



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

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CIAC AND CPTV - A PROMISING PARTNERSHIP

Through a groundbreaking venture between the Connecticut Interscholastic Athletic Conference and Connecticut Public Television (CPTV), high school football fans were able to watch all six CIAC championship games from the comfort of their living rooms. The Class S New London vs. Ansonia game and the Class L Masuk vs. Bunnell match-up were broadcast live on December 1st while the remaining four championship games aired on Sunday, December 2nd. All six games were rebroadcast on CPTV's digital channel, CPTV2, the following week. Furthermore, CPTV has made all of the games available via streaming on-demand on its website at: cptvfootball.org. The streaming option is free and is available through December 31, 2007.



The response to the CIAC-CPTV partnership has been overwhelming (the emails below offer just a small glimpse). The CIAC hopes to have an opportunity to expand this promising partnership. Says CIAC Executive Director Mike Savage, "We would like to thank CPTV for having the vision and courage to "test the waters" to determine the marketability of high school athletics in our state. We know that there is a market for high school sports. We see firsthand the amazing accomplishments that take place on our high school playing fields each and every day - accomplishments that the public should be allowed to witness, share in and celebrate." See related item page 14.

"Fred Capozziello" writes:

- > Great job airing the CIAC football finals. I
- > think you could go one step further and, next
- > year, air a random one or two games during
- > the regular season of games around the state.
- > Charge a few bucks more at the gate to help
- > offset the costs.
- >
- >Fred Capozziello

continued on page 13

"SPORTSMANSHIP IS EVERYONE'S RESPONSIBILITY!"

by Karissa Niehoff, Principal, Lewis Mills High School, Burlington

Sportsmanship is important to student-athletes, coaches and educators in the state of Connecticut! On September 10th, the CIAC sponsored the first Connecticut Sportsmanship Conference at the Crowne Plaza Hotel in Cromwell. Over 600 participants attended the conference representing over 100 CIAC member high schools. Participants included student-athletes, coaches, athletic directors and school administrators. Conference activities included inspirational messages from guest speakers, informative break-out sessions, and group discussions about the challenges of promoting sportsmanship in our schools and throughout our communities.

The conference was organized by the CIAC Sportsmanship Committee. The committee members include CAS-CIAC staff, state department of education staff, school administrators, athletic directors, coaches, officials, and students. The group has been working for two years to develop and implement initiatives to promote sportsmanship throughout Connecticut member school districts. The committee is proud to share highlights of the conference!

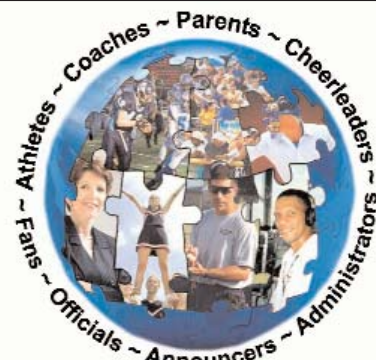
After a warm welcome by Paul Hoey, CIAC Associate Executive

Director, participants were treated to a beautiful rendition of the national anthem sung by Jillian Banta of Lewis S. Mills High School. Mr. Hoey then introduced Connecticut's own Kevin Nathan, Sports and Information Director WVIT-NBC 30. Mr. Nathan spoke with enthusiasm about the importance of sportsmanship, not just in athletics but in life.

The CIAC Sportsmanship Credo, Belief Statement, and Standards for Sportsmanship were introduced by Karissa Niehoff, principal of Lewis S. Mills High School and chair of the CIAC Sportsmanship Committee. The CIAC credo, "Sportsmanship is Everyone's Responsibility!", is taken from the following belief statement developed by the sportsmanship committee: "We believe that athletic excellence and sportsmanship are achieved through respect, honor, and fair play, and that sportsmanship is everyone's responsibility." The CIAC Sportsmanship Standards were presented through a beautiful graphic model designed by Erin Guarino, CIAC staff member. The model depicts the earth made of pictorial puzzle pieces; each piece representing a different stakeholder in the sportsmanship effort - athletes, coaches, parents/fans, cheerleaders, officials,

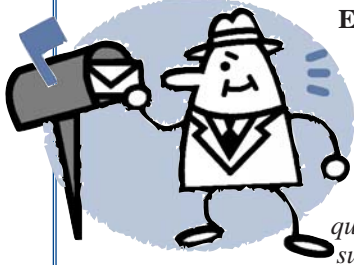
continued on page 10

Sportsmanship is Everyone's Responsibility



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: Last year, one of the teachers at my elementary school requested a personal day to go to New York City to pick up her new HDTV. I thought it an inappropriate use of personal leave, and I denied the request. But when the teacher filed a grievance, I relented and granted the personal day because she is one of my best teachers and works really hard. Now my superintendent is all mad because when another principal denied personal leave in the same situation, the union cited my action as a past practice. Can I tell my principal to relax because I was responding to a different teacher at a different school?

- *On the Spot*

A. Dear Spot: Unfortunately, you have a problem. I understand that you thought you were dealing with the one teacher, but the collective bargaining agreement applies to all teachers in the district. When you respond to a grievance, you are interpreting the contract on behalf of the school district, and the union has every right to refer to a past grievance decision in a new case. Accordingly, it is imperative that you coordinate any grievance responses with the central office. Then, if things go a-gley later, your superintendent can't blame you.

Q. Dear Mailbag: Every year, parents push the envelope a little further when dropping off their children. My school is open for students at 7:40 a.m., and the school day begins for students at 8:00 a.m. As you can imagine, it is terribly frustrating when parents drop their children off super early as they zoom off to the city for work. Now, my teachers are complaining about having to start their duty assignments at 7:00 a.m. Is there anything I can do to avoid liability for watching these neglected children?

- *Sick and Tired*

A. Dear Tired: Absolutely. You are responsible for supervising students only when you are responsible for supervising students. Moreover, you have some control over when that is. If parents have been taking advantage of you, it is time to straighten them out. You should send a letter home to parents clarifying when school supervision starts and reminding them that they are responsible for their children until that time. Then, you should follow up with any parents who continue to drop their children off early. If that doesn't solve the problem, it is time to call the police or DCF.

Q. Dear Mailbag: One of the students at my school posted a picture of the vice principal on his MySpace.com page. I understand that school officials must put up with a certain amount of guff in the name of free speech. Therefore, I presume that the devil horns and the mustache he added with Adobe Photoshop are protected editorial comment. However, the vice principal is very concerned about the caption he added, "Kill her!" Did the student cross the line here?

- *Profoundly Concerned*

A. Dear Concerned: There is a world of difference between speech that is insulting and that which is threatening. The student crossed the line here, big-time. The Second Circuit, the federal appellate court with jurisdiction over Connecticut, has been very supportive of student free speech. However, last July the court rejected a free speech claim by a student who created an instant message icon that stated "Kill Mr. VanderMolen," one of his teachers. Likewise, your student is subject to serious discipline for adding the caption. I would even call the police in this case and let them decide whether to prosecute.

cas news & notes

URGENT REMINDER

As of December 1st, 20 high schools, 92 middle schools, and 519 elementary schools had NOT updated their membership directory data. All member schools were required to update their school information in the online CAS membership database by **October 15th**. It is vital that we keep our membership data as current as possible. This allows member schools to take full advantage of the benefits of CAS membership. **Please keep in mind that if we don't have the correct e-mail address on file for the building principal, he/she will miss out on important news and announcements.**

Visiting the on-line membership database also provides principals with an opportunity to review and sign off on the CAS membership agreement for the 2007-2008 year. Acceptance of this agreement is a requirement of CAS membership.

All member school principals should have received an e-mail containing their school number and login ID for accessing the on-line membership database. Principals who did not receive this message should contact Karen Packtor at kpacktor@casciac.org.

DISTINGUISHED FRIEND OF EDUCATION AWARDS

The CAS Awards and Recognition Committee has opened nominations for the annual *Distinguished Friend of Education Awards*. These awards, established in 1983, honor a person and an organization or corporation for outstanding service to education in Connecticut (see criteria below). Nominations must be submitted on-line at http://www.casciac.org/nominate_dfe.shtml by **January 18, 2008**.

Individual Award:

The individual recommended shall

- be a person from outside the field of elementary or secondary education;
- be a person who has no direct involvement in education through his or her employment;
- be a person noted for a strong contribution to education at the local, state, regional or national level;
- have made this contribution over an extended period of time, or an extraordinary contribution within a limited period.

Organization or Corporation Award:

The organization or corporation recommended shall

- have no direct involvement in education through the employment of its members;
- be noted for a strong contribution to education at the local, state, regional or national level;
- have made this contribution over an extended period of time or an extraordinary contribution within a limited period.

For further information, contact Karen Packtor at

kpacktor@casciac.org.

ct news & notes

■ Governor Rell has signed a 2-year bonding bill which authorizes a total of \$2.8 billion in state bonding for fiscal years 2008 and 2009. The compromise bill breaks an impasse that held up payments to school contractors and delayed important public works programs across the state. The total funds allocated for school construction grants is \$707 million in FY 2008 and \$603 million in FY 2009.

■ The state Supreme Court has ruled municipalities cannot be sued for negligence by parents who suffer an injury while picking up their children from after-school activities. The court's September decision keeps intact the broad immunity to school-related negligence suits given to towns and cities. The major exception involves children injured during school hours. Both CCM and the Connecticut Association of Boards of Education filed friend-of-the-court defense briefs in the case. It was brought against Hartford by Sharon Durrant, a woman who slipped in a puddle of water and broke her ankle while picking up her 6-year-old son from an after-school program in 2001. The court's 5 - 2 decision reversed an Appellate Court ruling in Durrant's favor. In the majority opinion, Justice Joette Katz wrote that Durrant acted voluntarily in enrolling her child in the after-school program and thus imposed no additional duty-of-care on school authorities. Dissenting justices wrote that such programs may be voluntary, but are almost a necessity for many parents. Attorneys representing the City argued that the very existence of after-school programs would be jeopardized if immunity to liability claims were weakened and towns had to pay more for custodians and insurance. A reason negligence suits are allowed when children are injured during public school hours is that the state mandates their attendance and municipalities are considered to owe them a greater duty-of-care. (Source: *CT Town & City, Nov-Dec 2007*)

Foreign Languages in CT Schools

Given the state's large Hispanic population, anyone might guess that Spanish is the second most common language spoken at home by public school students. But what are the other most common foreign "home languages" heard in Connecticut schools? In its current "Condition of Education in Connecticut" report, the State Department of Education says they include more Asian languages than European and that, altogether, children speak 126 different "home languages" other than English. Here are the top 15 foreign languages spoken at home in Connecticut, by student population:

Spanish.	20,638
Portuguese.	1,252
Polish.	819
Chinese.	673
Albanian.	584
Creole/Haitian.	578
Vietnamese.	430
Serbo-Croatian.	429
Arabic.	368
Urdu.	360
Russian.	296
French.	289
Korean.	277
Japanese.	201
Gujarti.	193

(Source: *CT Town & City, Nov-Dec 2007*)

national news & notes

■ When it comes to those they admire most, young people do not look chiefly to the world's of music, today's wars or history. Instead, they turn to their own families. Asked to name their heroes, young Americans surveyed by the Associated Press and MTV made their parents the collective top pick. Twenty-nine percent chose their mothers; 21 percent named their fathers; and 16 percent picked their parents without specifying which one. Allowed to choose as many heroes as they'd like, nearly half mentioned at least one of their folks. Next in line as the poll's top heroes: friend (11%); God (10%); grandmother (8%); brother (7%); teacher or professor (5%).

■ Seminole County, Fla. students will receive a McDonald's Happy Meal as a reward for scholastic achievements (a report card consisting of all A's and B's or sterling attendance records, for instance). The report card incentive is nothing new and is a type of performance pay for children, rewarding them for diligent study and attendance with something they find appealing. However, there is a different kind of performance pay emerging in New York. New York City is expanding the use of cash rewards for students, with a \$1 million effort financed by philanthropists that will go to students who do well on Advanced Placement (AP) exams. High schoolers who score a five, the highest grade, will receive \$1,000, while a score of four will earn \$750 and a three will net \$500. The program will be in 25 public and six private schools, all of which serve high proportions of low-income black or Latino students, and have at least 15 students taking AP exams.

■ A new report from the Bureau of Justice Statistics and the National Center for Education Statistics examined crime that occurred in, and on the way to and from, school. The study found that the victimization rate of 12- to 18-year-olds at school declined between 1992 and 2005, yet violence, theft, drugs and weapons continue to pose major problems. During the 2005-06 school year, 86 percent of public schools reported that at least one violent crime, theft or other crime had occurred at school. In addition, eight percent of students in grades 9-12 reported being threatened or injured with a weapon in the previous nine months, while 25 percent reported that drugs were available on school property. It also appears that school crime and violence affect minority students more than their white peers.

■ A new report from the National Center for Education Statistics shows that, on average, United States fourth-graders scored higher than their international peers on the 2006 assessment of the Progress in International Reading Literacy Study (PIRLS). The assessment had previously been administered in 2001 and, in that year, the U.S. scored higher than 23 education systems, lower than three and not significantly different from eight. In 2006, the U.S. scored higher than 22 education systems, lower than 10 and not significantly different from 12 others. Additionally, the average score for U.S. students was not significantly different overall in 2006 than it was in 2001. Still, a greater percentage of U.S. students reached each achievement benchmark compared to the international median percentage: 12% of U.S. students were advanced, 47% met the high benchmark and 82% met the intermediate level.

... more national news & notes

■ Steven Van Zandt, of E Street Band and "The Sopranos" fame, says rock 'n' roll saved his life and now he wants to pay homage to the art form as best as he is able. He recently unveiled his Rock and Roll Forever Foundation's first project, a middle- and high-school curriculum designed to introduce a new generation of teens to the music. The project was created in partnership with Scholastic's InSchool division and, through this work, the materials have met national standards, allowing them to be used for both humanities and social studies courses in addition to music classes. The plan is to distribute a 40-chapter curriculum, a teachers' guide, lesson plans, DVDs and CDs free beginning in the 2008-09 school year. And the effort is endorsed by the National Association for Music Education. Through his efforts, Van Zandt has joined the ever-increasing line of artists who are rallying to keep music education from disappearing as a result of budget cuts and a national focus on math and reading. However, Van Zandt is a bit different from fellow artists, as he wants to explore the cultural and historic impact of rock, beginning with the pioneers.

■ According to the Organization for Economic Cooperation and Development (OECD), the United States now ranks tenth among industrialized nations in the percentage of 25-34 year olds with an Associate's degree or higher, and stands as one of the only nations where older adults are more educated than younger adults.

■ According to a policy brief from the Action Alliance for Children, there has been a consensus among early childhood professionals that play should be a vital part of any high-quality early education program because play benefits cognitive, social, emotional, physical and moral development. While many associate play with a break from curriculum, the fact is that play-centered preschool curriculum is not a laissez-faire approach but actually a main conduit to reinforcing instruction. High-quality preschool programs do not only benefit children and families, as they potentially save taxpayers between \$2.69 and \$7.14 for every dollar invested by reducing special education, law enforcement and other costs. It is clear that, when children play, they have the opportunity to apply mental representation of the world to new situations, integrate all types of learning, and can become engaged in things that interested them, which fosters a natural motivation to learn. To read the brief in its entirety, visit <http://www.4children.org/pdf/play07.pdf>.

Report Highlights Five Factors for High School Success

Innovative programs across the nation that are helping students succeed in high school and prepare for college and a career share a common framework of strong leaders, rigorous coursework, and an emphasis on effective teaching, according to a report from WestEd, a nonprofit education research organization. *Rethinking High School: Preparing Students for Success in College, Career, and Life* profiles programs serving predominately low-income, minority students in California, New Jersey, Oregon, Texas, and Washington. The programs' approaches vary, but each has demonstrated early progress, including improved test scores, higher graduation rates, and increased college enrollment. The report found five themes in the programs:

- Helping students from low-income and underserved communities see college as an attainable goal.
- Strengthening academic programs with full access to rigorous college-prep curriculum.
- Ensuring a coherent, fully articulated curriculum from middle grades through high school.
- Providing extra academic and social supports during the crucial freshman year.
- Drawing dropouts back into the classroom.

"Innovative programs like these demonstrate that all students can overcome barriers to success and thrive in an environment that holds them to high expectations and gives them the necessary support," said Vicki Phillips, director of education at the Bill & Melinda Gates Foundation, which commissioned the report. (The five programs highlighted in the report are supported by the Gates Foundation.) To download the full report, visit www.wested.org.

(Source: NASSP *NewsLeader*, Nov. 2007)

■ Schools in New Jersey are buying into a new program that gives bilingual students with limited English ability iPods. The hope is that by singing along to popular English songs, students will sharpen their vocabulary and grammar skills. Incorporating the devices into instruction began when Grace Poli, a media specialist, approached the district three years ago about buying 23 iPods for an after-school bilingual program. She then compiled an eclectic mix of music, typed out the lyrics and deleted the nouns -- and in turn the verbs and adjectives -- to force the students to fill in the missing words and thereby learn their meanings. Poli said her Spanish-speaking students were able to move out of bilingual classes after just a year of using the digital devices, compared to an average of four to six years for most bilingual students. After viewing the successes, the district plans to try iPods with students who have learning disabilities and behavioral problems. In addition, one of New Jersey's poorest urban districts, Union City District, will give out 300 iPods as part of a \$130,000 experiment.

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CT VOICES RELEASES REPORT ON STATE'S LABOR FORCE

In September 2007, CT Voices for Children released its seventh annual *State of Working Connecticut* report. This year's report identifies stark disparities in economic opportunity and economic success across Connecticut's communities, among residents who differ by race, ethnicity and gender, and among residents with different levels of educational attainment. Report highlights include the following.

The Labor Force, By Gender

In 2006, Connecticut's labor force was 53% male and 47% female. Women make up a greater proportion of the labor force in Connecticut than they do in the nation as a whole, and the balance between the proportion of men and women is more equal in Connecticut than it is in the large majority of other states in the US. However, the median wage for male workers in Connecticut is almost five dollars higher than the median female wage, with men earning \$20.04 to women's \$15.20 per hour.

The Labor Force, By Race/Ethnicity

Connecticut's workforce is less racially and ethnically diverse than the workforce of the nation as well as the workforce of the Northeast region. Connecticut's labor force is 76.8% White, 9.1% African-American, 10.0% Hispanic, and 3.2% Asian/Pacific Islander, reflecting generally the racial/ethnic composition of the Connecticut population. By comparison, the United States labor force is 69.1% White, 11.0% African American, 13.7% Hispanic, and 4.4% Asian/Pacific Islander. Since 1980, the White share of the Connecticut labor force has declined from 91.1% to 76.8%, while the Hispanic share has increased from 2.3% to 10.0%, the African-American share has increased from 6.0% to 9.1%, and the Asian/Pacific Islander share has increased to 3.2%.

The Labor Force, By Educational Attainment

Connecticut's labor force is highly educated: 36.8% of our workers hold bachelor's degrees or higher; 25.8% have some college education (but no degree higher than an asso-

ciate's); and only 10.0% have less than a high school education. This compares favorably to national averages of 29.5% with bachelor's degrees or higher, 28.5% with some college, and 12.3% lacking a high school degree. Among the 50 states, only Massachusetts (with 42.3%) and New Jersey (with 38.0%) had higher shares of their workforce holding bachelor's degrees or higher in 2006. Interestingly, however, participation rates for Connecticut workers with less than a high school degree appear to be on the rise since 2001, with a significant jump of 3.8 percentage points between 2005 and 2006.

The Labor Force, By Sector

Connecticut's second largest employment sector in 2006 was *Education and Health Services*, with 279,800 jobs in 2006 (17% of all non-farm employment [NFE]). *Trade, Transportation and Utilities* was the largest employment sector, with 310,800 jobs (19% of NFE). Despite employment fluctuations in each sector, the proportion of jobs in each sector has remained steady for a number of years.

Education Pays

Education is a strong predictor of income in Connecticut. Those with a bachelor's degree or higher enjoy median wages, at \$26.39 per hour, that are more than double the \$9.79 paid to workers lacking a high school education. Compared with national and regional averages, median wages are higher in Connecticut for every educational category except for workers who did not earn a high school degree.

For the full report, visit www.ctkidslink.org/publications/SOWCT2007fullreport.pdf.

ECONOMIC COSTS FOR FEMALE DROPOUTS OUTWEIGH THOSE FOR MALES

An alarmingly high number of girls are dropping out of high school, and these female dropouts are at particular economic risk compared to their male counterparts, according to a report by the National Women's Law Center. *When Girls Don't Graduate, We All Fail: A Call to Improve High School Graduation Rates for Girls* finds that U.S. girls are dropping out of high school at nearly the same rate as boys, at even greater economic cost.

Female dropouts earn significantly lower wages than male dropouts, are at greater risk of unemployment, and are more likely to rely on public support programs.

"The high school dropout crisis has received significant recent attention but almost exclusively as a problem for boys. It is generally overlooked that girls are also failing to graduate at alarmingly high rates," said Marcia D. Greenberger, copresident of the National Women's Law Center. "The dropout rate for girls results in severe economic consequences for them, their families and in society as a whole."

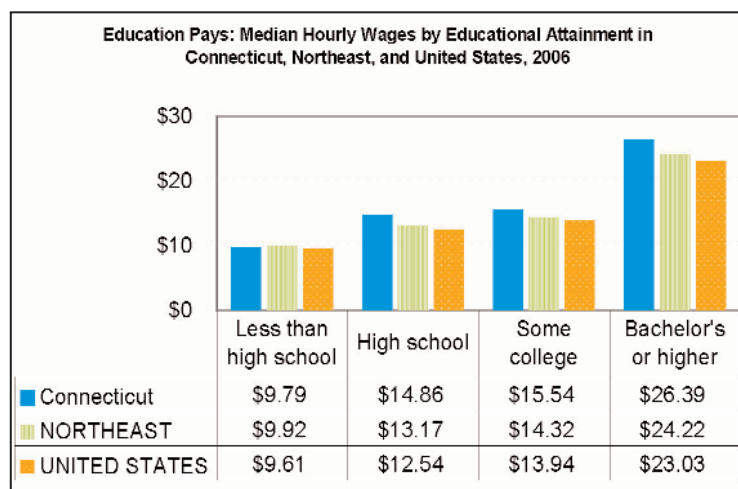
The report finds that close to half of the estimated dropouts from the Class of 2007 were female students, or over 520,000 of the overall 1.2 million high school dropouts. Overall, an estimated one in four female students will not graduate with a regular high school diploma in the standard, four-year time period.

The rates are even worse for girls of color. Nationwide, 37% of Hispanic, 40% of Black, and 50% of American Indian or Alaskan Native female students respectively failed to graduate in four years in 2004. While girls in each racial and ethnic group fare better than their male peers of the same race or ethnicity, Black, Hispanic, and American Indian/Alaskan Native female students graduate at significantly lower rates than White and Asian-American males.

While all high school dropouts pay significant costs for their lack of education, the report finds that the economic costs are particularly steep for women, who face especially poor employment prospects, low earnings potential, poor health status, and the need to rely on public support programs.

The full report is available at [www.nwlc.org/pdf/DropoutReport .pdf](http://www.nwlc.org/pdf/DropoutReport.pdf).

(Source: *NASSP NewsLeader*, December 2007)



middle school news

MANSFIELD MIDDLE SCHOOL SHOWCASES AN INTERNATIONAL FOCUS

By Earle Bidwell, Assistant Executive Director

The international focus displayed by 2007-2008 Connecticut Association of Schools' Middle School of the Year was apparent at an awards ceremony when attendees were greeted by Mansfield Middle School (MMS) students in French, Spanish, Chinese, Hindi, Urdu, German, Russian and Finnish languages to name but a few. Furthermore, there were twelve students and a teacher in attendance from a school in China, with a contingent of German students expected the following week. Mansfield also maintains a relationship with a sister school in Thailand. This international outlook is indicative of the value that MMS places on other languages and cultures. Principal Jeffrey Cryan attributes this outlook, in part, to the school's proximity to the University of Connecticut which draws people from all over the world to the community.

Mansfield has much more to offer than its international outlook. It prides itself on providing curricula and programs designed to meet the diverse needs of all learners. The school has developed an educational philosophy which is embedded in all aspects of school life. That philosophy includes a "commitment to the physical, social, emo-

tional, and intellectual growth of each child." The MMS staff believe in ". . .adapting the curriculum to suit individual student needs, and providing challenge [that] will help develop knowledge, self-esteem, independent thinking and community awareness."

MMS is characterized by an unusual degree of faculty leadership and autonomy. Principal Cryan has empowered faculty teams to make many of the significant instructional decisions that have led to a lofty degree of student success. It is therefore no accident that Mansfield's highly decorated faculty has included no less than three Milken Family Foundation National Educator Award winners, a CAS Teacher of the Year, a CAS Assistant Principal of the Year, and a CAS Principal of the Year.

Speaking on behalf of the faculty, eighth grade teacher Julie White honored MMS students by stating, "When I think about the power of the actions of our students today, I get very excited with the possibilities. This is a school filled with students who care, who want to make the world a better place. They understand that they don't have to wait until they are presidents of a corporation, a group, or the United States

to encourage better relationships among people or groups. Instead, they do it right here, right now, by joining groups such as Respect Me or Ambassadors Club. They don't wait until they will run environmental advocacy groups or are the directors of Greenpeace, but instead they do it by composting at lunch, joining Roots and Shoots, and picking up trash in the hallways or outside. They don't wait until they are symphony conductors or famous rock stars to make beautiful music; they do it every day in our band, orchestra, or chorus programs. They don't wait until they are wearing white lab coats or sitting in laboratories to solve complex scientific and math problems; they do it in classes here. They don't wait until they are sitting at a perfect writing table in a sunlit studio to create poetry or prose that's worthy of being published; they do it every day at MMS."

Another glimpse into school life was revealed by the role students played in the School of the Year celebration. Musical ensembles including the MMS Fiddlehikers, the MMS String Ensemble, the MMS Flute Ensemble, the African Drumming Corp. and the Chamber Choir all participated. Furthermore, representatives of all four classes contributed student readings and original poetry.

Representing CAS in presenting the award was Judith Abrams, a veteran member of the CAS Middle Level Honors and Awards Committee. In her remarks, Ms. Abrams said, "When outsiders come to MMS, they are impressed to see the pride students take in their school as they help one another, regardless of skills, talents and abilities. The entire school climate is one of support and encouragement for each member. You empower each other to learn not only about academia, but also about life, about becoming a successful member of a community. You learn from each other and care for one another as a family. You exemplify educating the whole person - mind, body, and soul."

The community at large plays a vital role in the life of MMS, as many professionals enrich the classroom experience and support the educational programs. The community leadership was much in evidence as Mayor Elizabeth Patterson presented a proclamation as did an aide to Congressman Joseph Courtney, a former MMS student. In the words of Principal Cryan, "The ceremony is a chance to express our pride and gratitude to the community. It recognizes community support for education."



Left to right: Judith Abrams, CAS Committee; Candace Morell, Assistant Principal; Jack Kissane, Grade 8; Jeff Cryan, Principal; Ethan Hoyle, Grade 5; Nora Dickinson, Grade 5 teacher; Rachel Watson, Grade 6; Stephanie Diamond, Grade 7; Earle Bidwell, CAS Assistant Executive Director



The African Drumming Corp was one of many student performances at the *School of the Year* celebration.

... more middle school news

JIM HILBIE IS MIDDLE LEVEL EDUCATOR OF THE YEAR

By Earle Bidwell, Assistant Executive Director



Jim Hilbie and Judith Abrams

“**M**ichelangelo's theory of sculpture states: 'The statue is already in the stone, has been since the beginning of time and the sculptor's job is to see it and release it by carefully scraping away the excess material.' I believe musical aptitude is already in the child, has been since birth, and my job as a teacher is to nurture that musical aptitude so every child can be successful in music." These statements epitomize the beliefs about music, learning and life that guide the work of CAS Middle Level Educator of the Year and Mystic Middle School (MMS) Band Director Jim Hilbie as he leads his musical ensembles through lessons, rehearsals and concerts.

A music teacher for twenty-four years, Hilbie exudes enthusiasm for music and for working with young adolescents. He states: "Middle school students can accomplish anything they set their minds to in music, and their successes are my motivational energy." Former principal, Susan Dumas, states "Jim Hilbie is the 'poster child' of an educator who exhibits enthusiasm! He clearly loves what he is doing, is always energetic and excited about his students and his subject matter. He clearly communicates that enthusiasm to his students, their parents and his colleagues. He is very contagious, thus making his classroom and extremely positive learning environment and improving the overall climate of the school."

A creative teacher who is always looking for connections to enhance learning, Mr. Hilbie has tapped into the rich whaling tradition of the community by teaching sea chanteys and the history surrounding them to his students. Students then compose their own original songs. Going one step further, he has taken some of these original melodies and commissioned an original work which was professionally composed, then performed in the community. Fifth grade teacher Heidi McGowan asserts: "Historically, schools have overlooked the critical role that teachers of the arts play in influencing our children and affecting the school culture. At Mystic Middle School... Jim's positive influence permeates the atmosphere of the school." Students who work with him are first reminded of their responsibility for respectful behavior, which is modeled by him. They are then encouraged to take risks in singing and playing as they stretch their poten-

tial. This culminates in performing, improvising, interpreting and critiquing increasingly complex music. This type of focused learning carries over to other classes and reinforces the school goals of responsible behavior and in-depth learning.

Widely heralded in the field of music education, Jim Hilbie is a much sought after presenter at the Connecticut Music Educators Association and the Music Educators National Conference. He has presented nationally in Arizona, Pittsburg, Tennessee, Delaware and New York. His bands regularly excel in competitions as evidenced by a virtual wall of plaques and trophies in the music room, and the Mystic Middle School Jazz Band has regularly performed at the CAS Scholar Leader Banquet and the prestigious New England League of Middle Schools Annual Conference.

Fittingly, the Educator of the Year ceremony at Mystic Middle School opened and closed with wonderful jazz music performed by what was described by MMS Principal Spencer Thomas as the Jim Hilbie Signature Band," a sextet of Stonington High School students, all former students of Mr. Hilbie. His award was presented by Ms. Judith Abrams of the CAS Middle Level Honors and Awards Committee and a former CAS Middle Level Educator of the Year herself. A surprise award in the form of a check to the school in Jim Hilbie's honor was presented by Liz Haskos, Ronald McDonald House Charities (RMHC) board member (and immediate past president) who also presented Jim with a plaque honoring him as a "Local Hero." Long time corporate partners and supporters of CAS activities, The Connecticut-Western Massachusetts McDonalds owner-operators have created this new award through their RMHC to honor outstanding educators as local heroes. Mr. Hilbie is the first recipient.

The Middle Level Division of CAS is proud to add the name of Jim Hilbie to the illustrious list of former honorees. In the words of Ms. McGowan, "Jim Hilbie exemplifies the word 'teacher'. Every child reaches a new level of understanding and proficiency under his guidance, not just as a musician, but also as a person."



Jim Hilbie addresses the assembly.

elementary school news

CAS CELEBRATES ELEMENTARY SCHOOLS' SUCCESS

By Regina Birdsell, Assistant Executive Director

The Connecticut Association of Schools' Elementary Division held its 14th Annual Program Recognition Banquet on November 17, 2008 at the Aqua Turf Club in Southington. Sponsored by EE Smarts, a Connecticut Energy Efficient Fund Program and Horace Mann Insurance, the theme for the evening was "Celebration of Connecticut Elementary Schools' Success." The evening publicly acknowledged exemplary programs and dedicated staff that have brought about significant school improvement, promoted school success or had a positive impact in their school.

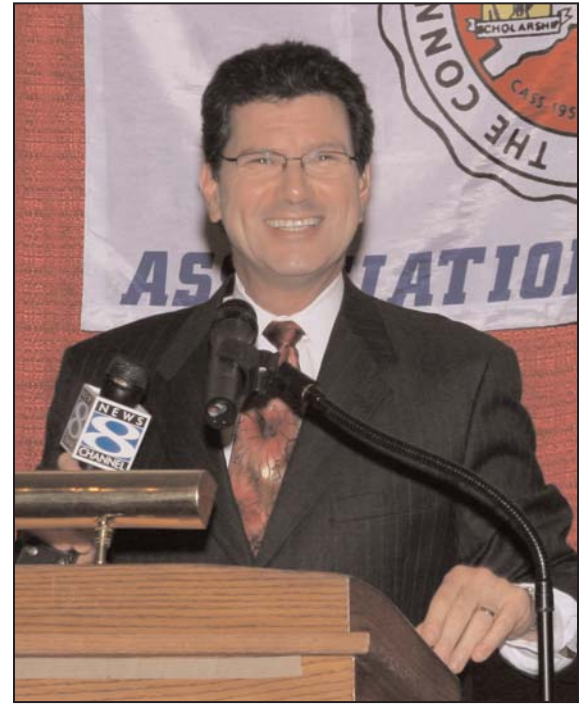
Mr. Geoff Fox, Weather Center Director for Action News 8 served as emcee, providing live weather broadcasts with principals and teachers during the dinner and made the rounds, greeting and meeting all in attendance. Barbara Westwater, Connecticut State Department of Education Associate Chief, Bureau of Curriculum Instruction, presented The Elementary School of The Year Award to Frenchtown Elementary School in Trumbull, with Principal Jacqueline Norcel accepting. A large group of over 100 staff and district supporters came to celebrate the School of The Year honor.

Shirley Taradash, board member from the Ronald McDonald House Charities presented the "Local Heroes Award" to Beth Bren, a fourth grade teacher from East Farms School in Farmington and the CAS Exemplary Elementary Educator for 2007-2008, and Eric Uthgennant, a physical education teacher from Skinner Road School in Vernon. This award recognizes exemplary teachers and provides a 500.00 grant for their school. Guest speaker, Loretta Rubin, Connecticut's National

Distinguished Principal for 2006 spoke passionately about the role of teachers in building school programs and developing new opportunities for students. Dale Bernardoni, Principal of McKinley School in Fairfield and co-chair, gave an overview of the program and introduced the new venue, a multi media presentation recognizing each school and the honorees in attendance. Following the presentation, each principal presented his/her honorees with the Program Recognition plaque. Photos for each school were supplied by Grynn & Barrett Studios, the official photographer for CAS.

Special thanks go to the committee for their thoughtful planning and arrangement of this special evening. Committee members: Dale Bernardoni, Principal of McKinley School in Fairfield; Rosie Vojtek, Principal of Ivy Drive School in Bristol; Renata Lantos, Principal of Bielefield School in Middletown; Jocelyn Poglitsch, Assistant Principal of John B. Sliney School in Branford; Paul Sinicrope, Principal of K.H. Ryerson School in Madison; Gina Vance, Assistant Principal of Gideon Wells School in Glastonbury; and Steve Zepecki, Principal of Hop Brook School in Naugatuck. CAS provided all member schools with a souvenir booklet of the programs honored at this event, and each school also receive a plaque of recognition.

Each school in attendance will receive a DVD of the multimedia presentation. Schools also will have access to the information on all the programs through the elementary section of the CAS website. Next year's Elementary Program Recognition will be held on November 24, 2008. Save the Date!



Geoff Fox, Weather Center Director, Action News 8, served as master of ceremonies.



Shirley Taradash (center), Board Member, Ronald McDonald House Charities, presents the "Local Heroes Awards" to Beth Bren and Eric Uthgennant.



Frenchtown Principal Jacqueline Norcel along with Social Worker David Weitzman receive the CAS 2007-08 Elementary School of the Year banner from Barbara Westwater, Chief, Bureau of Curriculum and Instruction, CSDE.

. . . more elementary school news



Staff, board members and parents celebrate Frenchtown Elementary School's selection as the CAS 2007-2008 Elementary School of the Year!

You're Invited to Honor your Volunteers!

Regina S. Birdsell, Assistant Executive Director

The elementary division of the Connecticut Association of Schools takes great pleasure in announcing the *8th Annual Elementary Parent/Volunteer Recognition Banquet* to be held on March 18, 2008, at the Aqua Turf Club, Southington, at 5:00 p.m. This program is intended to give public recognition to parents or other volunteers who have made major contributions to your schools. Contributions may include volunteering, organizing an event(s), donations, etc. Our major purpose is to provide you with an opportunity to say "Thank you" in a very special way.

We expect that the vast majority of our elementary schools will participate. Your early response will both determine your school's seating location and be of help to us in many ways. You are asked to examine the documents you receive closely. The Connecticut Association of Schools Elementary Division looks forward to receiving notification of your awardees and to greeting you on March 18, 2008, at the Aqua Turf. We must receive your reservations by TUESDAY, FEBRUARY 26, 2008, in order to arrange for plaques and brochures.

Registration will be available starting January 2, 2008 on the CAS website: www.casciac.org/register.

Being a Volunteer — A Noble Profession

by Erma Bombeck

I was a "thousand points of light" long before volunteerism lighted up the sky and had an official name. I had my lights short-circuited, burned at both ends and occasionally punched out. I hang in there because, generally, volunteerism is a dazzling galaxy of gems that streak across the sky and illuminate the world when it falters and cannot find its way.

I was thinking the other day that Americans are intrigued by royalty. Americans have never felt the need for a hierarchy who live in castles and get paid for waving and going to funerals, but I would like to propose a royal family for this country who would have no political power but would symbolize what we are all about and set the tone for our nation. . .the Royal Family of Volunteers.

You cannot be born to this royal family. You must earn your way through the ranks. Congress will not appropriate a salary for your efforts. You won't even have your own principality. The perks of royalty, which usually add up to yachts, box seats, parades and state dinners, may translate to long hours, tired sandwiches, costs, rejection, cold coffee, and screaming kids. Royalty as a rule is recognizable. The Royal Family of Volunteers are nameless, faceless and forgettable. They are often taken for granted, and only a fraction of them are recognized for their talents.

So how do you know you're royalty? Ah. . .it's the crown jewels that give you away—that sparkling tiara of smiles you have given and tears you have shared, and the rich legacy of caring.

CIAC SPORTSMANSHIP SURVEY

In the fall of 2005, the CIAC Sportsmanship Committee surveyed superintendents, principals, coaches, athletic directors and officials on the topic of sportsmanship. Of the 962 respondents, 920 indicated that they felt it was appropriate for the CIAC to develop minimum statewide standards and expectations for sportsmanship; eight hundred eighty-six responded that they would support the development of criteria by which member schools would be sanctioned by CIAC for unsportsmanlike conduct. To view the survey results in their entirety, visit www.casciac.org/pdfs/SPORTSMANSHIPSURVEYRESULTS.pdf.

The pinnacle of bad sportsmanship:

As football players from Magruder and Blake high schools in Maryland shook hands after Magruder's 55-7 victory last month, three Magruder players felt a dull pain in the palms of their right hand and noticed blood dripping. A Blake player not in uniform was found with a folding knife and arrested for slashing them during the walk-through. The three injured Magruder players were treated and sent home.

The pinnacle of good sportsmanship:

At last year's USA Youth Outdoor Track and Field Championships in Greensboro, North Carolina, 16-year-old Colin Kennedy was in contention. On his second throw, he hurled the javelin 153-6, a lifetime best. It elevated him to third place behind Alex Ivanov's mark of 156-1. Kennedy's third throw felt about the same, so he was shocked when the scoreboard flashed 178.8 (54.45 meters). Everyone could see the javelin was stuck in the ground well short of the 50-meter mark. Sitting in the stands, Colin's father Bruce figured the scorekeeper had erroneously transposed the numbers (from 45.45 to 54.45) and that a correction would be made. It wasn't. Upset, Colin went to his dad, who agreed the error had to be corrected. As they looked for an official, Ivanov's father stormed up to them angrily, saying his son had been cheated. When the Kennedys explained they were on his side, the man calmed down. Together, they tracked down the meet referee, who checked both the recording sheet and back-up recording sheet. Unfortunately, both had the same distance (54.45 meters). The referee said he could not alter the decision. At the award ceremony, however, Colin found a way to do it. As the crowd looked on, he traded his medal with Ivanov and stepped down to the third-place spot on the podium, allowing Ivanov to stand on the rightful second-place position. "I felt really good about myself," Colin said later. But perhaps not as much as his father. "You can imagine how proud I was of my son's sense of sportsmanship," his father told us. [Santa Barbara News Press, 7/5/06]

Sportsmanship,

continued from page 1

announcers and administrators. The CIAC Sportsmanship Standards outline expected behaviors for each of these stakeholders. As each puzzle piece was introduced to the audience, and the related standards outlined, the globe gradually came together!

Following the introduction of the CIAC Sportsmanship Statements and Standards, Dr. Robert Tremaglio, Principal of Trumbull High School and member of the sportsmanship committee, explained the "CIAC Sportsmanship Rating Week" program. The program proposes that for one week during each athletic season, student-athletes and coaches will have the opportunity to rate the sportsmanship displayed by their opponents for that week. The anonymous data will be collected, analyzed, and results shared through communications to schools. The data will also be used to inform future sportsmanship initiatives in the state.

State Representative Paul Davis from Orange, CT, then presented a legislative citation to Karissa Niehoff that indicated official state level support for the CIAC's efforts to promote sportsmanship.

After the series of presentations, participants then had the opportunity to attend two of the following six breakout sessions:

1. **"Dealing with Difficult Fans and Parents at Your Events"**- Mr. Fred Balsamo, Executive Director of the Connecticut Association of Athletic Directors
2. **"Mission Possible!- Enhancing Leadership and Sportsmanship in our Schools"**- Ms. Karissa Niehoff, Principal Lewis S. Mills High School in Burlington, and Ms. Sue Homrok, Principal Henry James Memorial Middle School in Simsbury
3. **"The Role of the Captain and Team Leaders in Promoting Sportsmanship"**- Dr. Daniel B.

Switchenko, Department of Health and Physical Education, ECSU

4. **"Working with the Officials to Promote Sportsmanship"**- Mr. Daniel Scavone, Assistant Principal and Athletic Director, Woodland Regional High School

5. **"Programs and Activities Your School Can Implement to Promote Leadership and Sportsmanship"**- Mrs. Dorothy Franco-Reed, Athletic Director, Newington High School

6. **"The Southwest Conference (SWC) Sportsmanship Program and Ratings System- What the League has done to Enhance Sportsmanship"**- Mr. Joseph Velardi, Athletic Director, Pomperaug High School and Mr. Norman Winnerman, Executive Director, SWC

After the breakout sessions, lunch was served in the main ballroom. While dining, participants were treated to an inspirational presentation by Ms. Anne Parmenter, field hockey coach at Trinity College and climber of Mt. Everest. Ms. Parmenter shared slides of her experience climbing Everest and a strong message about the power of teamwork and leadership skills.

To close the conference, Ms. Sue Homrok, principal of Henry James Memorial Middle School in Simsbury and conference chairperson, encouraged participants to work together within their schools and leagues to raise the level of expectation for good sportsmanship and to develop programs that recognize good sportsmanship. Participants were dismissed with the charge to make a difference as leaders in their schools. Adults and students alike expressed their enthusiasm for the conference experience and their renewed sense of commitment to enhancing sportsmanship. It is the hope of the CIAC Sportsmanship Committee that the conference will become an annual event that will feature best practices and outstanding programs throughout the state!

. . . more ciac news

DISTRICT NOT LIABLE FOR COACH-STUDENT AFFAIR

By Linda Coady, Esq.
Andrews Publications Staff Writer

A high school student who failed to show that her school principal knew about the three-year affair she had with her female volleyball coach has lost her Title IX claim against the school district.

Because plaintiff Haley King could not show that principal Don Stockton had actual knowledge of the sexual relationship, she could not demonstrate that the school district was deliberately indifferent to the sexual harassment she suffered, the U.S. District Court for the Southern District of Texas found.

Deliberate indifference on the part of a school official who had the ability to take action against a harasser is a requirement for a successful claim under Title IX of the Education Amendments of 1972, which bans gender discrimination in education, the court explained. Without actual knowledge of the problem, Stockton could not be found deliberately indifferent and the school district cannot be held liable for the affair under Title IX, U.S. District Judge Lee Rosenthal said.

King was a 14-year-old junior high school student in the Conroe Independent School District when she allegedly became involved with Felicia Shupp, the girls' volleyball coach. When rumors of the relationship reached Stockton, he met with Shupp and warned her to "keep her relationships with students professional at all times," court records say.

However, the affair continued even after Stockton transferred to another school and King became a student there, according to court records. Shupp remained in the CISD, but as a middle school English teacher. The affair lasted three years, according to the record.

King reported Shupp's misconduct and the teacher pleaded guilty to sexual assault on a child. King then filed a civil suit against CISD, Stockton and Shupp.

The District Court dismissed Stockton from the suit, finding that he did not have sufficient knowledge of the affair to make his failure to act amount to deliberate indifference to King's rights.

King argued against CISD's motion for summary judgment, contending that there were triable issues of fact with respect to whether five school district employees had sufficient authority over Shupp and knowledge of the affair to support a finding that CISD is liable for the sexual harassment.

Judge Rosenthal disagreed with King's reasoning and granted summary judgment to CISD. In order to recover damages against a school district for a teacher's sexual harassment, the student must show that a district employee with supervisory authority over the alleged harasser had actual knowledge of the harassment and responded with deliberate indifference.

The supervisory authority necessarily involves a
continued on page 12

FROM THE EXECUTIVE DIRECTOR. . .***High School Sports: Should the Emphasis Be on Educating or Winning?***

A short time ago, I went to a high school football game. I stood behind the home team bench as I watched the action and I must admit I was quite amazed at the severity and significance that was placed on the outcome of this game. I was close enough to the action so I could hear every one of the coach's rants as he prodded his players to knock number 21, the opposing team's quarterback and star player, out of the contest.

"Tackle him and step on his ankle when you get up," he ordered.

When a late hit on 21 resulted in a fifteen yard "unnecessary roughness" call, the coach gave a "high-five" to the player guilty of the infraction when he came to the sideline. Eventually the late hits and other abuses paid off and just before the first half ended, number 21 limped to the sideline and never returned to the game.

The home team went on to win by a touchdown and when the whistle blew ending the contest, the players hoisted their triumphant coach on to their shoulders and carried him off the field.

Attending the game brought back memories of my own high school sports career and raised questions in my mind about the issue of sports and winning. I remembered playing hard and wanting badly to win. And I recall players on the field talking about knocking an opposing player out of the game. However, I don't ever recollect our coaches devising a game strategy based upon causing an injury to a player on the opposing team.

A month earlier, I had attended a memorial service dedicated to one of my high school coaches who had passed away. He had coached high school sports teams for over forty years. His teams never won a state championship and only made it to the state tournament on a handful of occasions. Despite his failure to achieve a winning record, hundreds of his former players attended the service.

One of these former players, presently a high-ranking officer in the United States Army, provided these statistics on players who were coached by "coach". Every single player graduated from high school, half of them as honor students; 78% attended school beyond

high school; and nearly all of his former players have achieved varying degrees of success in the American economy.

Another speaker reviewed some of "coach's" now well ingrained verbal messages. Coach told us "Leo Durocher says, 'Nice guys finish last.' Well if I have to be a bad guy in order to win, I'll take losing."

"Learning to be a good sport when you lose is hard, but learning to be a good sport when you win is harder."

"Sports should teach those who participate many types of respect; respect for the game and its rules, respect for those who have the tough job of enforcing the rules, respect for your opponents, respect for your teammates and most important of all, respect for yourself."

Hearing his words after these many years and comparing those thoughts to the messages I had heard at the football game gave me pause as to what has happened to the idea that high school sports are supposed to be an extension of the academic classroom. What are we teaching youngsters when we instruct them that if you want to win you have to find a shortcut to victory such as injuring an opponent?

I do not want to believe that the majority of those coaching high school sports are like the football coach I witnessed. I prefer to think he is an oddity. However, that makes him no less damaging on the psyche of young impressionable athletes who already are being negatively impacted by the models being provided by the professional sports' world.

High school coaches and the educational community face a difficult task if they want to overcome the "we're number one" syndrome and replace it with a blueprint that will produce citizens who will represent the true essence of democratic society. After all, isn't that one of the reasons why we promote and support high school athletic programs?

- Michael H. Savage



... more ciac news

SPORTS PARTICIPATION CONTINUES 18-YEAR UPWARD TREND; GIRLS EXCEED THREE MILLION FOR FIRST TIME

According to the 2006-07 High School Athletics Participation Survey conducted by the NFHS, the number of students participating in high school athletics increased last year, maintaining an 18-year trend. Based on figures from the 50 state high school athletic/activity associations, plus the District of Columbia, participation for the 2006-07 school year rose by 183,006 students to 7,342,910. Through the survey, it was also determined that 54.2 percent of students enrolled in high schools participate in athletics.

Not only is participation at an all-time high, this year's increase is the largest one-year jump since a rise of 225,168 participants between the 1994-95 and 1995-96 school years. The boys' participation total of 4,321,103 is the highest participation level in the past 29 years.

Soccer gained the most female participants in 2006-07 with 16,077, followed by volleyball with 15,798 and cross country with 7,422.

Eleven-player football gained the most participants among boys' sports in 2006-07 with 32,773, followed by soccer with 19,064 and outdoor track and field with 10,195.

Basketball remained the most popular sport for girls with 456,967 participants, followed by outdoor track and field (444,181), volleyball (405,832), fast pitch softball (373,448), soccer (337,632), cross country (183,376), tennis (176,696), swimming and diving (143,639), competitive spirit squads (95,177) and golf (66,283).

In boys' sports, 11-player football once again topped the list with 1,104,548 participants, followed by basketball (556,269), outdoor track and field (544,180), baseball (477,430), soccer (377,999), wrestling (257,246), cross country (216,085), golf (159,747), tennis (156,944) and swimming and diving (106,738).

Texas held its title as having the most sports' participants with 763,967, followed by California (735,497) and New York (350,349).

The participation survey has been compiled since 1971 by the NFHS through numbers it receives from its member associations. The complete results of the 2006-07 survey can be viewed at http://www.nfhs.org/core/contentmanager/uploads/2006-07_Participation_Survey.pdf.

5 MOST POPULAR BOYS' SPORTS: 2006-2007

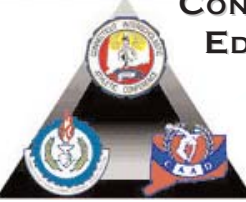
Nationwide		Connecticut	
Sport	# of Participants	Sport	# of Participants
1. Football	1,104,548	1. Football	10,240
2. Basketball	556,269	2. Soccer	7,034
3. Outdoor Track	544,180	3. Outdoor Track	6,871
4. Baseball	477,430	4. Baseball	6,001
5. Soccer	377,999	5. Basketball	5,097

(Source: National Federation)

5 MOST POPULAR GIRLS' SPORTS: 2006-2007

Nationwide		Connecticut	
Sport	# of Participants	Sport	# of Participants
1. Basketball	456,967	1. Outdoor Track	6,276
2. Outdoor Track	444,181	2. Soccer	5,669
3. Volleyball	405,832	3. Softball	4,586
4. Softball (fast-pitch)	373,448	4. Basketball	4,155
5. Soccer	337,632	5. Indoor Track	4,151

(Source: National Federation)



CONNECTICUT COACHING EDUCATION PROGRAM

An Alliance of the:

- CT Interscholastic Athletic Conference
- CT Association of Athletic Directors
- CT High School Coaches Association

Presents

CEU MODULES FOR COACHES

These modules, designed around the Connecticut Department of Education Coaching Competencies, are 3 hours in length and will, when accumulated, satisfy the SDE's requirement of 15 hours of course work within every five (5) year period in order to coach in Connecticut public schools.

Module 9

Psychology of Coaching Interscholastic Athletics

Friday, January 11, 2008 (6pm-9pm)

Module 13

Nutrition, Performance Enhancing Drugs, Supplements

Saturday, January 12, 2008 (8:30-11:30am)

Module 11

Coaching the Female Athlete

Saturday, January 12, 2008 (noon- 3pm)

Module 7

Guide to the Roles and Responsibilities of a Coach

Saturday, January 12, 2008 (3:15pm-6:15pm)

Module 8

Strength and Conditioning Design

Saturday, January 12, 2008 (8:30-11:30am)

All classes will be held at the CIAC office.

Register online at www.casciac.org/regcoachceus/
For more information email fbalsamo@casciac.org.

Title IX, continued from page 11

position with sufficient authority to "repudiate the conduct and eliminate the hostile environment," Judge Rosenthal said. He rejected King's argument that a duty under Texas law to report child abuse confers on a teacher or other school district employees the kind of supervisory authority necessary to expose a school district to Title IX liability.

The judge next observed that the CISD Title IX compliance procedure names the principal and the Title IX coordinator as the two employees responsible for investigating and resolving sexual harassment complaints. Moreover, the policy does not identify athletic directors as employees with supervisory authority or with the responsibility for responding to teacher-student sexual harassment. Therefore, King's argument that athletic directors at the school knew about the affair and could have done something about the problem failed. Judge Rosenthal granted summary judgment to CISD.

STUDY WARNS OF POSSIBLE HEALTH HAZARDS FROM ARTIFICIAL ATHLETIC FIELDS

Environment and Human Health Inc., an advocacy group known for its work on lawn pesticides, is now warning of potential danger from a new kind of athletic turf that is replacing grass playing fields at schools and colleges.

Tests it paid to have done at the Connecticut Agricultural Experiment Station indicate rubber pellets from recycled tires used as fill in the turf can release volatile chemical compounds associated with a variety of health hazards.

EHHI's report, written by public health toxicologist David Brown, urged caution while emphasizing the preliminary nature of its findings. His group called for a moratorium on artificial turf fields pending more study.

State Environmental Protection Commissioner Gina McCarthy responded to the report by asking her materials management unit to examine the issue.

A recent fact sheet issued by the Department of Public Health said it appeared unlikely that the fields posed a health risk, but said uncertainties warrant further investigation.

"It is up to towns to make a case-by-case decision on whether artificial turf is the right choice for a particular setting," the fact sheet said.

EHHI's report described the rubber pellets, which are made from shredding and grinding used tires, as crumbs roughly the size of coarse sand. By weight they can comprise as much as 90 percent of an artificial field, which can cost \$750,000.

The new type of turf fields is distinct from older turf fields that have a foam base. The fields are gaining popularity because they are believed to pose less risk of physical injury to athletes because they are easier to maintain than natural turf and, ironically, do not require treatment with pesticides.

The New York Times recently reported about 30 of the fields have been installed in Connecticut.

The president of Forever Green, a Pennsylvania-based company that has installed artificial fields in Montville and Greenwich, told the *New London Day* that his firm uses only material from tires manufactured by U.S. companies that meet all government standards. He said the rubber in his product is inert and has undergone testing.

But Brown of EHHI said some turf manufacturers use foreign tire material that does not meet U.S. standards.

His report said preliminary tests found the tire pellets sampled could "out-gas" a variety of potentially hazardous compounds and that the release grew with the temperature. It identified four compounds associated with skin and respiratory ailments, but said the potential risk to children is unknown.

The report also contained a review of other studies done on tire pellets. The full report can be accessed at www.ehhi.org. (Source: *CT Town & City*, Nov-Dec 2007)

CIAC-CPTV Partnership, continued from page 1

"The Guzze Family" writes:

- > Hi-
- >
- > We just want to let you know thanks for broadcasting > all of the High School Football "Championship
- > Saturday" Games. It was very enjoyable.
- >
- > We hope you broadcast all of the championship
- > basketball games in March.
- >
- > Thanks so much,
- > The Guzze Family
- > Home of the runner-up "Berlin High School Redcoats"

"Dixon, Woodrow L" writes:

- > Ms. Bauer,
- >
- > As a Sports Correspondent for the Bloomfield Journal covering
- > Bloomfield Sports for 14 years, including the Bloomfield Warhawks
- > football championships under Jack Cochran as well as covering
- > sports events for Bloomfield Access Television Station (BATV), I
- > applaud and congratulate CPTV for its coverage of the 32nd State
- > CIAC football playoff games.
- >
- > I watched most of the live telecasts of the Ansonia-New London game
- > on Saturday afternoon and a portion of the Bunnell-Masuk game
- > Saturday evening.
- >
- > Sunday, I watched large portions of the New Canaan-Hand, the
- > Seymour-Tolland and the Berlin-Ledyard games, despite it being an
- > NFL football Sunday.
- >
- > I believe CPTV hit on something special by broadcasting the state
- > CIAC football games.
- >
- > I think CPTV can successfully have a second digital channel that
- > televises various high school sporting events.
- >
- > I think the entire state will enjoy the live and/or taped broadcasts of
- > the various sporting events involving the state's high school athletics
- > programs.
- >
- > I know Bloomfield student-athletes and parents have enjoyed BATV's
- > broadcast of the boys and girls hoop games that I have commentated
- > over the last 13 years, and this past season I was the commentator for
- > the first ever broadcast of Bloomfield girls' soccer games on BATV.
- >
- > My point is that I believe there is a strong and untouched niche for
- > the broadcasting of high school sports in the state. I think CPTV
- > working in conjunction with WFSB Television (Joe Zone) may have
- > started something special and exciting here.
- >
- > I think if CPTV and WFSB work with the local access stations, this
- > can really take off.
- >
- > Thanks for the broadcast of the CIAC football games.
- >
- > Woody Dixon

. . .more ciac news

CPTV-CIAC RELATIONSHIP SHOULD CONTINUE

By Mike DiMauro, Assistant Sports Editor

Reprinted from the *New London Day*, December 4, 2007

Pundits, coaches, fans and administrators across the state have made it something of a pastime to trash the Connecticut Interscholastic Athletic Conference, the state's governing body of high school athletics. It's easy to criticize what is perceived as a mostly nameless, faceless bureaucracy.

This just in: The CIAC is not a bureaucracy. It is a compilation of its member schools, meaning that its member schools decide policy, not 12 angry men in bad suits. And when the CIAC gets one right, as it did this weekend, it becomes the responsibility of the same grumblers to convey a little praise, too.

Hence, begin the applause for the CIAC's agreement with Connecticut Public Television to broadcast this past weekend's championship football games. The CPTV people earned a straight 'A.' Not just for the live broadcasts, but for the tape-delayed games shown Sunday.

The camera angles were crisp and clear. The sound quality picked up crowd noise. The broadcasters, some unfamiliar with the teams, were prepared and gloriously bereft of shtick. The broadcasters at the two live games, New London/Ansonia and Bunnell/Masuk, were particularly impressive: play-by-play voice Bob Sagendorf of WATR radio in Waterbury as well as color men Steve Gesseck and Steve Croce of Naugatuck.

Think about this for a minute: How many televised games do you watch now where killing the broadcasters or some other part of the telecast has become in vogue? There was not one aspect of the telecasts that merited a hint of criticism.

And now players, coaches, parents, relatives and friends have the keepsake of a lifetime. Imagine the day when Ledyard junior J.J. Jablonski's grandkids think he's kidding, or embellishing, about the throw-back pass to quarterback Marc Mignault that helped win a state championship. He'll have a tape/DVD or whatever gadget they use now of the sights and sounds of Dec. 1, 2007.

The CIAC and CPTV need to continue — and enhance — their agreement. The championship games should be broadcast next season, without question. Perhaps next season, in addition to the championship games, CPTV could broadcast a "game of the week" every Friday night. (Of course, we might hear complaining from football coaches that televised games would give their opponents scouting tape they might not normally get.)

Perhaps CPTV could broadcast boys' and girls' basketball tournament games this winter and softball and baseball in the spring.

During halftime sessions of the various championship games, CPTV officials asked the viewers their opinions of watching more sports on their network. Here is one opinion: It's terrific. Wunderbar. Cool. The bomb.

And much as we Lords Of The Laptop hate to admit this, television adds some serious cachet to the events. Surely, there is room alongside Masterpiece Theater for high school sports.

CPTV has done exemplary work broadcasting UConn women's basketball. At the time it began, women's basketball was nowhere to be found regularly on television anywhere, providing fans an outlet they never had. For the same reason, officials from the Connecticut Sun really ought to consider some agreement with CPTV to at least broadcast the team's road games, now that the Sun's popularity is higher than ever.

And for the same reason, Connecticut high school sports should be a natural. In an era when it feels as though we can watch anything we want with our flat screens, satellite dishes and TiVos, we have no outlet to high school sports. That's why this would be a perfect marriage between CPTV and the CIAC.

Viewers, however, must let CPTV know their interest in this. Call, write, e-mail, whatever. Telecasts of high school sports don't — and won't — just happen.

The best championship season of Connecticut high school football came in 2003, when a snowstorm postponed the games to Monday, Tuesday and Wednesday. Fans got a chance to see all six games at one site, West Haven, which is becoming the home office for high school sports.

This, too, was one of the great championship Saturdays in history. The games were mostly competitive, the weather was perfect for football and CPTV's presence added to the theater. The CIAC and CPTV should be commended — and encouraged to continue the relationship.

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CURRENT CONCEPTS: CHANGES IN CONCUSSION MANAGEMENT

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INTRODUCTION

Dramatic changes have occurred in the last few years in concussion evaluation and management. Many coaches and athletes are questioning whether there is an increase in the incidence of sports-related concussion, or whether medical personnel are just getting more conservative. No surprise, the answer is more complicated.

In November 2001, the 1st International Symposium on Concussion in Sport was held in Vienna to review the research on sports-related concussion and make recommendations to improve the safety and long-term health of athletes. In November 2004, the 2nd Symposium was held to update the findings and recommendations of the 1st Symposium.

The incidence of concussion does appear to be increasing. Part of this is due to the increased number of athletes participating in higher-risk sports, especially among females (such as lacrosse and ice hockey). The size and strength of athletes also is increasing, potentially generating more contact force. However, there is also an increased awareness of, and research regarding, the potential long-term neurological damage that can occur from head injuries. As a result, coaches, athletes, and medical personnel are more familiar with the signs and symptoms of concussion and are more accurately and more frequently identifying these symptoms in athletes.

The 2nd Symposium produced a set of recommendations regarding concussion evaluation and management that has come to be known as "the 2004 Prague Consensus Statement." These are outlined below.

DEFINITION OF CONCUSSION

According to the Prague Statement, concussion is defined as "A complex pathophysiological process affecting the brain, induced by traumatic biomechanical forces" and involving one or more of the following features:

1. Concussion may be caused either by a direct blow to the head, face, neck or elsewhere on the body with an "impulsive" force transmitted to the head.
2. Concussion typically results in the rapid onset of short-lived impairment of

neurologic function that resolves spontaneously.

3. Concussion may result in neuropathological changes, but the acute clinical symptoms largely reflect a functional disturbance rather than structural injury.
4. Concussion results in a graded set of clinical syndromes that may or may not involve loss of consciousness. Resolution of the clinical and cognitive symptoms typically follows a sequential course.
5. Concussion is typically associated with grossly normal structural imaging studies.

EVALUATING CONCUSSIONS

Recognizing the limitations, and often conflicting nature, of the various concussion grading scales, the Prague Consensus advocated **abandoning the use of injury grading scales** in favor of using combined measures of recovery to determine injury severity and prognosis, thereby individualizing return-to-play (RTP) decisions. In other words, it has been largely recognized that the severity of a concussion can actually only be correctly identified in retrospect. In fact, there is little published data supporting the relationship between the number and duration of acute concussion signs and symptoms and/or the degree of neuropsychological impairment.

Signs & Symptoms of Acute Concussion:

a) Cognitive Features

- Confusion, unaware of period, opposition, score of game
- Amnesia
- Loss of consciousness

b) Typical Symptoms

- Headache or pressure in the head
- Balance problems or dizziness
- Nausea
- Feeling "dinged", "foggy", stunned or "dazed"
- Visual problems (e.g., Seeing stars or flashing lights, double vision)
- Hearing problems (egg, ringing in the ears)
- Irritability or emotional changes
- Other symptoms such as a subjective feeling of slowness and fatigue in the setting of an impact may indicate that a concussion has occurred or has not fully resolved.

c) Physical Signs

- Loss of consciousness/impaired conscious state
- Poor coordination or balance
- Concussive convulsion/impact seizure
- Gait unsteadiness/loss of balance
- Slow to answer questions or follow directions
- Easily distracted, poor concentration
- Displaying inappropriate emotions (egg, laughing, crying)
- Vomiting
- Vacant stare/glassy eyed
- Slurred speech
- Personality changes
- Inappropriate playing behavior (egg, running the wrong direction)
- Significantly decreased playing ability

Loss of Consciousness

While LOC has traditionally been used as a marker of injury severity, newer data suggests that, while LOC may be associated with specific early deficits, it does not necessarily imply severity, nor does it necessarily classify a concussion as complex.

Amnesia

Published evidence indicates that the nature, burden and duration of post-concussion symptoms may be more important than the presence or duration of amnesia. Furthermore, retrograde amnesia is poorly reflective of injury severity since it varies based on when the assessment is made post-injury.

Diagnostic Imaging

X-rays, MRI, and CT scanning are not used to diagnose concussion. Conventional structural neuroimaging is usually normal in concussive injury. Brain CT and MRI contributes little to concussion evaluation but should be employed whenever suspicion of an intracerebral structural lesion exists. Examples of such situations may include prolonged disturbance of conscious state, focal neurologic deficit, recurrent or persistent vomiting, new onset seizure activity, or worsening symptoms. **It is important to remind athletes and parents that a negative scan does not mean "no concussion!"**

Computerized Neurocognitive Testing

Recent years have witnessed a virtual explosion in the use of computerized neurocognitive

continued on page 16

Concussions, continued from page 15 testing (NCT) for concussion evaluation and management. Programs such as ImPACT® and Headminder® have become staples of concussion protocols at schools and in office settings alike. Unfortunately, the use of these tools has largely been market driven and not based on wholly reliable data.

According to the Prague study group, formal cognitive assessment is currently problematic until late teen years due to the ongoing cognitive maturation that occurs during this period which, in turn, makes the utility of comparison to either the person's own baseline performance or to population norms limited. Furthermore, there is no data that supports the use of these tests to diagnose a concussion or to make a RTP decision.

Do these tests have a role in concussion management? The answer is a qualified "yes."

First, unless the athlete has a pre-injury baseline test to be used for subsequent re-test comparison, any post-injury testing is meaningless. The ImPACT® company argues that post-concussion test results can be compared to "normative baselines." However, there is absolutely no data that supports such a claim. And what is normative for a 15 year old football player is not the same for an 18 year old field hockey player.

Second, **there is absolutely no medical basis for subjecting an athlete to NCT while still symptomatic.** It will not change the RTP status, and it further subjects the athlete to cognitive stress. Once the post-concussion symptoms have resolved, NCT testing may be indicated to help determine if residual subclinical

neurocognitive deficits remain that would further restrict RTP. However, even in that scenario, there is no published data that indicates that the results of NCT can be used to determine RTP status. These tools remain largely investigative in nature, not clinical.

The two computer-based NCT testing programs currently in widespread use include ImPACT® and Headminder®. ImPACT® has the lion's share of market penetration, due mostly to aggressive marketing. With both programs athletes perform a preseason baseline test, against which subsequent post-injury testing can be compared.

RETURN TO PLAY PROTOCOL

A suggested RTP Protocol, which is adapted from the 2004 Prague Consensus, is as follows:

No activity while symptomatic - complete rest, including as much sleep as the athlete desires. (Do NOT wake the athlete regularly to "check on him!") Generally, for as long as it takes the symptoms to clear, we recommend that same length of time for additional rest before proceeding to level 2. (Once asymptomatic, computerized NCT may be repeated.)

Once Symptoms Resolve:

Day 1: Light aerobic exercise such as walking or stationary cycling, no resistance training. Monitor for return of post-concussion symptoms.

Day 2: Sport specific exertional exercise (e.g., skating in hockey, running in soccer); progressive addition of resistance training at steps 3 or 4.

Day 3: Non-contact training drills.

Day 4: Full contact training after medical clearance.

Day 5: Game play.

If the athlete becomes symptomatic with activities at a certain level, a return to rest is instituted. Only if the athlete remains asymptomatic and clinically free of stigmata at one level can he/she advance to the next level.

For relatively "minor" concussions where symptoms clear within 24 hours, the RTP protocol may be condensed into 1-2 days.

Children (< 18 y.o.) should not be returned to playing or training until clinically completely symptom free. In addition, the Prague Consensus introduced the concept of "cognitive rest" with special reference to a child's need to limit exertion with activities of daily living and to limit scholastic activities while symptomatic. Even activities such as playing a musical instrument (especially wind instruments) may need to be restricted.

Because of the different physiological response to head trauma during childhood, a conservative RTP approach is recommended. It may be appropriate to extend the amount of time of asymptomatic rest and/or the length of the graded exertion testing in children and adolescents.

CONCLUSION:

Concussion represents a physical and biochemical insult to the brain, with resulting impairment in function. When available, coaches should defer evaluation and management of potential head injuries to qualified medical personnel. At the very least, coaches should be familiar with the signs and symptoms of concussion as outlined above. It is better to be safe. Returning an athlete too soon increases the risk of permanent neurocognitive damage, as does repetitive concussions over time.