play during a hockey practice. A youth board makes cuts at age seven or eight to separate the best athletes from the bad ones, all because its part of the game. Steroid use. High sticking in hockey. A pitcher throwing a baseball at a batter. How long do you want the list ?

If I went down my street and hit another adult with a baseball or a bat, I would be arrested for assault. If a school official did something I thought was unfair and I hit that official

with a stick, I'd lose my job and be arrested. I'd deserve it. What is it about sports that turn otherwise normal, healthy people into people who lose all sense of balance and perspective? Why do we accept assaults, threats, and intimidation in sports but enforce laws that protect people from the same things in society? "Game reasoning" exists.

Weiss, Smith, and Stuntz postulate that "game reasoning" has a negative impact on the cognitive development of morality in children involved in high stakes, elite, competitive youth sports. Their conclusion is that children involved in this level of youth sport do not develop an appropriate level of moral reasoning, since most of their learning time in youth sports centers on winning or making the elite team. Their complete view of the world is warped by the "game reasoning" which has become their only sense of moral development. Consequently, their moral reasoning in non-sport context is fully influenced by the only moral development they know, that of the rules based, sports centered life they have. In my school, I see kids all the time who bring their view of their sport world into the classroom when they marginalize children who didn't make the elite team. Talk to many high school coaches and they'll tell you that kids have changed and are more difficult to coach. Many high school athletes view high school sports as a means to their own personal end and entitlement, not toward what each high school student athlete can do to help the team or how sports can be a way to develop character. It is a disturbing trend.

The only reason sports should exist is to develop character. You know, hanging in there when things get difficult, or setting a goal for yourself and your team and working hard to achieve that goal, or becoming selfless in

putting the needs of the team ahead of one's own personal needs. Sportsmanship and fair play. Am I stupid for thinking this? Or am I just naïve?

Our society is in a bad spot. The phrase, "There is no "I" in team," is being replaced by "What's in it for me?" Youth sports have become minor leagues for high school teams. Coaches push specialization to further their chance to win games, even if they know intuitively that specializing leads to over use injuries. Their attitude is the ones that survive specialization must certainly be the fittest. They place their winning above the good of the kids they claim to serve. And kids and their parents buy into this. Are we creating a society of children whose belief system is fully influenced by game reasoning? Imagine what our culture will look like in twenty years.

I have two books I want you to read. The first is called, "Just Let the Kids Play", by Bob Bigelow. He has it right. If you are a youth board member or coach, or just a parent of kids in youth sports, read this book. The other book is called, "Sports Plus; Positive Learning Through Sports", by Jeffrey Beedy. This book focuses on the need for all youth and high school coaches to redirect their energies from game reasoning to character development through sport. The final suggestion I have is for each parent, coach, and youth board member to become a Double-Goal Coach through the Positive Coaching Alliance. You can access their certification program by logging on to www.positive-coach.org

We as a culture need to fight our tendency toward "game reasoning" and focus on growing kids with character through youth sports. Don't we owe this to all our children?

Reprinted from The Post, October 13, 2006