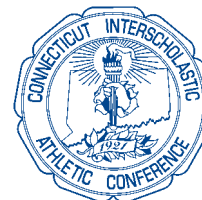




# BULLETIN

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. 79 / NO. 5

FEBRUARY 2005

## MOONEY PUBLISHES FOURTH EDITION OF SCHOOL LAW GUIDE

**Editor's Note:** *Shipman and Goodwin LLC's Tom Mooney, well-known attorney and "Legal Mail-bag" columnist, recently sat down with our editorial staff to talk about the publication of the fourth edition of his Guide to School Law. Here is what we learned.*



**BULLETIN:** CABE has just published the *Fourth Edition of A Practical Guide to Connecticut School Law*. What is new with this edition?

**MOONEY:** The *Fourth Edition* comes with a companion CD with the text of the Guide. The CD contains hyperlinks to all of the statutes cited and many of the judicial decisions. Given the wealth of information on the Internet and the access most educators have to broadband service, this innovation should be of interest to many readers. By simply linking to the statutes or cases, the reader has the information readily available without conducting a search.

**BULLETIN:** One concern about links is that they go out of date. What are your plans for updates?

**MOONEY:** That is a good point. The CD is labeled Version 1.0, and it will regularly be updated. For example, we know that the statutes will be updated this spring and that the links will all change. We will then create a new CD, and purchasers of the book can obtain those updates for the Fourth Edition free of charge.

**BULLETIN:** How did you come to write the *Guide*?

**MOONEY:** It was sort of an accident. Since 1980, CABE has published a column I write, "See You in Court!" In 1993, CABE asked if it could compile my columns into a book. I was delighted, but I thought that the compilation should include a brief introduction to Connecticut school law. Since I had been teaching school law at UConn Law School since 1985, I thought that it would be easy. The more I wrote, however, the more I had to write, and the *Guide* was born. The compilation and the Guide were published simultaneously in 1994. There has never been much interest in the compilation (and recent columns are available online), but the Guide has taken on a separate life of its own.

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## DUNKIN' DONUTS EXPANDS SCHOLARSHIP PROGRAM

For the second year, Dunkin' Donuts Franchises of Connecticut and the Connecticut Association of Schools are in partnership for a scholarship program benefiting high school seniors throughout the state of Connecticut. Dunkin' Donuts will offer twice as many scholarships as were available last year.



The Connecticut Dunkin' Donuts Franchisee Scholarship Program, assisted by the Connecticut Association of Schools, will award 100 separate \$1,000 scholarships to "well-rounded" high school seniors: those who excel academically, demonstrate leadership qualities, and have been involved in activities within their schools and communities.

Dunkin' Donut Franchisee Bill Ghio said in making the announcement, "The program was such a success last year that we decided to double the scholarships from 50 to 100 scholarships in 2005. With the rising costs of today's higher education, we are proud to support Connecticut's top students any way we can."

The CT Dunkin' Donuts Franchisee Scholarship Program was established to highlight the importance of education and to provide support to residents in communities where Dunkin' Donuts serves. With the rising costs of higher education, traditional means of paying for college - financial aid, student loans and part-time jobs - are often not enough to cover the tuition, fees and technology needed for school. The goal of the CT Dunkin' Donuts Franchisee Scholarship Program is to help ease the burden of college tuition for 100 families in Connecticut.

The Dunkin' Donuts Scholarship Program demonstrates the franchisees' longstanding commitment to supporting youth and education-based programs in the community.

"We are extremely pleased with the decision by Dunkin' Donuts to offer scholarships again this year and are delighted that they have doubled the number. The franchise owners are a model of corporate leadership in their financial support for outstanding Connecticut high school seniors," said CAS Executive Director Michael Savage

An applicant to the Dunkin' Donuts Scholarship Program must be a Connecticut resident and must be a high school senior who plans to enroll at least half-time in a baccalaureate degree program at an accredited college or university, an associate degree program at an accredited junior or community college, or a certificate program at an approved vocational or technical institute.

Applications will be available in Dunkin' Donuts stores and in high school guidance offices throughout the state beginning March 1, 2005. Applications must be postmarked by April 15, 2005 for consideration.

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CAS & American Red Cross team up to promote blood drives

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Two CT spirit coaches win national honors!

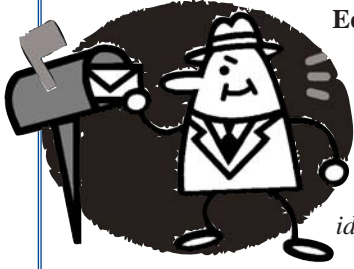
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Register for the 21st Annual C.A.A.D. Conference

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# LEGAL MAILBAG

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



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

**Q. Dear Mailbag:** We have really tightened up our procedures, and we require that all visitors report to the office and get one of those smart-looking visitor stickers to wear. When I gently reminded one of our parents about the need to comply with this requirement, she became quite agitated. She claimed that our school is a public building and that as a member of the public she has every right to walk around the building. To make matters worse, she is of Middle Eastern descent, and she accused me of singling her out and asked me if I think she's a terrorist or something. Can I hold my ground? -- *Safety First*

**A. Dear Safety:** The parent is simply wrong in her public building claim. While your school is owned by town and controlled by the board of education, both public authorities, it is not "open to the public." Schools have the right and responsibility to implement reasonable security measures, including a requirement that visitors sign in at the office. The tricky thing here is enforcement. Given the constitutional principle of "equal protection," different parents have the right to expect that they will be treated in the same manner as regards school security unless some specific fact (e.g., past misconduct) justifies differential treatment. It is therefore important to assure that any school security procedures adopted can be and will be consistently enforced.

**Q. Dear Mailbag:** Earlier this week, a student told me that he saw Joe Blow, one of our fifth year seniors, take a knife from his locker and put it into his pocket. However, out of fear of retaliation from Joe the student implored me to keep him out of it. Yesterday I searched Joe's locker and found nothing. I called Joe to my office and searched him, again with no luck. When I confronted Joe with the allegation, he vehemently denied having a knife in school and demanded to know who had

made the allegation. I refused to say, but given my experience I just know that Joe is lying. Can I recommend to the superintendent that he be expelled under our "zero tolerance" policy? -- *Ready to Roll*

**A. Dear Ready:** Unless you bring the other student in to testify, you have no direct evidence concerning Joe's possession of a knife in school. Hearsay is testimony of a statement made by another offered for the truth of the matter asserted. An expulsion based on your reporting what the student said to you would rely exclusively on hearsay and would deprive Joe of a meaningful opportunity to cross-examine the evidence against him. Since expulsion deprives students of the significant right to attend school, school boards must assure that the process is fair. For now, I'd just keep my powder dry.

**Q. Dear Legal Mailbag:** Citing our role *in loco parentis*, we just announced a new rule. In our handbook we warn everybody that students should have no expectation of privacy in their personal effects (backpacks, purses, contents of their pockets, etc.). Now when we feel the urge to search students in a class, we just tell them to put everything on the table. Happily we haven't found much of interest, but there is comfort in reserving our right to act just like a real parent. Can I recommend this to my colleagues? -- *Big Mother*

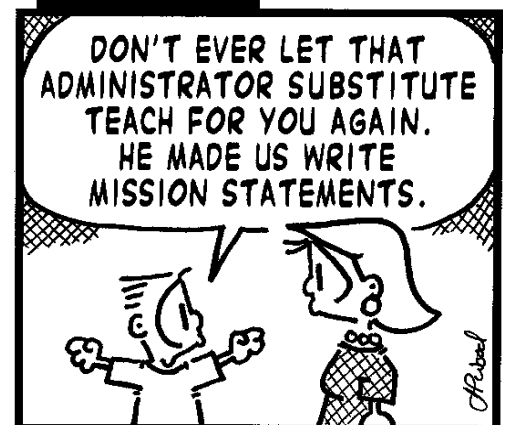
**A. Dear Big:** I suggest not. *In loco parentis* gives teachers and others certain rights of supervision and control, but school officials are still government actors subject to the Fourth Amendment prohibition against unreasonable searches. Just last year the Eighth Circuit held that such a policy in Little Rock was unconstitutional. The rules for searching a student or his/her effects are the same - the basis for the search must be reasonable and the search may not be excessively intrusive. You had better rethink your policy.

## ct news & notes

■ According to a report released last month by the Connecticut Department of Education, more than three-quarters of the state's school districts made adequate yearly progress (AYP) for the 2002-03 school year under the requirements of the federal *No Child Left Behind (NCLB) Act*. A total of 142 of the state's 185 local, regional and statewide school districts and charter schools met the AYP standards while 43 did not. Last year, 99 Connecticut districts were designated as not making AYP. While the decrease to 43 districts shows that some clear progress has been made – for example, last year 27 were designated for failing to meet the 95 percent participation standard, and this year no districts were designated for this reason alone – a major reason for the change is the flexibility Connecticut was granted in how the state identifies districts. Last year, a district did not make AYP if it did not meet the AYP criteria on either the Connecticut Mastery Test or the Connecticut Academic Performance Test; this year, a district does not make AYP if it did not meet the AYP criteria on both the CMT and the CAPT. It is possible for a district to be designated as not making adequate yearly progress while none of its schools is designated as not making AYP. This is because subgroup results are reported for AYP only if subgroups include at least 40 students. It is possible that no schools reach that number, but that when subgroup numbers for all schools are totaled, the district as a whole has subgroups of 40 or larger and may then be cited for inadequate student performance by one or more subgroups.

■ According to recent data compiled by the U.S. Census Bureau, the state government gained only 25 jobs from 1998 to 2003. The state is, however, still its own largest employer. There were 70,779 full-time state jobs in Connecticut in 2003 -- several times more than the casinos, defense contractors, insurance companies or other major companies employ. The salaries of all those employees amount to \$264 million gross a month -- the 11th smallest state payroll in the country. This \$3.17 billion annual expenditure represents a 21% increase since 1998.

## SCHOOLIES © 2002 by John P. Wood



## ... more ct news & notes

■ Connecticut is seeking an exemption from the expanded testing requirements of the *No Child Left Behind Act* on the ground that the additional testing will cost millions of dollars, without any benefit. The state currently tests students in grades four, six, and eight and is scheduled to expand its mastery test to grades three, five, and seven in the spring of 2006 to comply with the federal law. In a letter to the U.S. Department of Education, state Education Commissioner Betty J. Sternberg wrote, "Our tests are among the most demanding in the country. Adding tests in grades 3, 5 and 7 ... will tell us nothing that we do not already know about our students' achievement." Commissioner Sternberg also is requesting greater flexibility in interpreting NCLB, especially as the law applies to testing special education and non-English speaking students. Specifically, she seeks discretion to give some special education students tests below their grade level and to exempt non-English speaking students from testing requirements for up to three years. She says funds would be better spent on upgrading existing exams or developing tests that would be more useful to teachers in modifying instruction. Education experts note that several states have requested flexibility in interpreting NCLB, but say that obtaining exemption from a major portion of the testing requirements would be a significant concession.

■ More than 200 new Air Force Junior Reserve Officer Training Corps units will be added nationwide between 2005-2007. The objectives of the AFJROTC are to provide high school cadets with instruction in air and space fundamentals; to promote community service; and to instill the values of citizenship, service, responsibility, character, and self-discipline. The U.S. Air Force provides the curriculum, instructors, and program model. There are currently four active units in Connecticut -- Danbury H.S., Norwalk H.S., Naugatuck H.S., and Torrington H.S. If your high school is interested in establishing a unit, please visit [www.afoats.af.mil/AFJROTC/default.htm](http://www.afoats.af.mil/AFJROTC/default.htm).

■ Working with the U.S. Postal Service and the National Center for Missing & Exploited Children, ADVO, a Windsor-based direct mail company, founded the "America's Looking for Its Missing Children" program 20 years ago. Each week, ADVO uses its nationwide resources to distribute "Have You Seen Me" cards to 120 million Americans across the country. To this date the program has led to the recovery of 136 missing children. Last month, Senator Joe Lieberman awarded the "America's Looking For Its Missing Children" program his "Connecticut's Best" award, which he bestows to Connecticut-based individuals and groups who have made an extraordinary contribution that benefits Connecticut and the nation.

## national news & notes

■ A study published in the *Journal of Pediatrics* reports that children suffering from diabetes and other hormonal disorders run an increased risk of becoming targets of bullying, teasing, or being snubbed by classmates. The study raises concerns that diabetic victims of such behavior are less likely to perform the blood testing and maintain the diet restrictions necessary to control their condition. According to Eric Storch, co-author of the study and an assistant professor of psychiatry and pediatrics at the University of Florida's College of Medicine, "If you know kids may tease you because you have to go to the bathroom to check your blood sugar, or you can't eat some foods, you might begin avoiding those things." Dr. Storch believes "the more bullied a child is, the less he checks his blood sugar or adheres to his diet" in order to avoid appearing different from his/her peers. Researchers interviewed 93 children, including 33 with diabetes, 26 with low thyroid function, 25 with short stature, 3 with male breast development, 3 with early puberty, and 3 with late puberty. Approximately 33% of the children reported being bullied in the past month, and 20% expressed fear of social situations as a result of being bullied. Study participants, parents, and guardians reported depression, loneliness, and loss of self-esteem among the consequences of bullying. Researchers express surprise that children with diabetes and low thyroid function, conditions that are less noticeable, reportedly are more likely to be bullied than children with conditions affecting their physical appearance, such as early or late puberty, short stature, or male breast development.

■ A widely reported study released in March, 2004 overstated the increase in obesity-related U.S. deaths by about 35,000, the U.S. Centers for Disease Control and Prevention said last month. "Through an error in our computations, we overestimated the number of deaths caused by poor diet and physical inactivity," Dr. Julie Gerberding and others state in a letter published in the January 19th issue of the *Journal of the American Medical Association*, which carried the original report. "Our principal conclusions, however, remain unchanged: tobacco use and poor diet and physical inactivity contributed to the largest number of deaths, and the number of deaths related to poor diet and physical inactivity is increasing," it adds. In the statement the CDC says the number of obesity-related deaths in 2000 increased by 65,000 over 1990 levels, not 100,000 as originally calculated. The original study concluded that in 2000 there were nearly as many obesity-related deaths, at 400,000, as there were deaths related to tobacco use, at 435,000. The CDC said at the time this provided evidence that obesity could overtake tobacco use as the leading cause of preventable U.S. deaths. The correction does not address that projection, except to say the principal conclusions remained unchanged.

■ The principal of a Palo Alto middle school may not invite a popular speaker back to an annual career day after he told girls they could earn a good living as strippers. Management consultant William Fried told eighth-graders at Jane Lathrop Stanford Middle School that stripping and exotic dancing can pay \$250,000 or more per year, depending on their bust size. "It's sick, but it's true," Fried said in an interview later. "The truth of the matter is you can earn a tremendous amount of money as an exotic dancer, if that's your desire." Fried has given a popular 55-minute presentation, "The Secret of a Happy Life," at the school's career day the past three years. He counsels students to experiment with a variety of interests until they discover something they love and excel in. But John Lathrop Principal Joseph Di Salvo said Fried may not be back next year. The principal said Fried's comments to the class came after some students asked him to expand on why he included "exotic dancing" on his list of 140 potential careers.

■ We all know the tremendous pressures every school is under to prepare students for the new SAT and high-stakes testing required by "No Child Left Behind." Educators are looking for strategies and programs that develop students' reading, critical thinking and writing skills. With these needs in mind, American Association of School Administrators (AASA), the National Association of Secondary School Principals (NASSP) and the Josephson Institute of Ethics (administrator of the national Character Counts Coalition) have partnered to create *Foundations for Life*, a new maxim-based essay and discussion program that can build the skills necessary to have a positive impact on test scores. At the same time, participation in the program will provide students with an unusually powerful opportunity to broaden their exposure to enduring truths and profound insights found in literature, history and philosophy. Funded by the Templeton Foundation, the program provides school administrators with a no-cost, easy-to-implement way to: (1) enrich existing programs, (2) meet state and federal academic standards, (3) give students the incentive to develop a love of reading and learning, and (4) help them develop positive life strategies. Schools may also submit up to five essays per grade level to the national Foundations for Life recognition program - a significant benefit to students and their schools. National submissions are due March 15, 2005. The national FFL office will communicate award results by May 1 to accommodate school ceremonies and graduations. Download free materials and information from <http://www.ffl-essays.org/>.

... more national news & notes

■ The 9-year-old Met School, in Providence, RI, defies convention, with no letter grades, no required classes, and "advisors" - instead of teachers - who work with the same small group of students for four consecutive years. Instead of taking tests, the 580 students present "exhibitions" of their work. With 100% of its seniors accepted each year to college, the Met's "one student at a time" approach to learning has caught the attention of educators around the country. The success of the school also prompted the Bill and Melinda Gates Foundation to fund a nationwide network of similar schools known as the *Big Picture*. "There simply are kids that are wired differently or have had different life experiences. They need schools that are highly individualized and highly supportive," said Tom Vander Ark, executive director of education for the Gates Foundation. "Among the 18 *Big Picture* campuses established in the last two years are schools in Oakland, San Diego, Sacramento and rural El Dorado, Calif. Dennis Littky, founder of the Met School and co-director of the Big Picture Company said, "The conventional U.S. high school is little more than an early 20th century assembly line. The word most kids use when they talk about high school is 'boring.' What a shame."

■ The reauthorized federal Child Nutrition Act (CNA) requires all local school districts to put "wellness" programs in place by the beginning of the 2006-07 school year. While the CNA spells out some of the components that must be included in "wellness" programs, school districts are waiting for detailed guidance from the U.S. Department of Agriculture. The CNA requires school districts to

appoint wellness councils, which must include a variety of members, such as students, teachers, community members, and representatives of the district's food-service program. The wellness councils in turn will be responsible for developing plans that will address the types of food sold in schools, physical education, and nutrition. School districts are also required to appoint monitoring officers to ensure compliance. The School Nutrition Association (SNA) is urging local school districts to begin planning now, even though federal money for the program will not be available until 2006.

■ According to a new government report, schools lag behind much of society in using technology. "Education is the only business still debating the usefulness of technology," said Education Secretary Rod Paige in the National Education Technology Plan. "Schools remain unchanged for the most part despite numerous reforms and increased investments in computers." Educators still lack training and understanding about how computers can be used to help students, trailing far behind their students in computer literacy. Students across the country see technology as an essential part of their lives, yet the primary place most of them gain access to it is at home, not at school, the education department report on school technology said. The report did, however, reveal some good news: virtually all U.S. schools are connected to the Internet, with about one computer for every five students. Overall, more schools are using technology to offer tutoring, track student performance and increase communication between parents and teachers.

**GIRLS RULE!**

What once was a playground taunt has turned out to be true: *Girls are better than boys*. Girls have eclipsed boys on state and national tests, reports Staci Hupp, a reporter for the Indianapolis Star newspaper. They are more likely to stay in school and to graduate, and they demand less special attention than boys, data show. That marks a dramatic turn from the time when schools were urged to nurture girls' brains instead of their baking skills. School officials and experts now fear the effort to pull girls up to an equal footing had an unintended consequence. "Boys are lagging, and in my view we are seeing the tip of a very serious national problem," said Judith Kleinfeld, a psychology professor at the University of Alaska in Fairbanks. A U.S. Department of Education study last month noted the academic edge that boys once held has vanished, and "the issue now is that boys seem to be falling behind," said Education Secretary Rod Paige. "We need to spend some time researching the problem." Nationally, girls already had eclipsed boys in reading and English, but their lead appears to be growing. They also have caught up to boys in math and science classes and are more likely to earn a college diploma within six years, the education department's study found. The big question with the performance gap is why. Today, some researchers link a gender gap in the classroom to a lack of male role models. The number of men who pick teaching careers is at a 40-year low nationally at a time when more children grow up without fathers. And some scientists believe decades of feminist-driven attention on girls has paid off.

**Quality Counts 2005**, the ninth annual report card on public education in the 50 states, focuses on changing school finance systems and the growing push to link funding to student performance. *Education Week's* study of the 50 states and the District of Columbia finds that 31 states are considering major changes in how they pay for education or allot money to school districts. Sixteen states are embroiled in litigation challenging the school finance systems they now have in place. The report includes finance snapshots for each state. It also examines how states raise revenue for education, support their "at risk" students, and compensate their teachers. As always, the report grades the states on the health of their education systems based on indicators related to student achievement; standards, assessments, and accountability; efforts to improve teacher quality; school climate; and resources. The full report can be accessed at <http://www.edweek.org/ew/toc/2005/01/06/index.html>.

CT'S REPORT CARD			
	2003	2004	2005
Standards and Accountability	B	B-	C+
Improving Teacher Quality	B	A-	A-
School Climate	B-	B-	B-
Resources (funding)			
Adequacy	A-	A-	
Equity	D	D	B-

Connecticut received high marks in the area of "Efforts to Improve Teacher Quality." Only Louisiana and South Carolina scored higher in this area. On the whole, CT's scores remained largely unchanged from previous years. View CT's profile at: [www.edweek.org/ew/qc/2005/map.html](http://www.edweek.org/ew/qc/2005/map.html)

- CAS OFFICERS: 2004-2005**
- President.....Donald Gates, Portland HS
  - President-Elect.....Michael Rafferty, Old Saybrook MS
  - Vice President.....V. Everett Lyons, Bristol Eastern HS
  - Vice President.....Preston Shaw, Griswold MS, Griswold
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## legal news & notes

■ A high school student and his father have filed a lawsuit over the assignment of homework during summer vacation. Peer Larson, a student at Whitnall High School (WD), contends that school officials have no legal authority to make students do homework over the summer after the state's required 180-day school year has been completed. Peer says the homework was inconvenient to his summer job and added a lot of stress to what was supposed to be an enjoyable summer break. "It is poor public policy," contends Peer's father, Bruce Larson. "These students are still children, yet they are subjected to increasing pressure to perform to ever-higher standards in numerous theaters. Come summer, they need a break." According to Whitnall School District Superintendent Karen Petric, the state Department of Public Instruction (DPI) reviewed Mr. Larson's complaint and dismissed it. A DPI spokesman says the case has been referred to state Attorney General Peg Lautenschlager.

■ A Vermont federal district court has ruled that school officials did not violate a middle school student's free speech rights when they prohibited him from displaying images of drugs and alcohol on his T-shirt. However, the court ruled that officials had engaged in impermissible viewpoint discrimination when they censored the shirt's textual references to cocaine, because the student was expressing his political views. The court denied the student's motion to enjoin school officials from disciplining him for wearing the shirt, but it ordered officials to expunge his disciplinary record. Zachary Guiles, a student at Williamstown Middle High School (WMHS), wore a T-shirt critical of President George W. Bush on several occasions over two months, without provoking action by school officials. However, when he attempted to wear it on a field trip, a parent-chaperone complained to Seth Marineau, WMHS's student support specialist. The shirt featured text critical of the president's foreign policy, as well as text and drawings regarding his alleged past drug and alcohol abuse, and the word cocaine. After consulting with the district superintendent, Mr. Marineau decided that the drug and alcohol imagery violated the school's dress code. He gave Zachary three options: (1) turn the shirt inside out; (2) change shirts; or (3) cover the images of drugs and alcohol, including the word "cocaine." After speaking with his father, Zachary instead decided to leave school for the day. The next day he wore the shirt again. When he refused Mr. Marineau's instruction to avail himself of one of the three options, he received a written disciplinary referral and was sent home. The court conceded that the T-shirt was political speech as defined in *Tinker v. Des Moines Independent School District*, 393 U.S. 503 (1969). However, it found that school officials had not censored Zachary's speech based on its political content, but rather based on the dress code's politically neutral prohibition of drug and alcohol images. As a result, the court determined that the standard enunciated in *Bethel School District No. 403 v. Fraser*, 478 U.S. 675 (1986), was applicable. The Fraser standard holds that school officials may prohibit speech, even if it is political, if the speech is lewd, offensive, or inappropriate in a school setting. The court concluded that school officials had acted within constitutional bounds to ban images of drugs and alcohol as inappropriate in a middle school setting. However, prohibiting Zachary from displaying the word "cocaine" strayed into the area of viewpoint discrimination, because the word was an essential component of the political message that the president's alleged past drug use makes him unfit for office. The court ordered school officials to expunge the disciplinary action from Zachary's permanent record, because this action was based in part on his refusal to delete the word.

## CAS PROMOTES BLOOD DRIVES IN CT HIGH SCHOOLS

By Dr. Robert Carroll, Assistant Executive Director

CAS has teamed up with the American Red Cross to raise awareness about the importance of giving blood and to encourage Connecticut high schools to organize local blood drives. The goal of the partnership is to involve more schools and to provide them with the resources and support they need to be successful in their blood collection efforts. The CAS/American Red Cross High School Principals Advisory Committee has been established to oversee this initiative. This new group includes 25 members, representing high schools all around the state.

Dr. Bob Carroll led the way in assembling this committee, recruiting a diverse group of high school principals to ensure comprehensive input. Dr. Everett Lyons, Jr., principal of Bristol Eastern High School, has been appointed chair of this committee and will serve a two-year term. Bristol Eastern is a large high school that currently sponsors two blood drives per year. In addition, it has agreed to sponsor the 2005 High School Conference, which traditionally takes place each fall at the Red Cross Blood Center in Farmington.

Future issues of the CAS Bulletin will include tips for improving school-sponsored blood drives - including planning, recruitment and donor education. We welcome your input! If your

school/group has a good idea, please contact a committee member (listed below) and share your ideas.

For more information on committee membership please contact Bob Carroll at (203) 250-1111.

### High School Principals Advisory Committee Members:

- Diana Lindsay, Ridgefield H.S.
- Suzanne Koroshetz, Stamford H.S.
- Edward Walens, Danbury H.S.
- William Collins, Naugatuck H.S.
- Edmund Higgins, Branford H.S.
- David Bryant, Lyman Hall H.S.
- Barbara Carrington, Crosby H.S.
- Bruce Sievers, Cheney RVTS
- Everett Lyons Jr., Bristol Eastern HS
- Paul Stringer, Weaver H.S.
- Sheila Fredson, Vinal RVTS
- William Barney, Morgan School
- Mr. Donald Gates, Portland H.S.
- Mr. Michael Faenza, Grasso Tech
- Mr Jeffrey Mathieu, Bacon Academy
- Larry Roberts, East Lyme H.S.
- Veronica Leduc, Torrington H.S.
- Eugene Horrigan, Shepaug Valley H.S.
- John Vecchitto, Nonnewaug H.S.
- Joseph Bacewicz, Tolland H.S.
- Paul Smith, Bolton H.S.
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- Mary Christian, Killingly H.S.
- Gene Blain, Windham H.S.

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## REFLECTIONS FROM A FIRST VISIT TO CHINA

by Mike Buckley, Director, Connecticut Principals' Center

"Not to know China is no longer an option!" So begins Tese Wintz Neighbor's provocative article in *Education About Asia* (Winter 2003, "Top Ten Things To Know About China"). Having been privileged to participate as a member of the Connecticut-Shandong Education Leadership Delegation in December, I would, despite a decidedly Eurocentric bent in my own teaching career, concur with this imperative. The following are some of my reflections upon the impressions created during this first visit to China.

### Starving No More!

When I was a child, I had to sit at the table until I had finished the food on my plate. My parents had married in 1933 and, like others who had lived through the great depression, adhered to a "waste not, want not" credo. They also, while I desultorily moved vegetables from one side of my plate to the other, were prone to reminders that there were lots of starving Chinese children on the other side of the world who would welcome a go at my rejects.

Having just returned from a flying trip to that other side, I can report that I saw no starving children - just one of many mind images altered or eliminated (though I am returning with cards of introduction from students at Jineen Elementary School listing vegetables as a favorite food). I also have since learned that a generation ago, Chinese children were similarly being told about children starving in America. China today grows more food than any other nation and has the resources to buy what it needs and can't produce. Perhaps for the first time ever the threat of famine has all but vanished. I also saw no overweight children - and few if any overweight adults - a tribute to diet, exercise, and the still limited scope of our multi-national fast food chains.

### Getting Connected!

There's no such thing as a quick trip to China. Our December version of "Planes, Trains, and Automobiles" included fourteen hours in the air from Chicago to Beijing; a half day fast forward for the body clock (prelude to a jolting, back-to-the-future adjustment upon return); a week of greeting, meeting, and eating leading up to our school visits; a glimpse of Tiananmen Square, Taisan Mountain, and the Great Wall; shopping from the Silk Market to Wal-Mart; and, most importantly, close encounters with scores of politicians, ministry officials, administrators, teachers, and students eager to connect with us and the districts and schools we represented.

Technology will certainly facilitate such connections. Dialing direct to my family from hotel rooms in Beijing and Jineen was

as easy as calling home from work, and plugging in the laptop gave me the same access to schools in the state as I have from my office in Cheshire. This telecommunications genie escaped from the bottle with, if not the encouragement of the party hierarchy, at least their tacit acceptance - so much for images of groupthink and a totalitarian control over ideas and the flow of information.

The Deputy Director of the Ministry of Education stated unequivocally to us that they are looking to learn as much as possible from other countries, particularly the United States. And shouldn't we be aiming for the same, particularly with regard to China?

### Our Students Aren't Working Hard Enough!

When I was a principal, I sometimes worried that the confluence of school demands, the college admissions process, and the expectations of parents and others pressured students to an unhealthy degree. This was well before meeting Dana, our guide in Jineen and a graduate of one of our new sister schools, the top rated Shandong Experimental High School. Talk about pressure: entrance to senior high school in China is by exam, and only the top scoring students are admitted to Shandong Experimental.

Dana noted that this was the first school she attended where she wasn't "listed" - that is, having the results of every assessment posted - as the effects were deemed too traumatic for students who had always topped the list and were no longer there. She also described attending class mornings and afternoons (Monday through Saturday), evenings (Monday through Friday) as well as Sunday morning. She watched no television, rarely had dinner with her family, and when she wasn't in class she was studying - a regimen she described as the norm for the 5,000 students at Shandong Experimental. And we think our top students may be working too hard?

### Why Are We Still Teaching French?

There are 800,000,000 Mandarin Chinese speakers in the world, far and away the most for any of the world's languages, with English a distant second. Two other Chinese languages are in the top ten but not French. While most world language programs in Connecticut schools include French, you can count on one hand the number that offer Mandarin Chinese.

By contrast and beginning in pre-school, English is a required subject for Chinese schoolchildren - and they're learning it! While searching for a product in a Wal-Mart - yes, 300 stores and counting - the adults we asked for help brought their children

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## CAS Offers Breaking Ranks II Training

By Dennis Carrithers, Ph.D.  
Assistant Executive Director

CAS is pleased to announce two training sessions for school leaders to learn more about *Breaking Ranks II: Strategies for Leading High School Reform*, the National Association of Secondary School Principals' (NASSP) publication. Over the next two years, *Breaking Ranks II* will be the primary focus of the board of directors of the Connecticut Association of High School Principals (CAHSP).

CAHSP will be hosting two-day "Beginning the Conversation" training sessions on May 16-17, 2005, and June 29-30, 2005. The training will be from 8:30 a.m. to 4:30 p.m. at the CAS office in Cheshire. Participants will be awarded CEUs.

Last year, NASSP sent every high school and middle school principal a copy of *Breaking Ranks II*. The publication has been well received and is a leading publication for assisting high schools to make significant changes for improvement in student learning.

NASSP has certified CAS as a trainer for school principals, assistant principals, central office administrators, and other school leaders interested in developing a better understanding of the recommendations set forth in *Breaking Ranks II*.

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

For more information visit the CAS website at [www.casciac.org](http://www.casciac.org) or contact Dennis Carrithers, [dcarrithers@casciac.org](mailto:dcarrithers@casciac.org).

## Mooney, continued from page 1

**BULLETIN:** What is the hardest thing about writing the Guide?

**MOONEY:** I love to write, and it is fun to write the Guide (as well as the "See You in Court" column in the CABA Journal and the "Legal Mailbag" in the CAS Bulletin). The difficulty comes in deciding what to include. There are constantly new court decisions and statutory changes involving our schools, and it is hard to know when to stop. For the last two editions, I have struggled to keep the Guide to a manageable size.

**BULLETIN:** We know that the Guide is a great help to school administrators and others throughout the state. Do you have the energy to keep it up?

**MOONEY:** Of course. Everyone needs a hobby.

The *Guide* (including the CD) can be ordered online at <https://secure.technotrade.com/casciac/orderctschoolaw.shtml>. The cost is \$49.99 for CABA member districts, students and administrators; \$69.99 for others.

**CT's 2005 LEGISLATIVE SESSION:** As of last month, there were a number of education-related bills in the 2005 "legislative hopper." Printed below is a partial list of those bills along with a brief statement of purpose for each. For detailed information on any of these bills, visit <http://cga.ct.gov> and type in the specific bill number.

- HB-5004 AN ACT CONCERNING A THREE-YEAR MORATORIUM ON THE APPLICATION OF PREVAILING WAGE LAWS TO SCHOOL AND TRANSPORTATION PROJECTS.  
To provide property tax relief to towns and to ensure that maximum funding is made available for local school and transportation projects.
- HB-5006 AN ACT CONCERNING INVESTIGATIONS OF THE ELIGIBILITY OF STUDENTS FOR PRETRIAL DIVERSION PROGRAMS.  
To require probation officers investigating the eligibility of a student for the accelerated rehabilitation or youthful offender program to contact officials at such student's school.
- HB-5007 AN ACT CONCERNING COSTS ASSOCIATED WITH ALTERNATIVE EDUCATION FOR EXPELLED OR SUSPENDED STUDENTS.  
To require parents and guardians, rather than the town, to assume the cost of educating students expelled or suspended for disciplinary reasons.
- HB-5024 AN ACT MAKING ENGLISH THE OFFICIAL LANGUAGE OF THE STATE.  
To make English the official state language.
- HB-5053 AN ACT CONCERNING RESTRICTIONS ON SIXTEEN AND SEVENTEEN YEAR OLD MOTOR VEHICLE OPERATORS.  
To prohibit persons sixteen and seventeen years of age from operating motor vehicles between the hours of 1:00 a.m. and 4:30 a.m.
- HB-5085 AN ACT CONCERNING THE USE OF MOBILE TELEPHONES BY SCHOOL BUS OPERATORS.  
To prohibit the use of telephones by school bus operators except in emergencies.
- HB-5122 AN ACT CONCERNING CRIMINAL BACKGROUND CHECKS AND NONSCHOOL SPONSORED YOUTH SPORTS ORGANIZATIONS.  
To protect children who participate in nonschool sponsored sporting activities.
- HB-5183 AN ACT CONCERNING IN-HOUSE SUSPENSION IN SCHOOLS.  
To allow local and regional boards of education to create an alternative suspension system for students suspended for the first time.
- HB-5186 AN ACT CONCERNING EXPANDED AVAILABILITY OF SCHOOL CHOICES WHEN A SCHOOL IS LABELED "IN NEED OF IMPROVEMENT".  
To give parents more choice concerning public school selection.
- HB-5188 AN ACT CONCERNING PARENTAL INVOLVEMENT AND SCHOOL PROFILES.  
To raise the importance of parental involvement among administrators and enable parents to see a wider spectrum of involvement choices.
- HB-5190 AN ACT CONCERNING THE POSTING OF TEACHER QUALIFICATIONS ON STATE, MUNICIPAL OR BOARD OF EDUCATION WEBSITES.  
To promote teacher quality as a key to student performance and to enable parents to monitor the quality of teachers.
- HB-5194 AN ACT CONCERNING THE PROHIBITION OF PESTICIDES AT SCHOOLS AND DAY CARE CENTERS.  
To protect children from exposure to pesticides.
- HB-5222 AN ACT CONCERNING THE ASSAULT OF A REFEREE OR SPORTS OFFICIAL.  
To make the assault of a referee or sports official acting in the course of his or her duties a class C felony.
- HB-5299 AN ACT CONCERNING THE PENALTY FOR THE ASSAULT OF A YOUTH SPORTS OFFICIAL.  
To increase the penalty for the assault of a youth sports official.
- HB-5318 AN ACT CONCERNING SCHOOL PHOTOGRAPHERS.  
To allow students to submit senior photographs taken by photographers other than those under contract with the school district.
- SB-8 AN ACT CONCERNING SCHOOL VENDING MACHINES.  
To fight childhood obesity.
- SB-9 AN ACT CONCERNING NUTRITIOUS PUBLIC SCHOOL LUNCHES.  
To address childhood obesity by ensuring that student cafeterias in public schools provide nutritious lunches for children of school age.
- SB-80 AN ACT CONCERNING STEROID EDUCATION.  
To provide youth with information about the adverse effects of using steroids.
- SB-90 AN ACT CONCERNING INHALERS IN SCHOOLS.  
To allow children suffering from asthma to carry prescribed inhalers in school.
- SB-152 AN ACT CONCERNING RESTRICTIONS ON SIXTEEN OR SEVENTEEN YEAR OLD MOTOR VEHICLE OPERATORS.  
To permit sixteen or seventeen year old motor vehicle operators to transport both parents during the first three months following licensure.
- SB-165 AN ACT CONCERNING UNRETURNED BOTTLE DEPOSITS AND CHILDHOOD NUTRITION.  
To use money from unreturned bottles to help schools transition to specific nutrition and physical activity standards.

## HIGH SCHOOLS IN NATIONAL FOCUS

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

High schools have become the center of national attention not seen since James B. Conant's influential study *The American High School Today* in 1959. In the last few months, the news has been filled with stories focusing the country's educational spotlight on improving American high schools.

President George Bush has proposed a series of initiatives for changes in high schools, including required testing in 9th, 10th, and 11th grades. Further, he has proposed funding for early intervention with entering 9th graders, expanding reading programs, strengthening skills of math teachers, offering incentives for teachers based on student achievement, and encouraging students to take more demanding courses.

Governor Mark R. Warner of Virginia as chair of the National Governors Association has made education, particularly high schools, the top priority for the nation's governors. (He has launched a yearlong

initiative "Redesigning the American High School," in his words, "to improve our nation's high schools for the sake of our young people and our nation's continued economic prosperity.")

He further notes in his article in *Education Week* that in the zeal for educational reform the nation's governors have largely overlooked high schools. He states, "Given that the economic prospects of states, and this nation, are at stake, blindly conducting 'secondary education' as usual is unacceptable. As this increasingly global economy demands more from our students, we should demand more from our high schools."

In our own state, Commissioner of Education Betty Sternberg has made high school education a top priority for the state department of education along with early childhood education. Last fall's High School Summit was a prime example of the cooperation between SDE and CAS to

prompt serious discussion on high school reform in Connecticut.

The National Association of Secondary School Principals last year published *Breaking Ranks II: Strategies for High School Reform* as a document for high school leaders to identify and adopt specific plans to change how high schools function. CAS is offering two day training sessions this spring to increase the familiarity and use of *Breaking Ranks II* (see article on page 6.)

Executive Director of NASSP, Gerald Tirozzi, has said that he is pleased that high schools are beginning to get the attention of the president and other politicians at the state and local levels. Featured in "Education Daily," Dr. Tirozzi says, "There's a significant window of opportunity." While he welcomes the impending reforms, he notes that efforts "will be doomed unless we put the money there."

### China, continued from page 6

forward to translate. The drive for sister schools is partially fueled by the desire to interact with native speakers. This is not an argument to eliminate the teaching of French. There's value in learning any second language along with its cultural accouterments. It is an argument to attend to the realities of the new century of Asia and the next great economic super-power and expand our schools' global studies options.

### How Will They Run A Marathon at the 2008 Beijing Olympics?

I've been a runner for three decades and have completed two marathons, but for the life of me I don't see how they're going to be able to run one in Beijing in the summer of 2008. Not once on this trip was I tempted to run outside and that had nothing to do with the weather. The air quality was atrocious. Inside, it always smelled a bit like something was burning; outside, we rarely caught a clear glimpse of the sun. Unless dramatic changes occur, it will be like running 26 miles through the Lincoln Tunnel at rush hour. This economy, soon to be the largest in the world, is at present coal-fired. Why do you think we're re-opening mines long closed in West Virginia?

Two generations ago the most popular consumer items in China were electric fans; one generation ago bicycles; today air conditioners and automobiles top the list. Replicate the cars to households ratio of the United States in China and Kyoto's ominous projections look positively Pollyannaish!

On the other hand, hosting the Olympics,

like being admitted to the World Trade Organization, is a source of immense national pride and there is a strong desire to showcase the capitol and nation in the best possible way. Driving into the capitol from the airport, the highway is lined with newly planted trees, some of the millions that are being planted (there's a national day in July for this endeavor) to counter the effects of pollution. I'm sure that converters and scrubbers and other technological antidotes are in the pipeline, but the effort will need to be prodigious, analogous to that of the "Four Modernizations" ("Modernize China by 2000 in Agriculture, Industry, Science and Technology, and Defense") of the last twenty-five years.

### And The Top Down Nature Of NCLB Bothers You?

Examining what the Chinese Ministry of Education has accomplished in the past twenty years may force me to rethink my philosophical objection to the extension of federal control over education represented by NCLB. Education was not compulsory in China until 1986; yet since, adult literacy has soared to 91% and a common language has been extended to all parts of this diverse country for the first time in its long history. Significant problems remain (The ministry's list has a familiar ring: curricular relevance, equity, the poor, minorities, those with handicaps, migrants, etc.), especially the disparity between eastern and western regions of the country and China's burgeoning urban centers and the rural countryside. Solving these problems remains the key to achieving the national goal of converting the pressures of

population into a huge human resource and reinvigorating the country through science and education.

Since 1996, billions have been funneled to the 800 poorest counties on top of the hefty annual increases the government is making in basic education. Over 6,000 boarding schools will be opened in the next four years to serve rural areas and help keep kids in school. Similar investments are targeting the improvement of skills of middle aged farm workers, both to improve productivity in agriculture and to help in transforming farmers to industrial workers.

You can do a lot when you don't have to worry about local control. A recent regulatory change to reduce the disparity in the quality of teachers in urban (the "haves") and rural (the "have nots") schools now denies pay raises and promotions to urban teachers who have not served in rural areas and pays rural teachers more than their urban counterparts. Reverse this scenario and might there be a lesson here for Connecticut?

By the end of the year, schools in thirty Connecticut districts will have established partnerships with schools in China's Shandong Province. Plans are underway to secure the resources to expand this number as well as to provide other opportunities for school leaders in the state to connect with their counterparts in China. Commissioner of Education Betty Sternberg is a strong proponent of this initiative and plans to lead the next delegation herself later this spring. For more information, contact Social Studies Consultant Dan Gregg at the Connecticut State Department of Education.



## middle school news

### Advocate for Middle Level Education; Celebrate Your Successes

By Earle G. Bidwell, Assistant Executive Director

One of the best ways to advocate for middle level education is to celebrate success and recognize exemplary practices. Your Connecticut Association of Schools Middle Level Division has several initiatives that promote best practices and value excellence. They are "Exemplary Practice: Teaming," "Middle Level Teacher of the Year" and "Middle Level School of the Year". Consider applying for, or recommending someone for one of these awards. Regardless of the outcome, it can reap dividends for middle level education and your school.

"Exemplary Teaming Practices" status is designed to recognize schools that have superior teaching teams, a signature component of first-class middle schools. According to the National Middle School Association's *This We Believe, Successful Schools for Young Adolescents*, "the interdisciplinary team of two to four teachers working with a common group of students is the signature component of high-performing schools, literally the heart of the school from which other desirable programs and experiences evolve."

Schools interested in applying are invited to download and complete a self-assessment instrument from the CAS website. Schools found to have exemplary teaming practices are awarded a CAS certificate, a three-year exemplary practices designation, recognition in local media, and CAS website recognition. To date, five Connecticut middle schools have been granted recognition. The schools are the Albert D. Griswold Middle School in Rocky Hill, East Hartford Middle School, Mansfield Middle School in Storrs, Mystic Middle School in Stonington and Timothy Edwards Middle School in South Windsor. Consider adding your school to this list and give your outstanding teams the credit they deserve.

CAS recognizes that outstanding middle level teachers create a classroom and school environment appropriate to the needs of the early adolescent and are the cornerstone of good middle level education. Every middle school has several teachers who fit the bill. The *CAS Middle Level Teacher of the Year* program is designed to give public recognition in Connecticut and nationally to an outstanding CAS member middle level school teacher who represents the best in the profession. The person selected will be one who deserves major recognition as an example of the outstanding teaching that our state has to offer. The recipient will be acknowledged in

the CAS Bulletin, will be a featured writer for "IMPACT" and will be honorary co-chair of the scholar-leader banquet.

Finally, CAS gives public recognition in Connecticut and nationally to an outstanding CAS member middle level school that represents the best in the profession through the *CAS Middle Level School of the Year* program. The school chosen will receive media recognition, acknowledgment in CAS publications and local recognition at a CAS sponsored ceremony in its community.

The following criteria will be used to determine the recipient of this award. The school must be a member of CAS and exhibit the following "Best Practices:"

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

While only one teacher and one school each year are awarded the winning designation, it is an honor to be selected as finalists, and this designation can go a long way towards celebrating the fine things that happen in every Connecticut middle school, every day.

Information about *Teacher of the Year*, *School of the Year* and exemplary teaming practices is now available on the CAS website, [www.casciac.org](http://www.casciac.org). Consider applying as a way of being an advocate for middle level education and celebrating your successes. Deadlines for *Teacher* and *School of the Year* are March 4, 2005. There is no deadline for teaming recognition.

### Values Revisited

By Gene Pickler

(Reprinted from **POWERLINES**, December 2004, Florida League of Middle Schools)

No other aspect of the middle school concept has been more misunderstood, mismanaged and maligned than the affective education component. While designed to address the normal developmental tasks that adolescents must master, with or without the benefit of adult guidance, the program has frequently been assumed to be something more than was ever intended. It has also been a casualty of competing expectations and a lack of consensus on the part of the public with respect to values education. On the one hand, it has always been assumed that our schools should teach moral values. Yet, on the other hand, they have never been completely trusted to do so. To some constituents, the curricular content could never be made neutral enough. For others it was never sufficiently dogmatic.

It now appears that a large sector of the American public has demonstrated a heightened interest in the importance of values. Since the waves generated by cultural shifts tend to have an impact on our public institutions, leaders might reasonably anticipate that this renewed concern will influence what is expected of schools. These expectations may manifest themselves through the concerted efforts of advocacy groups or through the actions of an individual staff member who feels empowered to promote his or her personal spiritual beliefs. And, as always, groups and individuals in opposition to such activities will also likely weigh in on the issue. So while the debate over the larger issues of separation of church and state or the true intent of the nation's founding fathers continues, some reflection on framing a local response may be appropriate at this time.

Within this context, I am reminded of an article that appeared in the *Middle School Journal* over two decades ago. It was written by John Lounsbury, then editor of the journal, in response to the high profile "back to basics" movement of that era. Dr. Lounsbury noted that while schools may not necessarily have a specific program or course which directly seeks to influence or promote particular moral and spiritual values, they do seek to promote such values all day. They do so by promoting fair play on the playground, by stressing the importance of accuracy in mathematics, and by developing respect for the miracle of life through the study of science. They endeavor to promote reverence for life through the analysis of both man's inhumanity to man and the wondrous achievements of man in social studies. Compassion and social values are reinforced

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## ... more middle school news

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through the study of literature. Schools also strive to teach honesty by insisting on it in every phase of school life. Respect for others is taught through school rules and by the example of dealing fairly with all students.

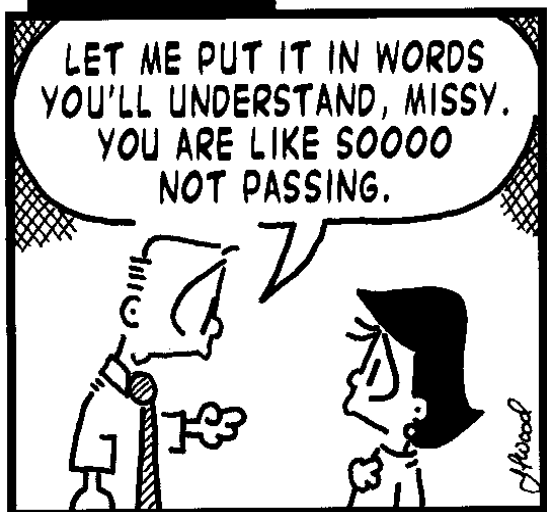
Proceeding on the premise that school is an inherently moral enterprise, Dr. Lounsbury maintained that schools should play an active role in the realm of moral and spiritual values. It is "essential that our schools present a more positive and moral culture than the one depicted on television and in the newspaper. Surely America is a more wholesome nation than the one presented on TV. Surely it is not as violent and crime-ridden as the one reflected in the daily papers. But how is a young person to know this if the primary institution established by our culture to educate its youth is neutral with respect to maintaining the standards and values on which this nation was built? Just as we need parents' help in teaching the academic basics, parents need our help in maintaining the standards and values on which this nation was built. We may often fail in our efforts, but we do teach values and valuing."

In the minds of many citizens, there now appears to be general agreement on what has historically been a persistently contentious issue. It remains to be seen how this perception will affect our public institutions and their practices. Hopefully, it will serve to reinforce our efforts to establish and maintain schools with high ethical standards and an ethos of caring. The manner in which schools and communities interpret this presumed consensus can have a profound effect on the future. Hopefully, it will pull us together rather than polarize us even further. Such hope was reflected by Dr. Lounsbury when he concluded as follows: "I am not a member of the Moral Majority, but I still like to think (and hope) that I am a member of a moral majority."

*Gene Pickler is the executive co-director of the Florida League of Middle Schools.*

## SCHOOLIES

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## elementary school news

### On the Horizon . . .

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

*There are a number of exciting CAESP-sponsored programs "on the horizon" -- don't miss out!*

**■ Student Leadership Conferences Underway:** This year's elementary level Student Leadership Training Conferences are scheduled for Tuesday, March 15th at Asnuntuck Community-Technical College in Enfield and Tuesday, March 29th at Naugatuck Valley Community-Technical College in Waterbury. Registration materials have recently been sent to all CAS member schools. Registration will be on a first come, first serve basis. Principals are urged to register their 4th and 5th grade students early because both conferences are always oversubscribed and CAS, in the past, has had to turn away late registrants. The maximum attendance at each site will be 250 students. The registration fee is \$50.00 per member school, which covers six students, an advisor chaperone and parents. There will be a special workshop for parents focusing on *The Role of Parents in Fostering Leadership*. Registration forms must be returned to CAS as soon as possible. You must register your school in advance in order to participate. No on-site registrations will be accepted.

Our schools are continually in need of successful, positive student leaders who can guide their peers and serve as role models. The purpose of these student leadership conferences is to provide students with an opportunity to acquire a specific set of leadership skills needed to be effective leaders.

Students attending these conferences will participate in hands-on activities presented by teachers and administrators who have demonstrated their leadership throughout the state. Students will engage in activities designed to foster leadership, decision-making and communication skills.

### ■ Student Environmental & Marine Science Conferences Coming Soon:

Because of the high interest and the number of schools participating in our student environmental conferences in recent years, CAS has again added a second environmental conference in Marine Science. Schools may choose to send students to either or both conferences.

Our 12th Annual Environmental Awareness Conference for 5th & 6th grade students will be held on Tuesday, March 8, 2005, at Wesleyan University from 9:00 a.m. - 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 school teachers, university personnel and environmental educators. These workshops will promote a greater understanding of the challenges our youth must face now and in the future regarding our endangered environment. The conference will be sponsored by **eesmarts**, an energy and efficiency learning initiative program run by United Illuminating (*see ad below*).

Our 2nd Annual Marine Science Day, again for 5th & 6th grade students, will be held on Thursday, May 19, 2005, at the University of Connecticut Department of Marine Sciences at Avery Point from 9:00 a.m. - 3:00 p.m. Some students will have the opportunity to board a research vessel to take water samples and conduct experiments on Long Island Sound. Spacing is limited on the study cruises, so register early.

Students attending either conference are asked to bring a backpack or carrying bag. All participating students will be given free T-shirts from our sponsor - the Long Island Sound Foundation. The registration fee, which covers the cost of four students, is \$50 for CAS member schools. The non-member school registration fee is \$160. Brochures and registration information will be sent to all elementary and middle schools this month.

For further information contact Dr. Robert F. Carroll, [bcarroll@casciac.org](mailto:bcarroll@casciac.org), or Jennifer Lacroix, [jlacroix@casciac.org](mailto:jlacroix@casciac.org).

### What is eesmarts?

eesmarts is an energy efficiency learning initiative. The goal of eesmarts is to encourage school age students in Connecticut to incorporate energy-efficient practices and behaviors into their lives at home and at school. The eesmarts program was developed by UI with a team of Connecticut-certified educators to provide a curriculum that teaches children about energy and conservation, and is supportive of the Connecticut Mastery Test, the Connecticut State Framework and the National Science Standards. eesmarts curriculum units, CEU workshops and SmartLiving Center educational tours (including our bus reimbursement program) are available to teachers of Grades K-8 and their classes at no cost, and all schools in UI and CL&P service territory are eligible.



## TWO CONNECTICUT SPIRIT COACHES RECEIVE NATIONAL RECOGNITION



**SHERRI ZEMBRZUSKI**  
National Spirit Coach  
of the Year

**JACKIE SULLIVAN**  
Section 1 Distinguished Service  
Award Recipient

The Connecticut Interscholastic Athletic Conference is proud to announce that two prominent (decorated/celebrated/distinguished/respected/leading) Connecticut spirit coaches have been selected for national honors by the National Federation of State High School Associations (NFHS). **Sherri Zembrzusi**, cheerleading coach at Notre Dame High School in Fairfield, has been named *National Spirit Coach of the Year*; and **Jackie Sullivan**, house principal and former cheerleading coach at Norwich Free Academy, has been selected to receive the *Section 1 Distinguished Service Award*.

### Sherrie Zembrzusi

Notre Dame (Fairfield) High School's Sherrie Zembrzusi has been teaching, coaching and working with high school athletes for 22 years. During her career, Sherrie has been the recipient of numerous awards, including the National Federation Interscholastic Spirit Association Distinguished Service Award (1996) and the Sacred Heart University Athletic Department's Outstanding Faculty Award (2000). She was inducted into the Notre Dame Athletic Hall of Fame in 1998.

Sherrie joined the CIAC in 1988 as part of an ad hoc committee charged with deciding whether or not cheerleading should be recognized as a sport. Since then, she has been an active and dedicated member of the CIAC Cheerleading Committee. Sherrie is one of the "founders" of the Connecticut State Cheerleading Championship and has, for the past fourteen years, served as director of this prestigious and popular event.

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### Jackie Sullivan

Jackie Sullivan has devoted twenty-nine years to cultivating and strengthening spirit and cheer programs in Connecticut. Head cheerleading coach at NFA from 1975 to 1995, Jackie led her squad to a third place finish in the state cheerleading tournament in 1990, 1991, 1993 and 1994. Her 1994 squad also placed 1st in the Wildcat Invitational and the Eastern Connecticut Conference (ECC) tournament.

The Distinguished Service Award is presented annually by the NFHS to deserving individuals in recognition of their length of service, special accomplishments and contributions to interscholastic athletics at the local, state and national levels. "Jackie's contributions to cheer and spirit programs in Connecticut over the past twenty-nine years have been nothing short of sensational," says CIAC Assistant Executive Director Paul Hoey. Adds Tony Mosa,

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## NEW SPORTS EMERGE ON HIGH SCHOOL SCENE

According to the National Federation of High School Associations (NFHS), there are a number of "old" sports which are newly emergent on the high school sports scene. These sports include bowling, lacrosse, girls ice hockey, girls wrestling, and flag football.

Previously considered a purely recreational activity, bowling is now sponsored -- at some level -- by 18 state athletic associations; and it exists as a club sport in appx. 20 other states. The sport attracted 34,000 students and 487 schools offered the sport for the first time during the 2003-2004 year.

Once a region-specific sport, lacrosse has expanded into high schools across the country. Thirteen states now offer championships in boys and girls lacrosse. In 1995, only one state offered a state championship in boys' lacrosse and no states offered a girls lacrosse state championship. Nationwide, approximately 53,436 boys and 43,100 girls participated in high school lacrosse programs last year.

Traditionally male-dominated sports, ice hockey and wrestling have seen a surge in female participation. During the 1990-91 school year, 74 girls participated in high school ice hockey. Fourteen years later, almost 7,000 girls are playing the sport. This past year, six state athletic associations conducted state championships in girls ice hockey. As for girls wrestling, there are currently 4,008 young women who wrestle in 808 high schools across the country. Ten years ago, only 804 girls participated in wrestling.

Another sport which has gained popularity among female athletes is flag football. NFHS data reveals that the sport of flag football is played exclusively by females at this point in time. In 2003, the Florida High School Athletic Association sponsored a state championship for girls in flag football for the first time, with 92 schools participating.

**"It is quite normal to enjoy praise and dislike criticism, deserved or undeserved, but true character is shown by those who prevent either from affecting them in a negative manner."**

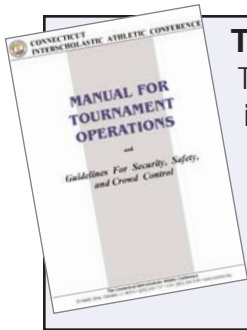
**-- John Wooden  
College Basketball Coach**

## ciac news briefs

### TOURNAMENT MANUAL NOW AVAILABLE

The CIAC has published a new tournament operations manual which is designed primarily for site directors. The document, which contains guidelines for security, safety and crowd control, was drafted by staff and based largely on procedures manuals being used by other state athletic associations. The manual can be downloaded from the CIAC website at:

[http://www.casciac.org/pdfs/CIAC\\_security\\_manual.pdf](http://www.casciac.org/pdfs/CIAC_security_manual.pdf).



■ The Polk County School Board (FL) has approved expanding its drug testing program for student-athletes to screen for steroids. The board currently is considering a proposal from one board member to ban athletes who test positive for steroids permanently from school sports. A 2003 National Institute on Drug Abuse survey reported that 3.5% of all high school seniors have tried steroids. Board members who support the proposal point out not only that steroid use is a form of cheating, but also that it poses long term health issues for users, such as increased risk of heart attack, cancer, and psychological problems. However, the board chair person says that while she could support suspending the offending student, she would be uncomfortable with a permanent bar on participation. The district's drug testing program is funded by the federal government, and the current budget for steroid testing is \$63,000. The testing will be random and limited to athletes already being tested for recreational drugs. School district officials estimate that 600 students will be tested this year, at a cost of \$105 per test. The board has directed its lawyer to determine whether the district has the legal authority to impose the permanent ban, as well as how other school districts and states are handling the steroids issue.

■ Even ordinary sports come with hazards, and each year medical personnel treat over 3.5 million sports-related injuries among kids ages 5-14. Basketball yields the most, with 574,000, followed by football (448,200), baseball (252,660), soccer (227,100), hockey (80,700), gymnastics (75,000) and volleyball (50,100). Good coaches not only make their players better, but keep them safe. The U.S. National Library of Medicine and the U.S. National Institutes of Health offer a number of valuable on-line resources on sports safety. For a collection of information on this subject, go to: [www.nlm.nih.gov/medlineplus/sportssafety.html](http://www.nlm.nih.gov/medlineplus/sportssafety.html)

■ Referees and game participants now have new protection in Romanian stadiums from the mouths of cursing fans. The Romanian government outlawed swearing at soccer games, giving police and match stewards the ability to fine people up to two-thirds of their monthly wages (\$100) if they swear at games. The government hopes the law abolishing bad language will help sports fans behave with "civic and moral responsibility." (Source: *Referee*, October 2004)

■ The New Jersey legislature's education committee has approved a bill that would allow disabled students attending private schools that lack athletic teams to participate on athletic teams in their home school district, provided the student meets the eligibility requirements of the program and has written approval from the home school's principal. Current New Jersey State Interscholastic Athletic Association (NJIAA) rules require students to attend the school on whose team they are playing. The bill was inspired by the difficulties encountered by a high school student with Tourette syndrome in attempting to rejoin his former public high school's tennis team. After two years at Cherry Hill High School West, the student's parents decided to enroll him in a small private school that could better meet his academic and social needs. However, the school has no sports programs. Faced with the prospect of his not being able to play interscholastic tennis, the parents brought their case to the state legislature. Although the student, his parents, and the athletic director at Cherry Hill High School West applaud the bill, Boyd Sands, executive director of the NJSIAA, believes the legislature has no business interfering in how his association governs high school sports in the state. "I approve of the concept of the sending school making accommodations for a student, but the legislature shouldn't be making our rules for us," he said. "The NJSIAA should be making the determination based on a recommendation for the school."

■ Physical education experts say there's little accountability for P.E. teachers in most schools. Nearly one-fifth of all high school P.E. teachers don't have a major and certification in physical education, according to the most recent numbers from the National Center for Education Statistics. The Centers for Disease Control and Prevention reports that in 2003, only 28 percent of high school students nationwide attended a daily P.E. class, but 38 percent watched television for three hours or more each school night. While 71 percent of the nation's freshmen were in P.E. at least one day a week -- hardly enough to be effective, experts say -- those numbers drop to 40 percent by the students' senior year. But participation varies widely by state. (Source: *More schools benching P.E.*, [cnn.com](http://cnn.com), January 19, 2005)

### ATTENTION:

#### ADs & ICE HOCKEY COACHES

The ice hockey season will change beginning with the 2005-2006 season. The 05-06 ice hockey season will mirror the boys basketball season. Dates are as follows:

First practice date: **Nov. 28, 2005;**

Date of first contest: **Dec. 14, 2005**

Last date to count for tournament:

**Feb. 28, 2006**

Tournament dates: **March 14-18, 2006;**

*Semi final and final games will be held at Yale.*

■ The vending machine industry, taking heavy criticism as kids and other Americans get fatter, is launching an anti-obesity marketing campaign to improve its image and fend off efforts to remove machines from schools. A big part of the effort: color-coded stickers on vending machines to separate healthful items from those that hungry snackers should, in the industry's words, "choose rarely." The National Automatic Merchandising Association's effort, "Balanced for Life," includes computer software available to schools for \$100 that was developed by a hospital to rate food by color codes. The software evaluates the nutrition content of food based on calories, fat, sugar, protein, fiber, calcium, iron and vitamins A and C. A snack is assigned a point value, which is then translated into a color. Green is "best choice," yellow is "choose occasionally" and red is "choose rarely." The move comes a day after the government issued (new diet and exercise) guidelines urging Americans to exercise 30 to 90 minutes a day, eat less and choose whole grains, fruits and vegetables.

■ Under threat of federal legislation and widely mocked for its lax drug testing, Major League Baseball (MLB) and the players union announced tougher rules for steroid abuse last month. MLB will now randomly test players throughout the calendar year, and the banned substances will include not just steroids, but human growth hormone, diuretics and THG, the designer drug linked to the notorious Bay Area Laboratory Cooperative, or Balco. "I have been saying for some time that my goal for this industry is zero tolerance regarding steroids," said Commissioner Bud Selig. "This agreement is an important step toward achieving that goal." The guidelines resemble those now in force in the minor leagues. If a player tests positive, he will suffer a suspension without pay for up to 10 days. After the second and third positives, he will sit out for 30 and 60 days. After the fourth, he will stay home for a year. The new rules are much weaker than those of World Anti-Doping Agency (WADA), which bans athletes for two years on a first positive test and for life after a second. (*character counts sports! e-newsletter*, January 2005)

## . . . more ciac news

**ALERT: CIAC BOARD ADOPTS BYLAW CHANGE**

At its meeting on January 20th, the CIAC Board of Control voted to add new language to its bylaws which would allow an athlete participating in any CIAC-sponsored sport the opportunity, if selected by the national governing body regulating the sport, to participate in an NGB-sponsored national or international competition during the sports season. An athlete granted permission to compete in such an event would be subject to CIAC weekly game limitations for the specific sport and would be prohibited from missing a school competition to participate on a non-school team. Exceptions to these regulations may be granted by the CIAC board.

The implementation of this bylaw change is immediate and, therefore, is in effect for the current sport season. The change will remain in effect until the date of the next annual meeting of the membership - May 12, 2005 -- at which time it will require the vote of the full membership for the change to become permanent.

**THE BENEFITS OF UNIFIED SPORTS™**

By Amanda Rivard, E.O. Smith High School, Storrs

Does your school require a senior project? Are you looking for a way to include students with developmental disabilities into your school community? Well do I have a project for you! As a senior at E. O. Smith High School, I decided to start a Unified Sports™ basketball team. I don't know who benefits more from this project, the student athletes who enthusiastically attend practices knowing that a tournament is around the corner, or the student partners who work with the athletes as teammates.

Unified Sports™ is a CIAC/Special Olympic program which pairs teams of three athletes and two partners against teams from various schools at the same age and skill level.

We all know how great we feel when we are on a team; well, that feeling if experienced continually as teammates not only builds relationships on the court, but off the court as well.

Do you think this is something you would like to have at your school? I'd like to invite you to attend one of the many tournaments that happen throughout the month of March. Or you can contact Ann Malafronte or George Hall at (203)-250-1111.

If you would like me to speak with a student at your school about the benefits of Unified Sports,™ please feel free to contact me. Although I am not an expert, I certainly would be happy to help.

**IN MEMORIAM**

**IVAN L. WOOD – teacher, coach, administrator – died last month, leaving a legacy of service, good will, and humanity to the students, colleagues, friends and family members who survive him. Affectionately known as "Woody," Ivan left an indelible mark on CAS-CIAC, having served the association for a record sixty-eight years. Upon hearing of Ivan's passing, CAS Executive Director Mike Savage remarked, "Woody's death marks a profound loss to CAS-CIAC, to me personally, and to the many colleagues and students whose lives he enriched. There are few individuals in the history of this association who cared more deeply about its work, who contributed so greatly to its success, or who gave of themselves so completely."**

**IVAN L. WOOD**

A native Vermonter, Ivan "Woody" Wood graduated from Randolph High School, Vermont, where he was active in the sports of baseball, basketball and track. He matriculated into Springfield College and graduated in 1937 with a major in physical education. While at Springfield, he lettered in football, basketball, and baseball. He was a member of the 1937 all New England College Champion Basketball team.

"Woody's" first teaching experience was at Plainville High School, where he taught biology and physical education and coached baseball, basketball, and football.

He volunteered for the United States Navy in 1942, serving in the European and Pacific Theaters. He is a recipient of a "U.S. Navy Commendation" for duty as gunnery officer during combat in the Normandy invasion.

In 1946, "Woody" returned to Plainville High School to teach and coach. His basketball record was 138 wins, and only 42 losses, with five league championships and four trips to the state semi-finals. His baseball record was 58 and 24, including two (2) league championships. In track, he compiled a record of 40 and 25, with two (2) state titles.

In 1955, Ivan became principal of Plainville High School and remained in that position until his retirement in 1976. During his tenure as principal, "Woody" was most active in what was then the Connecticut Association of Schools (CASS) and the Connecticut Interscholastic Athletic Conference, (CIAC). He served as president of CAS in 1972 and as chair of several of the CIAC's most important committees, including the basketball, baseball, officials, and eligibility committees.

Since his retirement in 1976, "Woody" had served as a consultant to the CIAC basketball, football, and baseball committees. He was the football and baseball tournament director from 1976 through 1997!

Woody's long and distinguished career in education is colored with numerous awards and recognitions, including: VFW Sportsman of the Year, 1967; CIAC Citation (the CIAC's highest service award), 1971; National High School Coaches Association Distinguished Service Award, 1974; Connecticut High School Coaches Association Distinguished Service Award, 1984; Connecticut Sports Writers' "Gold Key" Award, 1987; and Connecticut Athletic Directors Award, 1991. "Woody" was inducted into the Connecticut Coaches Hall of Fame in 1988 and into the Plainville High School Athletic Hall of Fame in 1999. Plainville's Volunteer of the Year in 1998, "Woody" was also recognized as a Paul Harris Fellow by the Plainville Rotary Club in 2001.

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**Sherrie, continued from page 11**

Sherrie has had a tremendous influence on the sport of cheerleading, both on the state and national levels. She currently serves as president of the Connecticut High School Coaches Association Cheerleading Committee. She served as a member of the National Federation Spirit Rules Committee from 1991-1995. She has conducted rules clinics in Connecticut, New Jersey, Rhode Island, New York, and Massachusetts and is a summer camp manager for the National Cheerleaders Association. She has judged state cheerleading competitions in a number of New England states and travels annually to Dallas, Texas, to judge the National High School Cheerleading Competition sponsored annually by National Cheerleaders Association.

According to Paul Hoey, CIAC assistant executive director, "Sherrie's commitment to young adults as a teacher and coach is exemplary and there is no other coach who deserves this award more than Sherrie."

Sherrie's successes as a cheerleading coach are best described by Notre Dame Athletic Director Jeff Bevino, who says, "The word spirit is defined as 'the part of a human being characterized by personality and self-consciousness and unselfishness.' Sherrie epitomizes the meaning and true essence of this word. . . . To watch her with her squad is a pure delight. Not only are they the best coached team, but the most pleasant and respectful as well."

**Jackie, continued from page 11**

fellow CIAC assistant executive director, "Jackie has been an untiring advocate for the sport of cheerleading and has demonstrated an unrelenting commitment to the young people of Connecticut."

John Iovino, athletic director at Norwich Free Academy, praises Jackie's ability to develop her students' athletic skills as well as their character. Says John, "Jackie always provided opportunities for her squad members to not only excel as cheerleaders, but to grow and mature as individuals. She enforced the values of teamwork and commitment, which the members carried with them for life. Her teams were always respected for their enthusiasm and first-class attitudes."

Jackie has been an active and influential member of the CIAC Cheerleading Committee since 1991. In 1998, in recognition of her leadership and dedication, Jackie was appointed chair of this committee and assumed the role of co-director of the state cheerleading tournament. Since that time, Jackie and Sherrie Zembrzuski have worked side by side to continue a tradition of sponsoring a high-quality, competitive and equitable tournament for the over 1,400 athletes who participate each year. Thanks to their vigilance, their attention to detail and their commitment to excellence, this tournament has evolved into one of the most celebrated and exciting athletic events that the association sponsors.

**DOT Challenges Teens to Help Prevent Underage Drinking**

The Connecticut Department of Transportation is calling upon Connecticut's youth to help in the fight against underage drinking and underage drinking and driving. The Connecticut DOT, in partnership with CAS, is sponsoring the "Drink-Drive-Lose Ad Challenge", a statewide competition to create advertising that encourages their peers to refrain from drinking as well as driving under the influence. The contest is designed to empower young adults to have a say on this important issue and create communications pieces urging their peers to refrain from drinking and from drinking and driving. The competition includes four categories: print piece (posters, billboards, print advertisements), radio advertisement, television commercial and Flash presentation.

Young adults between the ages of 14 and 20 who live or attend school in Connecticut are eligible to enter the "Drink-Drive-Lose Ad Challenge." Those interested in entering the competition should visit [www.drink-drive-lose.com](http://www.drink-drive-lose.com) for additional information. Deadlines for entries are March 11 for print pieces and radio ads; and March 25 for television ads and Flash pieces.

**COACHES' CORNER**

*News from the National Federation of High School Associations*



■ **Football Rules Changes:** Effective with the 2005 high school football season, a team will be limited to one forward pass during a down. Previously, a team could throw more than one forward pass during a down as long as the passes were thrown from in or behind the neutral zone. This was one of 13 rules changes approved by the NFHS Football Rules Committee last month. "The throwing of multiple passes in a down in high school football is not a very common occurrence. Since teams rarely use this option, the committee determined it would be best to not allow more than one forward pass in an effort to reduce confusion regarding when pass interference rules are in effect for either team," said Jerry Diehl, NFHS assistant director and liaison to the Football Rules Committee. "This change should assist the offense, the defense and the game officials in determining when pass eligibility rules apply." Two changes were made in Rule 1-5 (player equipment) with risk management in mind. Beginning with the 2006 season, all helmets shall be secured with a four-snap chin strap, and a colored tooth protector (not clear or white) will be required.

For additional information on football rules changes, visit [www.casciac.org/pdfs/football\\_rules\\_changes\\_05.pdf](http://www.casciac.org/pdfs/football_rules_changes_05.pdf).

■ **Spirit Rules Changes:** The National Federation (NFHS) Spirit Rules Committee has approved changes in the transitional-stunt rule. Transitional-stunt rule 2-13-2a was amended so that the torso of the flyer no longer has to remain upright (vertical), as long as the flyer does not become inverted. Another transitional-stunt rule (2-13-2d) was rewritten to address concerns that have been expressed about the loss-of-contact transitions. The new rule states, "The loss of contact is a continuous up-and-down movement that is not supported by the bracer(s) and does not pause at the top."

For additional rules changes, visit [www.casciac.org/pdfs/spirit\\_rules\\_changes\\_05.pdf](http://www.casciac.org/pdfs/spirit_rules_changes_05.pdf).

■ **Volleyball Rules Changes:** The National Federation (NFHS) Volleyball Rules Committee approved the use of the libero player in high school volleyball, effective with the 2006-07 season. In doing so, the committee established specific stipulations for using the libero. The committee also approved two additional rules changes – one regarding the umpire's responsibilities with the lineup card and another clarifying the limitations of a back-row player. Another rule that was passed by the committee last year takes effect this coming volleyball season. Beginning with the 2005-06 season, the standard official's uniform for high school volleyball will include an all-white, short-sleeved collared polo shirt, instead of an alternating black-and-white vertically striped, knit shirt. Other requirements for the officials uniform remain the same: black slacks and solid black athletic shoes and black socks.

For specific information on these rule changes, visit [www.casciac.org/pdfs/volleyball\\_rules\\_changes\\_05.pdf](http://www.casciac.org/pdfs/volleyball_rules_changes_05.pdf).

# 21st Annual Athletic Directors Conference

CONNECTICUT ASSOCIATION OF ATHLETIC DIRECTORS

Wednesday and Thursday, March 23-24, 2005 ♦ The Holiday Inn, North Haven

## Wednesday, March 23, 2005:

8:00 - 11:00 a.m. CIAC Workshop - Mike Savage  
 12:00 - 1:30 p.m. Luncheon / CAAD General Meeting  
 2:15 - 3:15 p.m. General Session - Travis Roy  
 4:00 - 5:00 p.m. Workshop Session  
 5:15 - 6:15 p.m. Social Hour  
 6:15 - 9:00 p.m. Awards Banquet  
 9:00 - 11:00 p.m. President's Reception

## Thursday, March 24, 2005:

8:00 - 9:30 a.m. CAAD Annual Breakfast  
 9:45 - 11:45 a.m. CAAD Coaching Education Modules  
 By CAAD State Faculty  
 12:00 - 1:30 p.m. Coca-Cola Buffet Luncheon and CAAD Closing Meeting

**CEU'S WILL BE AWARDED EACH DAY**

## 2005 C.A.A.D. AWARD RECIPIENTS

*Distinguished Service Award Recipient*  
*From Inside the Field of Athletic Administration*  
**Chip Dorwin, Guilford High School**

*Distinguished Service Award Recipients*  
*From Outside the Field of Athletic Administration*  
**Bill Gonillo, Sports Director, News 12 Connecticut**

*NCSSA - Athletic Director Award*  
**Christine Webster, North Branford High School**

*NIAAA State Award of Merit*  
**Patrick Burke, Old Saybrook High School**

*Meritorious Service Award*  
**C. Anthony Gorman, Abbott RVT School**

*Past President*  
**Paul Mengold, Amity Regional High School**

## PRE-REGISTRATION INFORMATION

### Early Bird Registration

Name \_\_\_\_\_  
 School \_\_\_\_\_  
 Town \_\_\_\_\_ Zip Code \_\_\_\_\_  
 Telephone ( ) \_\_\_\_\_  
 Spouse's Name \_\_\_\_\_

Payment enclosed is to cover:

Registration: CAAD Member -- \$70 \_\_\_\_\_  
 Non-member -- \$118.00 \_\_\_\_\_  
 Spouse -- \$50.00 \_\_\_\_\_

Spouse's Name \_\_\_\_\_

Total Enclosed -- \$ \_\_\_\_\_

Men's Jacket/Sweater Size -- S M L XL XXL  
 Women's Jacket/Sweater Size -- S M L XL

Make checks payable to: **CAAD**  
 Return to: Judy Sylvester  
 30 Realty Drive  
 Cheshire, CT 06410

No 1-day fees ♦ No refunds after March 14, 2005  
 Conference gift not guaranteed after March 1st

### Hotel Registration

Name \_\_\_\_\_  
 Mailing Address \_\_\_\_\_  
 Telephone ( ) \_\_\_\_\_

Arrival Date: \_\_\_\_\_  
 Departure Date: \_\_\_\_\_

Credit Card # \_\_\_\_\_  
 VISA  MC  American Express

Expiration Date \_\_\_\_\_

Check one:  2 Double Beds  King Bed

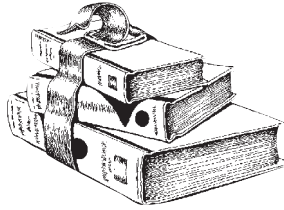
\$75.00 per night Plus 12% tax

Send this form along with check or credit card # to:

**Holiday Inn of North Haven**  
 201 Washington Avenue  
 North Haven, CT 06473  
 Attn: Jen Allgaier

Room Rate NOT guaranteed after March 14th

## C.A.A.D. BOOK BAG



*BLEACHERS*, by John Grisham

How many high school coaches dream about creating a sports dynasty in their communities? How many dream of filling bleachers at every home game with everyone from the town, the game becoming the only important event of the week? How many dream of setting records for career wins, most league and state championships, and most athletes to play college ball? How many want to become a legend for all future coaches to have to live up to?

In his novel *Bleachers*, John Grisham has created such a coach. Eddie Rake has achieved all of those things and much more. In the small town of anywhere U.S.A., Coach Rake is larger than life and probably the most important and powerful man in his town. His tenure and dynasty have lasted well beyond a career that has spanned more than thirty years. However, Coach Rake is in fact mortal and, at the age of seventy, he is dying. Many of his former Spartan players return to town and stand vigil at

"The Field". They relive their days under Coach Rake and reminisce about old times. And, it is through these journeys into the past that they will come to terms with a question that has been nagging at them for decades. Do they love Coach Rake, or hate him?

Grisham has set the stage for a moving and thought provoking glimpse at high school sports. While *Bleachers* is about a football team, it could easily have been about any other sport. While Coach Rake is man that has drawn hundreds of former players back for his death and funeral, what price has he and his athletes paid over the years? In this day and age, could a coach like Eddie Rake survive to coach at all?

This is an entertaining book at its most simplistic level and a must read for anyone involved in athletics. It leaves the reader with one essential question. What kind of coach do you want to become and be remembered as?

*Review by Jeff Sunblade, Director of Student Activities, Avon H.S.*

The Connecticut Association of Athletic Directors  
*presents:*

### The "ORIGINAL" Coaching Education Modules

*Two Days Of Make Up Sessions For Coaches  
Who Missed Their School In-Service*

**DATE:** May 21-22, 2005  
**SITE:** Bristol Central H.S.  
480 Wolcott St., Bristol  
**COST:** \$40 per session

*PROVIDING UP TO 15 HOURS OF  
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#### **COACHES WILL BE ABLE TO ATTEND WHICHEVER MODULE THEY NEED**

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