



BULLETIN

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The Connecticut Interscholastic Athletic Conference



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DUNKIN DONUTS ANNOUNCES 2006 SCHOLARSHIP PROGRAM

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

For the third consecutive year, the Connecticut Association of Schools and Dunkin' Donuts Franchises of Connecticut are in partnership for a scholarship program benefiting high school seniors throughout the state of Connecticut.

With the assistance of CAS, the Dunkin' Donuts Franchises of Connecticut 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' Donuts Franchisee Michael Batista said in making the announcement, "We have seen how this scholarship effort has helped local students and families faced with the ever-rising cost of today's higher education. Dunkin' Donuts will continue to support Connecticut's top students and we look forward to their success in the community."

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. The goal of the CT Dunkin' Donuts Franchisee Scholarship Program is to help ease the burden of college tuition for 100 families in Connecticut at a time of rising costs of higher education.

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

"We are proud of our continuing partnership with Dunkin' Donuts to offer scholarships again this year. The franchise owners of Connecticut are extraordinary community citizens in their commitment to assisting Connecticut families with scholarship help 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.

Information will be available in Dunkin' Donuts stores and in high school guidance offices throughout the state with details on filing applications electronically.

CHINA-CT PRINCIPAL SHADOWING EXPERIENCE

By Michael Buckley, Director, CT Principals' Center



Participants in the Principals Shadowing Project pose in front of the State Department of Education building in Hartford

The Connecticut Association of Schools (CAS), the China Exchange Initiative (CEI) and the China Education Association for International Exchange (CEAIE) are, with support from the Freeman Foundation, collaborating on a Chinese-U.S. Principal Shadowing Project (PSP) to build partnerships between school administrators. The partnerships are designed to:

1. develop greater understanding of the partner school in its social context;
2. develop deeper knowledge of another educational system;
3. establish a mutually beneficial on-going relationship; and,
4. promote intercultural understanding.

Twelve CT principals were selected and paired with Chinese partner principals. This host group includes Spencer Clapp, CT International
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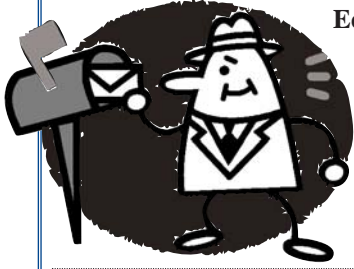
Attorney General Richard Blumenthal talks about Connecticut's pending NCLB lawsuit against the federal government at the annual Middle and High School Conference held on January 27th.

See story page 7



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: One of the teachers I supervise has a history of looking for creative ways to get time off. This time, however, I think she has outdone herself. With her Irish name, she is clearly a Catholic, but now she wants the Jewish holidays off. I understand that she is now engaged to a Jewish man, but still! I can't imagine that she is somehow now suddenly so devout that she must miss school. What can I do to stop this abuse?

- *Moral Certitude*

A. Dear Moral: I think you'd better change your world view. Not all persons with Irish surnames are Catholic, and no one elected you to sit in judgment on the religious convictions of your teachers. Of course, it is possible that a teacher could be insincere in his/her request for a personal day for religious purposes. However, it is not our job to question the religious convictions of staff members. You may presume that the request is made in good faith, and, unless you have evidence of abuse, delving into the nature and strength of a teacher's religious devotion is not an appropriate way to administer the personal leave provision of the contract.

Q. Dear Mailbag: What legal rights do home-schoolers have to participate in middle school team sports? Is this left up to each town? Does the CIAC have any regulations regarding middle school sports and home-schooler participation? I know that private school students have been allowed if their school does not offer the sport and would assume that the same would be true for home-schoolers? Is there a different set of rules for high school versus middle school in regards to this issue?

- *Full of Questions*

A. Dear Full: Children who are home-schooled do not have the legal right to participate in any school activities, including sports. The CIAC, which regulates high school sports only, does not allow home-schooled athletes to participate on CIAC-controlled interscholastic athletic teams. Participation in all other school activities, including middle school athletics, is up to each individual school district. Many districts do not permit such students to participate in school activities, as their parents have chosen to make other arrangements for their education and they are not enrolled in the school. As regards the participation of private school students, athletes from private schools that are not members of the CIAC are not allowed to participate on CIAC-sponsored athletic teams. Only athletes from CIAC

member schools, public or private, are eligible to participate in CIAC-controlled sports programs. The only exception to this regulation is for student-athletes who are enrolled full-time in a public school of choice (as identified by the state board of education) which does not have an athletic program. In these instances, the athletes may return to their home school to participate in high school interscholastic athletics.

Q. Dear Legal Mailbag: Our community has a relatively high number of families that are members of the Jewish faith. In response to a request from religious leaders, district officials have directed teachers not to assign homework or to administer tests during the high holy days in the fall and spring. While these restrictions only affect approximately ten school days, two protests have emerged. The first stems from the "automatic" accommodations given to members of one faith while members of all other faiths must make individual requests from the administration. Second, members of the faculty have cited guidance in [A Practical Guide to Connecticut School Law](#) that religious accommodations should not impact the educational experiences of other students. Faculty members claim that the restrictions on homework and assessments greatly disrupt the flow of instruction in their classrooms even though the majority of students are not Jewish. Does the current system of accommodations cross any legal lines?

A. Dear Classified: In *Zorach v. Clauson* (1952), Supreme Court Justice William O. Douglas wrote, "When the state encourages religious instruction or cooperates with religious authorities by adjusting the schedule of public events to accommodate sectarian needs, it follows the best of our traditions." School officials have legitimate secular reasons (fair treatment of students, avoiding excessive absences) to develop schedules and practices that reduce the impact of religious practices on the educational process. Since significant Christian holidays are already either state holidays (Christmas) or fall on Sunday (Easter), it is understandable that other religions are more likely to require accommodation. Consideration of the number of students affected is appropriate, and a community with a high number of Jewish families could reasonably decide to make accommodations in the school schedule for such students. Moreover, reference to my [Practical Guide](#) is misplaced. My point there was that religious convictions of one family should not drive the curriculum for other students by causing otherwise appropriate instructional materials to be removed from the curriculum or the library.

ct news & notes

■ A study that tracked more than 32,000 Connecticut students over seven years found that scores on the state's CAPT can accurately predict future academic success. Students who scored higher on the test had higher grade point averages in college and graduated at a higher rate and in a shorter period of time. The study, released last month was funded by the Nellie Mae Education Foundation and performed by Stephen Coelen, a visiting economics professor at the University of Connecticut. Coelen assessed CAPT as a predictor for success by following high school graduates from 1996 to 2003, looking at their scores on the 1996 CAPT, their grades, their course selections, college choices and high school and college graduation rates. Coelen's study found that CAPT scores correlate with future academic success, particularly when assessed in conjunction with the SAT.

■ Branford High School is featured in the Fall/Winter 2005-2006 issue of *Greater Good*. The magazine explores current trends in the study and practice of peace and well-being, addressing such topics as compassion, conflict resolution, resilience, and diversity. The article, called "The Bully Problem," takes a look at bullying research and at what schools have done recently to try to address bullying among their students. BHS is spotlighted for its highly successful anti-bullying program. Read this informative and revealing article at http://peacecenter.berkeley.edu/Fall-Winter0506_Wilson.pdf

■ The number of families living in poverty and the number of residents without health insurance both grew at a faster rate in Connecticut than they did nationwide in 2004. According to the U.S. Census Bureau: (1) during 2003-2004, the portion of Connecticut residents living in poverty grew by 11%, compared with a 2% increase nationwide. The number of residents without medical insurance increased by 5%, compared with a 2% rise nationally; and (2) in 2004, the number of Connecticut residents with employer-based health coverage dropped to 67.2% (from 69%), an indication that about 15,000 workers lost their health insurance.

... more ct news & notes

■ A compromise bill by Republican Gov. M. Jodi Rell and the Senate's top Democrat could yield some of the nation's strongest restrictions on junk food in public schools - one of last year's most contentious legislative issues. The new bill would impose a total ban during the school day on the sale of soda and sports drinks. School cafeterias and vending machines would be limited to the sale of water, low-fat or skim milk, non-dairy milk and juice. The bill also encourages other changes by tripling the current nickel-per-meal school lunch subsidy for districts that adhere

to new state nutrition standards. Soda still could be sold by concessionaires at after-school events. Williams said that Connecticut would be the first state to ban soda from all public schools. Other states have limited bans. ["A Plan to Can the Soda," Hartford Courant, 2/2/06] *See related item page 6.*

■ Connecticut was ranked as one of the worst performing states in providing school breakfasts to needy students in 2004-2005. The Food Research and Action Center (FRAC), a Washington DC-based anti-hunger

non-profit agency, released its national School Breakfast Scorecard, ranking Connecticut last in the number of schools that serve school breakfasts and 46th in student participation in the national school breakfast program. According to the report, Connecticut was one of six states that served free or reduced price breakfast to fewer than one in three of the students eating a free or reduced price lunch. Statewide, just 45,500 students participate in school breakfast programs.

CT Local Property Taxes as a Percentage of:

	Local Taxes	US Rank	All Taxes	US Rank	Personal Income	US Rank
CONNECTICUT	98.7%	2	34.6%	6	4.0%	4
UNITED STATES	71.6%		27.3%		2.9%	
CT as a % of US	+38.0%		+27.0%		+36.0%	

Source: Bureau of Economic Analysis, Bureau of the Census

Special Ed Increases

Special education expenditures in Connecticut public school districts increased 121% between 1990-1991 and 2003-2004:

1990-1991:	\$ 535,964,690
2003-2004:	\$1,184,231,684
	\$648,266,994 (+121%)

In 1990-1991, the state paid 40.58% of the total special education expenditures and local school districts paid 57.87%. By 2003-2004, the state had reduced its contribution to 30.39% and local districts increased their contribution to 61.78%. During the same time period, the federal contribution towards Connecticut's special education costs increased from \$17,334,392 (3.24%) to \$92,477,309 (7.81%). However, the federal government is not fulfilling Congress' promise to pay 40% of the nation's special education costs. Due to this broken promise, Connecticut is being short-changed \$365 million per year by the federal government.

Quality Counts 2006, the tenth annual report card on public education in the 50 states, grades the states on the health of their education systems based on indicators related to standards and accountability, efforts to improve teacher quality, school climate, and resource equity and educational spending. *Education Week's* annual study continues to track key education information and grade the states on their policy efforts. But, for the first time, the Editorial Projects in Education Research Center has produced detailed, individualized state-by-state reports to complement the 50-state perspective of *Quality Counts*. Connecticut's highlights appear below; but its profile can be viewed in its entirety at <http://www.edweek.org/media/ew/qc/2006/17shr.ct.h25.pdf>.

HIGHLIGHTS: Connecticut scores at or above average in each of the four graded policy categories in *Quality Counts*. In standards and accountability, Connecticut fares best on measures of school accountability. The state loses points on policies related to academic standards because the American Federation of Teachers has not rated its English standards as "clear and specific" for

	2005	2006	State Ave.
Standards and Accountability	C+	B-	B-
Improving Teacher Quality	A-	A-	C+
School Climate	B-	B-	C+
Resources Equity	B-	C	C
OVERALL GRADE		B-	C+

any grade span. Connecticut's social studies standards also fall short of that rating at the elementary and high school levels. Connecticut does better in teacher quality, ranking third among all 50 states and the District of Columbia in this area. It has an extensive set of teacher assessments in place, both for aspiring teachers and those already in the classroom. Connecticut is also one of only 15 states to require and finance mentoring for new teachers. In school climate, Connecticut gains points for indicators related to class size. Its average class size in elementary schools is lower than the national average, and the state includes class-size data on school report cards. But the strength of the state's charter school law received a mediocre rating from the Center for Education Reform. In the resource equity category, Connecticut performs at about the same level as the average state.

★ SAVE THE DATE ★

Announcing...

The Connecticut Association of Schools'

54th ANNUAL MEETING

May 11, 2006

St. Clements Castle, Portland

★ SAVE THE DATE ★

national news & notes

■ Florida is considering replacing traditional high school classifications -- i.e. freshmen, sophomores, juniors and seniors -- with a new system that would classify students based on the credits they have earned. The new format would eliminate promotion or retention and would identify students as first-, second-, third- and fourth-year students. The recommendations reflect the department of education's desire to transform the high school mentality so it is more student-focused and diploma-oriented. Students who haven't met diploma requirements by their fourth year will be able to remain in 12th grade until proficiency requirements for a diploma are met.

■ With some assistance from outside agencies, schools are becoming the leading provider of mental health care for children, a fact underscored by a first-ever national survey. According to a survey of 83,000 public schools conducted by the federal Substance Abuse and Mental Health Services Administration, school nurses now devote a third of their time to tending to children's emotional and family issues rather than cuts and bruises. Furthermore, guidance counselors spend half their time on mental health concerns rather than planning students' futures. Despite widespread budget cuts, more than two-thirds of schools offered group therapy or individual counseling in the 2002-2003 school year covered by the survey, even though most had to scramble for outside funding to cover the costs. Another mental health services administration survey found that less than half of depressed teenagers get any professional help at all; consequently, their fears, anxieties, and anger often go unaddressed until they spill over to violence or other behavior that disrupts education.

■ According to a new report from Education Sector, an independent Washington think tank, the standardized testing industry is "buckling under the weight" of President Bush's education reform plan, and the law's rapidly expanding testing requirements threaten to undermine its high ideals. Only about \$20 of the average \$8,000 per pupil spent on education nationally goes to develop tests under *No Child Left Behind*, says the report. The modest spending on testing could undercut NCLB's objectives as many states are forced to buy or create hastily developed, low-quality tests that measure only rudimentary skills. Such tests make it impossible for high-performing students' scores to rise above a certain level, despite learning more. So low performers' rising scores make it appear as if the nation's "achievement gap" is closing. "You're giving a skewed sense of student achievement," says the report's author. What's worse, he says, such tests "are encouraging teachers to make the same low-level skills the priorities of their classrooms." Rather than being a solution, he says, such testing is "fast becoming part of the problem."

■ A federal program that provides housing vouchers to help poor families move out of high-poverty neighborhoods appears to be having little impact so far on children's academic achievement. A new report from the National Bureau of Economic Research shows that, four to seven years after leaving their old neighborhoods, children who took part in the *Moving to Opportunity for Fair Housing* program were doing no better in school than their peers who stayed behind in public-housing projects. The study, which was posted last month on the web site of the NBER, follows up on 2,300 families who took part in the federal program in the 1990s. The program has provided housing vouchers to disadvantaged families in five cities—Baltimore, Boston, Chicago, Los Angeles, and New York—in the hope that they would use them to migrate to safer, more prosperous neighborhoods with better schools and job prospects. Yet while the program is reducing some of the psychological and physical stresses that families experience, the researchers found, it has so far failed to produce educational gains for their children, regardless of how young those children were when their families left public housing. For more information, visit <http://nber15.nber.org/papers/w11909>.

■ Ever heard of "unschooling"? It's an educational movement where kids, not parents, not teachers, decide what they will learn that day. An extension of home-schooling, "unschooling" is when parents give their children total freedom to learn and explore whatever they choose. According to Holt Associates, an "unschooling" advocacy group, about 150,000 children were unschooled in 2005, about 10 percent of the estimated 1.5 million home-schooled children in the United States. The term "unschooling" was first coined in 1977 by John Holt, an education reformer and the founder of Holt Associates. Holt felt traditional home-schooling didn't go far enough. He favored an education more free-wheeling in nature, one that depends on the child for direction. And while there are no mandatory books, no curriculum, no tests and no grades, the expectation is that along the way students will get an education.

■ A new report from the National Center for Educational Statistics provides data about the homeschooling population in the United States in 2003 and describes the characteristics of the students and families who choose the home-schooling option. In 2003, 31% of home-schooled children had parents who cited concern about the environment of other schools, such as safety, drugs, or negative peer pressure, as the most important reason for homeschooling, 30% had parents who said the most important reason was to provide religious or moral instruction, and 16 percent of homeschooled students had parents who said dissatisfaction with the academic instruction available at other schools was the most important reason. The study also found

that in 2003 there were 1,096,000 students being homeschooled, a 29 percent increase from the estimated 850,000 students who were being homeschooled in 1999. To view the report, *Homeschooling in the United States: 2003*, visit <http://nces.ed.gov/pubs2006/2006042.pdf>.

■ A study by University of Pennsylvania researchers suggests that self-discipline and self-denial could be a key to saving U.S. schools. According to a recent article by researchers Angela L. Duckworth and Martin E.P. Seligman in the journal *Psychological Science*, self-discipline is a better predictor of academic success than even IQ. The results of their study of more than 300 eighth graders showed that highly self-disciplined adolescents outperformed their more impulsive peers on every academic-performance variable, including report card grades, standardized achievement test scores, admission to a competitive high school and attendance. "Underachievement among American youth is often blamed on inadequate teachers, boring textbooks, and large class sizes," the researchers said. "We suggest another reason for students falling short of their intellectual potential: their failure to exercise self-discipline. . . . We believe that many of America's children have trouble making choices that require them to sacrifice short-term pleasure for long-term gain, and that programs that build self-discipline may be the royal road to building academic achievement."

■ The debate between proponents of the intelligent design theory and those of the theory of evolution has been especially heated in the last several months. Conflict over the matter has divided parents, teachers, students, politicians, and school boards across the country, most notably in Pennsylvania, Kansas, Georgia, and California. In an online poll that ran from November 28, 2005, through January 5, 2006, respondents answered the question, "Should intelligent design, the theory of evolution, or both be taught in public schools? Of all respondents, 40.8% said only the theory of evolution should be taught, while 9.6% said that only intelligent design should be taught. 45.3% of poll respondents thought both theories should be taught in public schools. The difference in responses from educators and non-educators was noticeable but not vast.

■ A 2003 survey of U.S. high schools showed that 10 times the number of schools wanted to add Chinese over Russian, Italian, and Japanese. The Senate Foreign Relations Committee is currently deciding whether to allocate \$1.3 billion to encourage Chinese language and culture classes in public schools. This is a bid to prepare the US as China's emerging as a global superpower. Senator Joseph Lieberman has introduced legislation to spend \$1.3 billion for Chinese language and culture instruction in American schools. (Currently, only six Connecticut teachers are certified to teach Mandarin.)

... more national news & notes

Have girls gained too much ground?

By almost every benchmark, boys across the nation and in every demographic group are falling behind. In elementary school, boys are two times more likely than girls to be diagnosed with learning disabilities and twice as likely to be placed in special-education classes. High-school boys are losing ground to girls on standardized writing tests. And a recent study of brain activity in adolescents suggests that middle-school boys use their brains less efficiently than girls. Nowhere is the shift more evident than on college campuses. Thirty years ago men represented 58 percent of the undergraduate student body. Now they're a minority at 44 percent. Furthermore, the number of boys who said they didn't like school rose 71 percent between 1980 and 2001, according to a University of Michigan study. Scientists caution that brain research on gender differences doesn't tell the whole story: temperament, family background and environment play big roles, too. Some boys are every bit as organized and assertive as the highest-achieving girls. All kids can be scarred by violence, alcohol or drugs in the family. But there is clear evidence that boys are biologically, developmentally and psychologically different from girls. (Source: "The Trouble with Boys," Newsweek, Jan. 30, 2006)

Gender wars?

A senior boy at Milton (MA) High School has filed a federal civil rights complaint contending that his school discriminates against boys by making it easier for girls to succeed academically. Doug Anglin, in his complaint filed last month with the U.S. Department of Education's Office for Civil Rights, claimed girls faced fewer restrictions from teachers and boys are more likely to get punished. "The system is designed to the disadvantage of males," Anglin, 17, told *The Boston Globe*. "From the elementary level, they establish a philosophy that if you sit down, follow orders, and listen to what they say, you'll do well and get good grades. Men naturally rebel against this." Girls outnumber boys almost 2 to 1 on the Milton High honor roll, and almost 60% of the students in Advanced Placement classes are female, according to information provided by school officials. Anglin, who plays soccer and baseball and plans on going to college, hopes the education department will react to his complaint by coming up with national guidelines on how to boost the academic achievement of boys. Teachers must change their attitudes toward boys and look past their poor work habits to find ways to encourage them academically, said Anglin, whose complaint was written by his lawyer father. Anglin wants Milton High to give credit for playing sports, as it does for art and drama; allow students to take classes on a pass/fail basis so more students will take advanced courses without risking their grade point average; and do away with the school's community service requirement, which he says is resisted by many boys.



■ School districts desperate to plug budget holes are turning their buses into billboards for soft drinks, credit unions and car dealerships. Advertisements have been seen on buses in Arizona, Massachusetts, and new ones will be seen in Michigan, Colorado, and even perhaps in districts from Florida to Pennsylvania. Some parents and consumer groups are alarmed since children are already being bombarded with ads, but many school districts in a financial crisis see advertising on school buses as a way out.

■ A study published in this month's issue of *Diabetes Care* shows obese children are twice as likely to have diabetes than children who are of normal weight. The study is the most recent national study to estimate the prevalence of children with diabetes. It found that more than 229,000 children — approximately 3.2 cases for every 1,000 American children under the age of 18 — currently have diabetes. And one-third of those children are obese. Prevalence of diabetes was higher among older children, and the disease was more common among non-Hispanic white children than non-Hispanic black or Hispanic children.

■ No matter what the cultural norm, children who are physically disciplined with spanking and other such approaches are more likely to be anxious and aggressive than children who are disciplined in other ways. The finding, published in the November/December 2005 journal *Child Development*, came from surveys of parents and children in six different countries. The study grew out of existing controversies over whether parents should spank their children or use other forms of physical discipline. While some experts argue that physical discipline should never be used because of evidence that it is related to more, rather than fewer, child behavior problems, others argue that the effects might depend on the characteristics/culture of children and families and the circumstances in which physical discipline is used.

■ The State Coverage Initiative (SCI) releases an annual State of the States report summarizing state activities to expand health coverage. In its 2005 report, SCI reveals that states now spend more on health care for the poor than they do on elementary and secondary education. The states spent 21.9% of their revenue on Medicaid in fiscal year 2004. Elementary and second education consumed about 21.5% of states' budgets. Higher education came in at a distant third, 10.5%. "Today, Medicaid accounts for the largest and fastest growing category of state expenditures," said the report. The increase in Medicaid costs for the states stems from the continued decline in employer-sponsored health insurance, the report said.

■ A small-town teenager in Kansas who was bullied for years by classmates because they believed he was gay has been awarded \$440,000 in a settlement. The settlement ended a long-

running battle between the 1,500-student Tonganoxie school district and 18-year-old Dylan Theno, who sued in May 2004 claiming he was harassed with homophobic slurs from 7th grade until he quit school in his junior year. The lawsuit had argued the district enforced its sexual-harassment policy when a female student was harassed, but didn't in Mr. Theno's case. "I expect this case will have profound effects nationwide in dealing with schoolyard bullying and harassment," said Mr. Theno's lawyer, Arthur Benson. "Insurance companies will have a very powerful economic incentive to see that districts' anti-harassment policies are aggressive and effective." Mr. Theno recently earned a GED credential and attends a vocational-technical school in Kansas City.

■ A new organization called First Class Education is making efforts to see to it that all 50 states and the District of Columbia reallocate school spending so that at least 65 cents on every dollar goes directly into the classroom -- on books and teacher pay -- by the end of 2008. The concept is taking hold: The "65 percent solution" has already been adopted in three states and bills to meet that 65 percent threshold have been introduced in eighteen other states. Currently, the national average classroom spending is about 61.5 cents on the dollar, according to the National Center for Educational Statistics (NCES). The founder of First Class Education is Patrick Byrne, of Overstock.com, who is one of America's young philosopher CEOs and a man with eccentric ideas. The 65 percent solution originated, Byrne says, after he crunched data from the NCES, and found that the five states with the highest student standardized test scores (Massachusetts, New Hampshire, Vermont, Minnesota, and Connecticut) on average spent 64.1 percent in the classroom. Nationally, public opinion supports the school reform measure. [*How much education funding should go directly to classrooms?*, Christian Science Monitor, 1/26/06]

■ A new report from the Principals' Partnership compiles research on the effects of school-based child care. The report includes the following findings which suggest that school-based child care centers have far-reaching benefits: (1) When there are child care centers in public high schools, teen-age parents whose children attend the facility are more likely to complete their education and less likely to become dependent on welfare. (2) Schools benefit through lower dropout rates, improved parent education programs, vocational training for students, and increased performance from faculty who enroll their children in the facility. (3) Communities profit from having a lower number of welfare participants; more efficient use of public health, nutrition, and social services; and more accessible high quality child care. (4) The child care profession gains trained professionals, and all the children involved benefit from a high-quality preschool education.

High Impact Schools

In two new reports by the Education Trust, researchers identify so-called "high-impact high schools" and examine the methods these schools use to boost the achievement of struggling students. High-impact schools, while not the strongest performers in all areas, have been able to make better-than-expected gains with their students, including large numbers of minority and low-income youths.

High-impact schools tend to differ from typical - or so-called average impact - high schools in several important ways, researchers found. Among the elements that made these schools successful were:

- Principals are more likely to match talented teachers with students who need them most, instead of following a more common practice of assigning department heads and other experienced teachers to advanced or honors classes.
- Support for new teachers tends to be more thorough and includes such techniques as providing model lesson plans and teaming a beginner with an experienced colleague.
- Early intervention programs - often mandatory - are used to help students before they fail and become discouraged; requiring summer school or after-school tutoring is common.
- Academic support services for struggling students keep them in current-grade-level classes while they are catching up; in more typical schools, such students are put into remedial classes, reducing their chances of meeting rigorous graduation requirements on time.
- The focus is on preparing students for life beyond high school, not just on getting students to graduation day; academic expectations are high - often including a college-prep curriculum for all students - and consistently communicated to parents and students.

The two Education Trust reports, "Gaining Traction, Gaining Ground" and "The Power to Change," can be downloaded from at www2.edtrust.org/EdTrust/Press+Room/High+School+2005.htm.

New Report on Food Marketing to Children and Youth

For the first time, researchers have concluded that there is a clear link between advertising and young children's appetite for junk food. Earlier this week, the Institute of Medicine of the National Academies issued its long-awaited report on food advertising's influence on children. The report calls on food companies to drastically reduce their advertising of junk food to children and calls on the government to take action if calls for voluntary changes fail.

In 2004, the food, beverage, and restaurant industries spent \$11 billion on marketing, including \$5 billion on television advertising. It is also estimated that more than \$10 billion is spent each year on all types of food and beverage marketing to children and youth in America. These were just some of the findings published in the Institute of Medicine report, "Food Marketing to Children and Youth: Threat or Opportunity?" The report is the final product of a study requested by Congress. The report demonstrates that among children ages 2 to 11, food and beverage preferences, purchase requests, and short-term consumption patterns are strongly influenced by television advertising. The report also concludes that television advertising influences children to prefer and request high-calorie and lownutrient foods and beverages, and that exposure to television advertising is associated with obesity among children ages 2 to 18.

Most children do not develop the cognitive ability to fully understand the persuasive intent of advertising until they are 8 years old, and even 11-year-old children may not activate these defenses unless they are explicitly directed to do so. (Source: www.pta.org, "This Week In Washington")

New Data Resource Added to CAS Website

CAS has added a new feature to the member school area of its website which allows members to post requests for information that their colleagues can respond to; and the responses can include relevant files which can be uploaded directly to the website! A member can submit a request for information, respond to an existing request, upload pertinent files or view existing responses simply by logging onto the member school area using his/her assigned school number and login ID.

Members can also sign up to receive updates via e-mail when responses are posted on topics that interest them. CAS' goal over time is to build a library of information that will be a valuable resource to all member school administrators. Check out this new feature by logging on to the "members only" section at <http://www.casciac.org/member-schools/>. And please be sure to provide CAS with any feedback!

CAS OPENS NOMINATIONS FOR THE DISTINGUISHED FRIEND OF EDUCATION AWARDS

The CAS Awards and Recognition Committee once again solicits nominations for the annual Distinguished Friend of Education Awards. These awards, established in 1983, honor a person and an organization or corporation for outstanding service to education in Connecticut. See criteria below. Nominations for this year's award will be submitted electronically via the CAS-CIAC website. If you wish to nominate an individual or organization/ corporation for these prestigious awards, please complete the nomination form on-line at http://www.casciac.org/nominate_dfe.shtml by **February 24, 2006**.

AWARD CRITERIA

Individual Award: *The individual recommended shall*

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

Organization or Corporation Award: *The organization or corporation recommended shall*

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

For further information, contact Karen Packtor at kpactor@casciac.org.

GRENIER STUDIOS GETS NEW LOOK, NEW NAME

Maintains family values and commitment to excellence

Grenier Studios, a family-owned photography business with a 57-year tradition of excellence, has made a bold move: it has said good-bye to its long-time moniker and embraced a new name and image which are edgier, bolder and definitely daring!

Why the change? Several reasons. First, the company needed to roll all of its various identities -- The Greniers, Greniers ProSports and Daniel's School Pictures -- into one. The fact that it was one company doing business under three different names puzzled some customers and made things unnecessarily complicated. Secondly, the company is expanding, moving into new territories in order to grow the business and stay competitive in the photography industry. And while the Grenier name is well-known in Western Massachusetts and Northern Connecticut, it is not widely recognized in its new territories. The Grenier brothers -- Larry, Dan, Marc and Chris -- wanted a new name, one



Genier's new logo

that would get people's attention. And they have succeeded with "Grynn & Barrett Studios." It's a play-on-words they hope will resonate with a younger audience and show that while this is a company that knows how to have fun, it takes its business very seriously. The brothers assure their existing customers that, other than their name, nothing is changing. "We're still a family-run business. We're still the best school and family portrait photographers you'll find anywhere. And we're still working constantly to get even better at what we do," they insist.

For more information about Grynn & Barrett Studios, the official photographer of CAS, visit www.grynnandbarrett.com.

CAS WINTER CONFERENCE FINDS NEW HOME AT CT CONVENTION CENTER

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



Mark Scharenbroick
Keynote Speaker



Scott Nichol, Principal
Strong Middle School, Durham

The 2006 CAS Winter Conference on January 27th drew 150 participants to the Connecticut Convention Center in Hartford, a grand and expansive venue which was host to a CAS-sponsored event for the first time ever. Conference participants were inspired and informed with presenters who brought new information and new strategies.

Mark Scharenbroick used his experiences of visiting schools around the country and offered observations to stress the importance of personalizing schools. His message urged school leaders to establish effective connections that link students to schools with the result of improving student and school performance. Using a combination humor, anecdotes, personal stories, and observations, Mark left his audience motivated to enhance their valuable personal influence. He will be back in the state to keynote the Assistant Principals' Conference on March 27th, also at the Convention Center.

David Jones, middle school principal from Everett, Washington, articulated his leadership in his school to improve student health and fitness and the remarkable gains as a result in student performance. As educators seek to be accountable for testing, David reinforced the need to work on student wellness for its own sake,

while citing evidence of gains in student performance as added benefit. Don Frederick, principal at Cranston High School East in Rhode Island offered educators a view of using digital portfolios to manage student information relating to meeting the school's expectations for student learning.

At lunch, Attorney General Richard Blumenthal brought the audience the latest details on the lawsuit filed by the state against the federal government on *No Child Left Behind*. He prefaced his remarks by saying that the decision to sue the federal government was not made lightly or in haste. "The suit was initiated," said Blumenthal, "because of the federal government's rigid and unyielding insistence on its interpretation of the law." He cited the legal basis of the suit on grounds of the unfunded mandates in the administration of the law as well as the challenge based on the Constitution. He expressed his appreciation for the support that he has been given by the vast majority of school boards in the state.

The event was jointly organized by the High School and Middle Level Program Committees. Many thanks to the committee members and their chairs, North Branford High School's Dave Perry and Strong Middle School's Scott Nicol, respectively.

CAS Announces Annual Flanagan Grants

CAS is pleased that Big "Y" World Class Markets is again funding the Student Activities Board of Control (SABC) sponsored Flanagan Memorial Grants Program. SABC will have \$5,000 from Big "Y" to award to schools to help fund programs that will encourage leadership, community service, or the development of academic, artistic, or communication skills in students.



Brochures have been mailed to all schools.

Please share the information with the appropriate staff. Completed applications are due at CAS by February 27, 2006. Successful applicants will be notified by April and the awards will be presented at the Flanagan Awards Reception at CAS on May 10, 2006. The application can be downloaded from the CAS website at:

<http://www.casclac.org/pdfs/FlanaganApplication.pdf>

CAS is grateful to its corporate partner, **HORACE MANN**, a company dedicated to serving the needs of the educational community

Principals Shadowing Project, *continued from page 1*

Baccalaureate Academy in East Hartford; Jeff Cryan, Mansfield Middle School; Robert Hale, Westbrook High School; Mark Johnson, Oakdale Elementary School in Montville; Ed Lazaroff, Horace W. Porter School in Columbia; Dianna Lindsey, Ridgefield High School; Mark Nolan, Pine Grove School in Avon; Tom Reale, New Britain High School; Catherine Richard, Danbury High School; Ron Stan- cil, West Haven High School; Lynnette Tinacci, Driscoll School in Wilton; and John Vecchitto, Nonnewaug High School in Woodbury.

The Connecticut phase of the PSP was successfully completed in January. The Chinese delegation, following visits to Washington D.C., Philadelphia, and New York City, arrived in CT on January 10th. The next three days were dedicated to professional development and included presentations on teacher preparation by Dr. Otherine Neisler, Chair, Department of Education/Special Education at St. Joseph University and by Dr. Marijke Kehrhahn, Director of Teacher Preparation, Neag School of Education, University of Connecticut; a presentation on continuing education for teachers by Jan Headley, PIER Director, Yale Center for International and Area Studies; and a presentation on principal preparation by Michele Femc-Bagwell, UCAPP Director, and Dr. Barry Sheckley, Chair of the Department of Education Leadership, Neag School of Education, University of Connecticut. These formal presentations were augmented by visits to the Achievement First-Amistad Academy in New Haven, the Connecticut Historical Society, the State Capitol and Legislative Office Building, the Mark Twain House, and the Mashantucket Pequot Museum. On January 14th, a reception and luncheon was held at CAS and the CT and Chinese principal pairs were introduced. This event launched the home stay and school visit portion of the program which concluded with a de-briefing dinner the evening of the 20th followed by

an early morning departure for Chicago and Beijing.

The China phase of the PSP will occur April 11-22, 2006 when the CT delegation travels first to Beijing for professional development and touring and then to Shandong Province for the reciprocal home-stays and school visits.

And just what was the response of the Shandong principals to this experience? Li Lan, from the Foreign Affairs Office of Shandong Jiaotong University and who served as translator for the group, included the following feedback in an email sent upon her return home:

The Principal Shadow Program is a very successful program. All the Chinese principals have gained an insight into what the American education system and practices are like, and are now in a position to compare the two systems and practices. What's more, they felt the warmth and hospitality from the American side, which is a brand new experience for them. I believe every one of them is now holding a very positive attitude about the USA, and I believe the attitude will surely influence a lot of their students, which will be very good for the future communication of the two countries.

At the debriefing dinner, several described the dissonance between their previously held ideas about Americans - none had traveled in this country before - and the realities of their home stays and school visits. The principals were overwhelmed by the lengths to which their host communities went to honor and welcome them. Ning Zheng, principal of the Qingdao Experimental Kindergarten and guest of Lyn Tinacci in Wilton, described being interviewed by the local newspaper and then seeing her story on the paper's front page. "It made me feel like a celebrity, like someone really important!" she stated with obvious and genuine surprise and emotion. Numerous similar experiences were described, quantifying the extent to which the CT host principals took to heart the goals and intent of the PSP.

The 29th Annual Assistant Principals' Conference

MARCH 27, 2006

CT Convention Center, Hartford ★ 8:00 a.m.-2:00 p.m.

"Making Connections"

featuring

THOMAS MOONEY

MARK SCHARENBRUCH



LUNCHEON SPEAKER



KEYNOTE SPEAKER

Register on-line at www.casciac.org/register

SCHOOL FUNDRAISING MADE EASY

Faced with tight budgets and growing demands, schools across the state are doing more on their own to bring extra dollars into the classroom. Bake sales are still a mainstay, but generating cash is a necessity that sometimes falls heavy on the shoulders of school administrators.

What to do? Well, one of our sponsors has an answer that's well worth exploring.

Teachers' Insurance Plan™, a car insurance program exclusively for members of the educational community, has a fund raising program -- the Teachers' Referral Program for Schools™ (TRPS) -- that contributes money for every teacher in a school who receives a free, no obligation car insurance quote* from them.

Angela King, marketing manager of the program described it as a turn-key operation with the potential for real rewards. "The principals and administrators I meet are looking for more. Much more," she noted. "Fortunately, when we donate \$20 to a school for each quote, it adds up quickly."

The program has been used in other states with great success. "With very little work on our part, the faculty was able to raise over \$1,300," noted Ethelyn Young, principal of a high school in Philadelphia.

The Teachers' Referral Program for Schools is available to all public and private schools in Connecticut. Teachers' was founded in 1992 to provide lower cost insurance to members of the educational community and has been a sponsor of CAS since 2004.

For more information about Teachers' go to www.teachers.com. Principals and administrators interested in TRPS are invited to e-mail trps@teachers.com. Please include your contact name, school and phone number. Or, you can call Angela King at 888-288-6080 extension 7396 to inquire about the program.

* Subject to program guidelines.

Teachers' Insurance Plan is underwritten by Connecticut Life and Casualty Insurance Company, a licensed member of the Response Insurance Group of Companies, as authorized by law.

middle school news

Middle Level Teacher Initiatives

By Earle G. Bidwell, Assistant Executive Director

The middle level division of the Connecticut Association of Schools is partnering with the Education Department of Southern Connecticut State University (SCSU) to provide quality fieldwork experiences for secondary school education majors. Under the direction of Dr. Steven Greengross, SCSU students will complete a forty hour field experience in an academic discipline of his/her choice. Twenty hours will be completed in a middle school and the other twenty hours in a high school. Over thirty CAS member middle schools have expressed an interest in hosting these teachers-in-training.

It is expected that the student will spend an average of 3 to 4 hours per week in the classroom focusing on observation of the teaching/learning process and working with students on a one-on-one basis. The students will also write reflective pieces on the topics of classroom environment, classroom management; constructivism, diversity, higher order thinking skills and assessment relative to their observations.

The purpose of the partnership is to provide secondary education majors with quality middle school experiences early in their college careers. Schools interested in participating in this endeavor are invited to contact Assistant Executive Director Earle Bidwell at CAS.

In a related initiative, certified elementary teachers have an opportunity to extend their certification to include middle grades at SCSU. Unlike the elementary certification, which certifies a teacher to teach English, math, science, and social studies, the middle grades certification is specific to either English, math, science, or social studies. A teacher can be certified in either one subject or more than one. Per the Connecticut State Department of Education regulations, a teacher wishing to become cross endorsed as a middle grades teacher must satisfy three criteria: 1) have a minimum of 15 liberal arts credits per subject area in each of the subjects for which certification is sought; 2) have a minimum of 12 credits in middle grades education; 3) pass the Praxis II middle grades examination in each respective subject area.

The following SCSU courses collectively meet the state requirement of 12 credits in middle grades education and will be available during a five-week summer session.

- EDU 317 Technology in Middle Grades Education
- EDU 530 Interdisciplinary Teaching in Middle Grades Education
- EDU 551 Early Adolescent Development
- EDU 554 Principles of Middle Grades Education

Because two of the courses meet two mornings a week and the other two are on-line courses, it is possible for students to complete the entire package in one summer. Teachers interested in exploring a middle grades cross endorsement are invited to contact Dr. Greengross (203) 392-6430 or (203) 392-6425 for a transcript analysis and consultation.

LEADERSHIP CONFERENCE CHANGE A SUCCESS

By Earle G. Bidwell, Assistant Executive Director



Student participants reported that "meeting new people" was one of their favorite parts of the conference.



A number of breakout sessions were led by high school students.

Moving "Making Acceptance Acceptable," the annual middle level student leadership conference from March to January proved to be a popular move. Presented by the middle level division of CAS and the Connecticut Association of Student Councils and sponsored by Connecticut Lighting Centers, the conference attracted a record fifty-five Connecticut middle level schools.

Upon arrival, students were led in team-building activities by Jen Buckley, Associate Director of the Upward Bound Program. This activity introduced them to students from 19 other middle schools who would be their classmates for the day and set the stage for cooperative learning throughout the day.

Each group participated in one large group session and three breakout sessions. The large group session was either a "fishbowl" activity led by Ms. Buckley or skits led by the "Esteem Group" from Canton High School. Breakout sessions based on the three conference themes,

continued on page 10

... more middle school news

Leadership, *continued from page 9*

"Building a Climate of Acceptance", "Making a Difference at School" and "Taking risks and Rising to the Occasion", were led by a variety of administrators and teachers from CT middle schools, high school students belonging to the Connecticut Association of Student Councils, and students from the Upward Bound program.

When asked to list the parts of the conference that were most valuable, students wrote that they liked meeting new people, communicating with others, incorporating leadership skills into activities and accepting people for who they are as the highlights.

There were two advisor sessions, the first a sharing session facilitated by Mansfield Assistant Superintendent, Fred Baruzzi and the second by William Howe, Multicultural Education/ Gender Equity Consultant for the CT Department of Education.

Participating schools are invited to apply for the Arthur Director Leadership Award. This award, named for the founder of Connecticut Lighting Centers, is presented to the school that shows superior application of the concepts learned at the leadership conference. The award application is available on-line at www.casciac.org.

Photos courtesy of Grynn and Barrett Studios, CAS' official photographer

Call for Artists

Artists and Art Teachers: Consider being an artist/presenter at the annual "Arts in the Middle" conference for middle level students and teachers at the Hartford Art School on May 23, 2006. The committee is seeking artists who would like to spend a day sharing their talent with highly motivated middle level artists in a top quality art studio. This exciting day-long workshop gives participants opportunities to create two separate projects in mediums of their choosing.

To become a part of this exciting project or to obtain further information, contact Earle Bidwell, Assistant Executive Director at (203) 250-1111 or ebidwell@casciac.org.

elementary school news

2006 ELEMENTARY LEADERSHIP CONFERENCES



Photos courtesy of Elizabeth Stewart

Students from Norton Elementary School in Cheshire take a photo break at the student leadership conference held at Naugatuck Valley Community College.

Over 450 students attended the 2006 elementary student leadership conferences held in January at two state college campuses. Participating students reveled in a day filled with fun and focused learning opportunities. This year's conferences were held at two sites -- Naugatuck Valley Community College and Asnuntuck Community College -- to make them more accessible to member schools.



Students engaged in hands-on activities designed to develop skills in the areas of productive thinking, decision-making and communication. One of the highlights of the events was the musical composition entitled "Leadership," written and performed by Steven Ernst, a music teacher in the Seymour School System. Both events featured parent workshops which were focused on the role of parents in fostering their children's leadership skills. *Many thanks to conference co-chairs Jean Barbaro and Lauren Elias!*

... more elementary school news

PRINCIPAL'S CONVERSATIONS ABOUT CMT

Regina S. Birdsell, Assistant Executive Director

The Professional Studies Committee, Elementary Division, started the New Year with two CMT workshops. One was held on January 12, at CAS in Cheshire and the other on January 18, at LEARN in Old Lyme, with the round table dinner discussion format.

The presenters, Charlene Tate Nichols, the Connecticut State Department of Education Consultant in Math, and Patricia Foley, the Connecticut State Department of Education Consultant in Language Arts, both gave overviews of the changes in the CMT.

Patty Foley provided an overview, beginning with the NCLB legislation mandating the testing of students in Grades 3-8 and Grade 10. She explained that the CMT, Generation 4, (CMT 4), will be administered to students in grades 3-8 for the first time in March 1-28 with areas assessed in Mathematics, Reading and Writing. In March of 2008, Science will be assessed in Grades 5 and 8. The testing of Special Education and ELL Students was reviewed with accommodations explained. She continued with a discussion of testing item types, test forms, the explanation of scoring and examples of writing prompts. She led a discussion of how to build assessment literacy and implications for instruction. Participants were encouraged to use resources on the CSDE web site: www.stste.ct.us/sde, which include CMT Handbooks, the Language Arts Framework, the Lange Arts Framework companion and additional data at CMT data at www.cmtreportr.com

Charlene Tate Nichols also provided an overview and reviewed the available CSDE materials provided to the presenters. She examined the scored student work and discussed instructional implications and strategies. She went over the changes in the CMT Generation 4, (CMT 4), and discussed the CMT connection with the Mathematics Frameworks. Charlene concluded with a discussion of preparing students for the Connecticut Mastery Test (CMT). She emphasized that a sound K-8 mathematics program embeds these strategies into all instructional planning. A full dinner followed the presentations with both presenters being very supportive in answering questions and helping to assist districts with materials and strategies.

Both consultants work with school districts in Connecticut helping them align curriculum with the CMT objectives. A copy of both power point presentations is available at the CAS web site, www.casciac.org.



Charlene Tate Nichols, math consultant for the Connecticut State Department of Education

ciac news

Have you witnessed an act of good sportsmanship?

If so, please tell us about it! The newspapers are littered with negative stories about high school sports -- chronicles of violence against officials, cheating by coaches, unruly behavior by fans, and unsportsmanlike conduct by athletes. We know there are a lot of good things happening on our playing fields -- and we want to hear about them! We want to spotlight true stories of acts of character, good will, and sportsmanship by athletes, parents, coaches and spectators in all our state's interscholastic athletic programs. Please e-mail any accounts, anecdotes, articles - short or long - to Karen Packtor at kpactor@casciac.org.

“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,
Winningest basketball coach in college history

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ciac news briefs

■ Pass-all rule for athletes excoriated

Last month, Iowa school officials blasted a proposed state rule that would bench high school athletes for four weeks if they failed one or more classes. The Iowa State Board of Education approved the rule in November and, if implemented, it would be the first time there would be an eligibility change since 1992. However, the board is receiving strong opposition from school officials who claim that "it stomps all over local control" and that they see it as a "slap in the face." (Source: *Des Moines Register*, 1/12/2006)

■ Indoor pools can impair lung function

A study provides evidence that children who frequent chlorinated indoor swimming pools show an adverse effect in lung function. The repeated exposure to chlorination by-products in the air negatively impacts cell function, which in turn diminishes the cells anti-inflammatory properties. A possible outcome of the chain of events is pulmonary disease such as asthma. Complete findings of the study, "Pulmonary Epithelial Integrity in Children: Relationship to Ambient Ozone Exposure and Swimming Pool Attendance," appear in the *Environmental Health Perspectives*, Volume 112, Number 17.

■ Instant replay reaches high school level

First the pro leagues, then the colleges, and now it's in high school games. The Minnesota State High School League (MSHSL) Board of Directors ushered in the use of instant replay to the ranks of high school athletics at its December 2005 meeting, approving the use of instant replay in making critical calls during the high school ice hockey and basketball tournaments next month. Instant replay will only be used during televised games, the semi-finals and finals in basketball and the quarter-finals, semi-finals, and finals in ice hockey. In basketball, only timing errors, last-second shots in the first half and play in the final moments of a game can be reviewed. For hockey, the use of instant replay will be broader. Two people, the on-ice referee and a video replay official in the press-box, can ask for a second look at any goal. (Source: *Referee*, February 2006, Issue #352)

CIAC MEMBER SCHOOLS CONTINUE TO SUPPORT HURRICANE VICTIMS

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

- ★ Montville High School, Mr. Thomas Amanti, Principal
- ★ Rockville High School, Brian Levesque, Principal

And the CIAC received its second contribution from Valley Regional High School in Deep River!

■ Coach banned for life

Following an October 28, 2005 high school football game, a coach was caught on tape cheating and his punishment is a ban for life from coaching. Paul Bryan, as assistant football coach at San Pedro (CA) High School for more than 20 years, was banned for life for moving a sideline first-down marker to help his team win a game against Gardena High School. The ban was handed down by the rules committee of the L.A. City section of the California Interscholastic Federation (CIF). The school had originally given Bryan a one-year suspension. The video, which was shot by a team scouting the game, shows Bryan moving the marker. At the time of the incident, San Pedro was leading, 7-6, with 7:19 remaining. San Pedro went for it on fourth down, needing slightly more than a yard for a first down. After the quarterback sneak, Bryan moved the marker. Not aware of the action, officials awarded San Pedro a first down and the team went on to score a touchdown. San Pedro defeated Gardena, 13-12, to win the game and the league championship. "The committee felt the act was very serious and that it required that penalty, said Barbara Fiege, section commissioner. "The section is making a huge push to get people to realize that character development through high school sports is an extremely important part of a student's educational process." (Source: *Referee*, February 2006)

■ Report shows dangers of cheerleading

A study published in January in the journal *Pediatrics* shows that cheerleading injuries more than doubled from 1990 through 2002, while participation grew just 18% over the same period. The study estimates that 208,800 young people ages 5 to 18 were treated at U.S. hospitals for cheerleading-related injuries during the 13-year period. The average age of

THE SCORE

Bad Sports in Youth Sports

Officials who work youth sports are well aware of the rise and fall of sporting behavior among players, coaches and fans. A study that was conducted by researchers at the University of Missouri-St. Louis, the University of Minnesota-Minneapolis and Notre Dame covers sportsmanship topics in youth sports. The study involved 803 athletes (ages 9 to 15), as well as 189 parents and 61 coaches. According to the research, nearly one in ten athletes acknowledged cheating. Some of the other results are below.

Athletes:

- 13%** Have tried to hurt an opponent
- 31%** Have argued with an official
- 27%** Admitted to acting like bad sports

Coaches:

- 7%** Have encouraged athletes to cheat
- 8%** Have encouraged athletes to hurt an opponent
- 33%** Admitted to yelling at players for making mistakes

(Source: *Referee*, February 2006)

injured children was 14.4 years; 97% were female; 85% of injuries occurred to children 12 to 17 years old; nearly 40% were leg, ankle and foot injuries. Researchers say that the rise in injuries is likely due to the fact that stunts are increasingly difficult and that cheerleading has evolved from a school spirit activity into an activity demanding high levels of gymnastics skill and athleticism. To view the study, visit www.pediatrics.org and search for "cheerleading".

Test Your Knowledge of Hazing

Hazing is a shadow disease of high schools and colleges, of sports teams and exclusive societies. It is everywhere, but it lives in darkness, so most people don't realize its prevalence. In fact, 1.5 million high school students are hazed each year, half of them athletes, and the figure is rising. Even more college students suffer it. And most teachers are oblivious to it. How much do you know about hazing? Take this quiz:

True or false?

1. Hazing is a form of rejection.
2. Most young people don't know which acts constitute hazing.
3. A little extra vigilance will show if hazing is going on in your school
4. Hazing usually hurts only the sensitive, though that is bad enough.
5. Almost no respectable figures condone hazing.
6. Since students consent to hazing, they are -- unfortunately -- legally responsible for any harm to themselves.
7. Studies show that groups really do need hazing to bond well, and that's an obstacle to eliminating it.
8. Many hazed individuals say the experience was fun.
9. Those who have undergone hazing are less likely to inflict it on others.
10. Most college athletes suffer hazing.

Answers

1. FALSE. Hazing isn't rejection, but rather a rite of acceptance.
2. TRUE. They typically admit to acts that constitute hazing while denying that they have hazed.
3. FALSE, usually. It can be very difficult to tell whether hazing is taking place. Often parents or school officials deduce it by the presence of bruises or other problems.
4. FALSE. It scars the majority of people.
5. FALSE. Hazing has champions who offer an array of justifications for it.
6. FALSE. Today, 44 states have laws against hazing. The "consent" aspect is somewhat illusory, since there is much social pressure to undergo it, especially for athletes who badly want to compete. And hazing can spin out of control and turn into humiliation the victim never contemplated.
7. FALSE. Teams bond perfectly well without hazing.
8. TRUE. Especially with milder hazing, victims can salvage self-respect by claiming they enjoyed it.
9. FALSE. In fact, the worst hazers have almost always undergone it themselves and are recycling it.
10. TRUE. In one study, 80 percent of NCAA athletes reported it.

(Source: *Pursuing Victory with Honor e-newsletter*, February 2006)

GUEST EDITORIAL

What I Want My Daughter to Get Out of Sports

By Michael Josephson, Founder, Josephson Institute of Ethics

Several years ago, when my daughter Carissa was about to enter her first gymnastics competition, I wrote a letter expressing my hopes and goals for her athletic experience. Here's a revised version:

"My dearest Carissa,

"I know you've worked hard to prepare yourself to compete and how much you want to win. That's a good goal. You'll always get the best out of yourself when you strive for victory.

"But winning is not the only goal, or even the most important one. What's most important is that you have fun and learn. I want you to love the sport so much that you can find pleasure in the effort itself and in the friendship of your teammates and other competitors.

"I want you to know that you can do well no matter who takes home the medals, if you do your best. And you will be a winner if you keep getting better. I want you to pursue excellence with all your heart, not to please me or your mom or to get the approval of anyone else, but to experience the joy of accomplishment.

"If you wobble, keep on going; if you fall, get right up and continue. No matter what happens, keep your head high. Don't give up or give in. If things don't go your way, don't cry, whine or make excuses.

"Always conduct yourself in a way that brings honor to your team, your coaches, your family, and, above all, yourself. I want you to be a model of good sportsmanship, treating the sport, its rules, your teammates, other competitors and judges with respect.

"But, most of all, I want you to know how proud of you I am."

Federal graduation-rates data released

The most recent graduation-rates data collected by the federal government and released by the NCAA show that student-athletes continue to graduate at a rate higher than college students nationally. The research, mandated through the Equity in Athletics Disclosure Act, tracks the most recent cohort, which is the entering class of 1998-99. Graduation-rates data began being compiled in 1984. Every class since 1986 has demonstrated that student-athletes graduate at rates higher than those of the general student body.

The 1998-99 class shows student-athlete graduating at a rate of 62%, two percentage points higher than the student-body rate. That gap is unchanged from the 1997-98 cohort.

In addition to the federal graduation rates, the NCAA also released more results from its newly created Graduation/Success Rate (GSR). The GSR was developed as a more accurate alternative to the federal methodology. The federal rate does not credit institutions for incoming transfers who graduate, and it does not remove from the calculation transfers who leave the institution in good academic standing.

The most recent GSR release includes aggregate scores for Division I institutions. The NCAA released team-by-team and sport-by sport GSRs in December. Those data showed that 76% of Division I student-athletes graduate. There is no comparative GSR data for the overall student body at a national level.

(Source: *NCAA News*, January 19, 2006)

. . . more ciac news

VALUE OF HIGH SCHOOL ATHLETICS CONFIRMED BY SURVEY

A recent survey from the U.S. Department of Education's National Center for Education Statistics (NCES) confirmed previous case studies conducted by the National Federation of State High School Associations (NFHS) indicating that participants in high school activity programs attain a higher education level, get better jobs and are more fit and active than those students who do not participate in activity programs.

The NCES examined the status of high school athletes eight years after their senior year in high school. Using a sample of individuals who were seniors in 1992, the study provided information on the educational, labor market and health status of these individuals in the year 2000.

Among the findings, the survey indicated that high school athletes at the elite and varsity levels were more likely than non-athletes to have any post-secondary education by 2000 and to have earned a bachelor's degree by 2000. In addition, elite athletes were more likely than non-athletes to be employed and employed full-time in 2000. Those who participated in high school athletics at the elite and varsity levels earned a higher income in 1999, when compared to those who did not participate in high school athletics. Lastly, high school athletes at all three levels of participation – elite, varsity and junior varsity – were more likely than non-athletes to participate in physical fitness activities and in group sports / recreation activities in 2000.

Elite and varsity athletes who were seniors in 1992 were less likely to be daily smokers in 2000 than were non-athletes; however, the research indicated that athletes were more likely to binge drink in 2000 than their non-athletic counterparts.

In addition to the general conclusion that athletic participants had more positive life outcomes by the year 2000, the survey indicated that, among athletic participants, those who participate at the more intense levels will experience more

CATASTROPHIC INJURIES IN HIGH SCHOOL SPORTS: 2003-2004						
<ul style="list-style-type: none"> ◇ Direct -- Resulting directly from participation in the skills of the sports ◇ Indirect -- Caused by systemic failure as a result of exertion while participating in a sport or by a complication which was secondary to a non-fatal injury 						
	# of Direct Catastrophic Injuries		# of Indirect Catastrophic Injuries		Total # Direct Injuries 1983-2004*	Total # Indirect Injuries 1983-2004*
	Fatal	Non-Fatal	Fatal	Non-Fatal		
FALL SPORTS						
Cross Country	0	0	2	0	1	19
Field Hockey	0	0			3	
Football	2	14	4	0	553	145
Soccer	0	1	1	0	15	26
WINTER SPORTS						
Basketball	0	0	4	0	17	96
Gymnastics	0	0	0	0	13	0
Ice Hockey	0	0	1	0	17	4
Swimming	0	0	0	0	13	7
Volleyball	0	0	0	0	1	1
Wrestling	0	2	0	0	51	15
SPRING SPORTS						
Baseball	1	0	0	0	40	11
Lacrosse	0	1	0	0	8	3
Softball	0	0	0	0	3	0
Tennis	0	0	0	0	0	3
Track	0	1	0	0	55	28

* includes number of serious injuries

*Source: 22nd Annual Report of the National Center for Catastrophic Sports Injury Research
(Reprinted from NFHS News, October 2005)*

positive outcomes than those who participate at less intense levels. As an example, more positive outcomes were indicated for elite athletes (team captains, most valuable players, etc.) than varsity and junior varsity athletes.

Additionally, varsity athletes were observed to have more positive outcomes than junior varsity athletes.

Following are other findings from the survey data:

- A higher percentage of males than females reported athletic participation (72% to 49%).
- No differences were detected in high school athletic participation rates between races.
- A higher percentage of students from high-

socioeconomic status families reported high school athletic participation than students from middle or low-SES families.

- A higher percentage of students in private high schools reported high school athletic participation than students in public schools (72% to 60%).
- A higher percentage of students with high test scores reported athletic participation than students with middle or low scores.

A sample of 9,840 students who were 10th graders in 1990 and 12th graders in 1992 was used to produce the estimates in this report.

Source: NFHS News / January 2006

CONNECTICUT ASSOCIATION OF ATHLETIC DIRECTORS

22nd Annual Athletic Directors Conference

Thursday and Friday, March 23-24, 2006 ♦ Rocky Hill Marriott

Thursday, March 23, 2006:

8:00 - 11:00 a.m. CIAC Workshop - Mike Savage
 12:00 - 1:30 p.m. Luncheon / CAAD General Meeting
 "NCSSA - Athletic Director Award"
Presented to Candy Perez, N.W. Reg. High School

2:15 - 3:15 p.m. General Session
 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

Friday, March 24, 2006:

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

2006 C.A.A.D. AWARD RECIPIENTS

*Distinguished Service Award Recipient
 From Inside the Field of Athletic Administration*
Thomas Malin, East Catholic High School

*Distinguished Service Award Recipient
 From Outside the Field of Athletic Administration*
Matthew J. Fischer, CIAC

NCSSA - Athletic Director Award
Candy Perez, N.W. Regional High School

NIAAA State Award of Merit
Robert Harris, Fairfield College Preparatory School

Meritorious Service Award
Patrick Spinola, Norwalk High School

PRE-REGISTRATION INFORMATION

Early Bird Conference Registration

Name _____
 School _____
 Town _____ Zip Code _____
 Telephone () _____
 Spouse's Name _____

Payment enclosed is to cover:

Registration: CAAD Member -- \$75 _____
 Non-member -- \$123.00 _____
 Spouse -- \$60.00 _____

Spouse's Name _____

Total Enclosed -- \$ _____

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

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

No one-day fees ♦ No refunds after March 14, 2006
Conference gift not guaranteed after March 1st

Hotel Registration

To register for the Rocky Hill Marriott visit:

www.stayatmarriott.com/caad2006hotel

Or call the hotel directly at (860) 257-6000

Rate: \$84.00 per night (plus 12% tax)

Rocky Hill Marriott
 100 Capital Boulevard
 Rocky Hill, CT 06067
 Attn: Steve Downham

Room Rate NOT guaranteed after March 14th

TOM MALIN TO BE HONORED BY C.A.A.D.

The *Distinguished Service Award - Inside the Field of Athletic Administration* is the most prestigious award presented by CAAD. The award recognizes a CAAD member for extraordinary contributions to interscholastic athletics at the local, state and national levels. This year's recipient of the DSA - Inside the Field is Thomas Malin, athletic director at East Catholic High School in Manchester. As a teacher, coach and athletic administrator, Tom has earned the respect and admiration of his peers throughout Connecticut. Those who know Tom recognize and applaud his outstanding personal and professional qualities and characteristics. This award is testimony to the high regard that Tom is held within the CAAD organization.

During his twenty-six-year tenure as athletic director, Tom has truly been the cornerstone of the outstanding and comprehensive interscholastic program that is East Catholic High School. He founded the school's Hall of Fame and the highly successful East Catholic "Eagle" Golf Tournament. In addition to overseeing the school's athletic program, Tom has served as boys' soccer coach for thirty-two years and boys' golf coach for twenty-five years.

Tom has been active at the state and national levels in athletic administration and has always been an active participant in assisting with CAAD's Annual Statewide Conference for Athletic Directors. Tom has served as secretary (1991-92), 2nd Vice President (1992-93), 1st vice president (1993-94) and president (1994-95) of CAAD. He currently serves on the CIAC Ice Hockey (1984-present), Boys' Soccer (1985-present), and Boys' Golf Committees (2003-present). Always a gracious host, Tom has served as site director for various CIAC tournament contests including boys' and girls' basketball, wrestling, baseball, cross country and cheerleading. He serves as one of two NIAAA Emergency Network Contacts for Connecticut and has attended every National Federation Conference for

Athletic Directors since 1982, serving as a state delegate several times. He has also held several leadership positions in the Northwest Conference.

As head golf coach, Tom has seen his teams compile a 442-337-14 win-loss record and won five state championships (1976, 1998, 2001, 2002, and 2003) and seven league titles. He has been nominated this year for National "Coach of the Year" in golf from Connecticut. During his tenure as East Catholic's Head Boys' Soccer Coach, he led his teams to a 277-214-55 overall record. The Eagles earned the school's first state championship in soccer in 2005. He was named CHSCA "Coach of the Year" in 1997 and the same year was a finalist for National "Coach of the Year" honors.

Tom has been the recipient of a number of honors and accolades over the years including being inducted into the East Catholic (1995) and City of Manchester (1997) Halls of Fame. In 1994, the Connecticut Interscholastic Track Coaches Association bestowed its "Outstanding Contributor" award on Tom and in 1993 the Central Connecticut IAABO Board #6 awarded Tom its "Commissioners Award". The Central Connecticut Soccer Officials presented the "George Ritchie Sportsmanship Award" to the East Catholic soccer team in 1996. The soccer officials awarded Tom the "Hugh Greer Distinguished Service Award" in 1999.



TOM MALIN

Athletic Director
East Catholic High School

INVESTORS IN CT YOUTH



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- ★ Baden Sports ★
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- ★ CT Lighting Centers ★
- ★ CT Sun ★
- ★ Dove Soap ★
- ★ Grenier Studios ★
- ★ Horace Mann ★
- ★ IGA Supermarkets ★
- ★ Kaestle-Boos ★
- ★ Konica ★
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