



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

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CAS LAUNCHES NEW LOGO CONTEST

The Connecticut Association of Schools is looking to develop a new logo -- and we're giving Connecticut students the chance to design it!

We know that our member schools are filled with tremendously talented and computer-savvy artists and graphic designers. So, we are enlisting your help in creating a new image, one which is better suited to media usage and which will more readily identify who we are and what we do. The guidelines are as follows:

- Must be an original logo that does not infringe on the copyright of any other entity or organization
- Must convey the name and mission of the Connecticut Association of Schools (to find out more about CAS, visit www.casciac.org/pdfs/about_CAS.pdf)
- Must be submitted in an .eps, .jpg, .tif, or .pdf format (at least 300 dpi and a resolution of 600x600).
- Any fonts used must be free from copyright restrictions
- Must be designed for both Web and print use and can be one-, two-, three-, or four-color (if using more than one color, use individual spot colors (PMS colors), not composite color (RGB or CMYK))
- Submissions must be received by **March 20, 2006**
- The winner agrees to forfeit all rights to the logo to CAS and will hold no claim of copyright or ownership of the logo. The logo shall become the property of CAS. The winner should be able to provide us with the original artwork used to create the file, i.e. layered photoshop file, adobe illustrator file, etc. in 300 dpi, at least 1800x1800.

All logos will be reviewed by a selection committee and a winner will be announced at the CAS Annual Meeting on May 11, 2006. **A \$500 cash prize will be awarded to the winner.**

continued on page 5

CAS NAMES 2006 ASSISTANT PRINCIPALS OF THE YEAR



Anthony Carrano

Middle School Assistant Principal of the Year



Donna Hayward

High School Assistant Principal of the Year

The Connecticut Association of Schools (CAS) is pleased to announce the selection of the **2006 Assistant Principals of the Year!** Each year nominations are solicited for the elementary, middle, and high school *Assistant Principal of the Year* awards. The winners are chosen by the CAS Awards and Recognition Committee, a selection committee consisting of active and retired principals and assistant principals. Congratulations to Lyme-Old Lyme Middle School Assistant Principal **Anthony Carrano**, the CAS Middle School Assistant Principal of the Year, and Rocky Hill High School Assistant Principal **Donna Hayward**, the CAS High School Assistant Principal of the Year! No 2006 Elementary Assistant Principal of the Year was named.

Anthony Carrano

A 31-year veteran educator, Anthony D. Carrano has been selected as the 2006 Middle School Assistant Principal of the Year. Though an assistant principal at Lyme-Old Lyme Middle School (LOLMS) for just five years, Carrano has had a tremendous impact on its students, staff and community. Since joining the LOLMS administration in 2000, Carrano has succeeded in reducing discipline referral rates, strengthening relationships with youth agencies in the Lyme-Old Lyme community, promoting activities to improve the physical appearance of the school, and rebuilding the school's Parent Teacher Organization.

continued on page 6

Donna Hayward

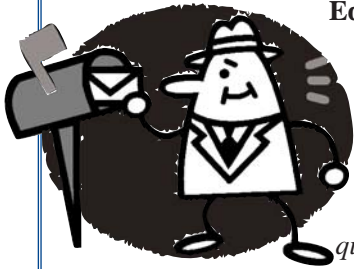
Donna Hayward, assistant principal of Rocky Hill High School (RHHS), has been named the 2006 High School Assistant Principal of the Year. Hayward is in her thirteenth year of service to the public school children of Connecticut. She earned both a bachelor and master's degree from Smith College (MA) and began her professional career in 1993 as a math teacher at Farmington High School. After just five years in the classroom, Hayward was selected as the assistant principal of RHHS, the position she now holds.

"I work with some of the finest professionals in our field, and have been fortunate

continued on page 6

LEGAL MAILBAG

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



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

Q. Dear Mailbag: Toward the end of a recent girls' basketball game, a player from the home team committed her fifth personal foul, causing her to sit out the remainder of the contest. On the way to the bench, she gestured to the official by "giving him the finger" with both hands. Needless to say, both the home crowd and the visitors were appalled by her actions. I asked a member of the coaching staff what type of disciplinary action would be imposed, but he shrugged and told me that her conduct was nothing new. When do the CIAC Guidelines apply to stop this type of behavior, and what is an appropriate punishment in these circumstances?

- *Highly Offended*

A. Dear Offended: Sportsmanship is one of the important lessons taught by athletic competition, and there are at least two appropriate responses to this unacceptable behavior. First, school officials may hold this student accountable by imposing disciplinary consequences on her. Such consequences can come from either the coaching staff or the high school administration. Team consequences range from benching her in a future game to dismissal from the team. In addition, the high school administration could (and perhaps should) suspend her from school. Second, while the student had already fouled out, the official could have ejected her from the game, which under CIAC rules would have rendered her ineligible for the next contest as well. The rules for disqualification and ejection are spelled out in the CIAC Handbook, which is available online at http://www.casciac.org/pdfs/ciachandbook_0506.pdf.

Q. Dear Mailbag: What is the liability of a school if a student leaves the building without permission and sustains some type of injury (or worse) from a car accident or other incident? Our school is constantly dealing with this issue. The administration has told parents that students must have parent/guardian permission in order to leave the building and return. Is the school liable if something happens?

- *Worry Wart*

A. Dear Worry Wart: In broad strokes, school personnel are not liable if a student sneaks out of school and gets hurt. In the first instance, the doctrine of governmental immunity may protect the district from suit, as was the case in New Canaan in 1991. There, the student sued after being injured when he left campus pursuant to an open campus policy, but the Connecticut Supreme Court ruled that the district was protected from suit by governmental immunity. These days, courts are increasingly willing to limit the protections of governmental immunity. However, even if an exception to governmental immunity is made, liability will be imposed only if (1) there is a duty of care, (2) the actions of school personnel are unreasonable, (3) those actions cause the injury, and (4) the injury was foreseeable (proximate causation). Here, liability is highly unlikely because the problem would be caused by student misconduct. Your requirement that parents must consent to students leaving school helps clarify that students who leave without such consent are engaged in misconduct. Moreover, any injury to such a student would be caused by the actions of others, not inadequate supervision. I think that you can chill out on this.

Q. Dear Mailbag: Cell phones are a fact of life, and we are trying to deal with them appropriately. However, I am concerned that a parent will hold us liable if a student's cell phone is lost or stolen. Can we put something in the student handbook to clarify that we are not liable in such cases?

- *Thinking Ahead*

A. Dear Thinking: That's a great idea. By including such a disclaimer, you will be putting students and parents on notice that the school district assumes no responsibility for the safety of cell phones. That way, a lost, stolen or damaged cell phone is their problem. However, one caveat may be appropriate. If school personnel confiscate cell phones, they assume a duty of care for such cell phones, and a disclaimer will not protect them from responsibility for their own carelessness.

ct news & notes

■ Congratulations to David B. Erwin, superintendent of the Montville Public Schools, who was named the 2006 Superintendent of the Year by the Connecticut Association of Public School Superintendents (CAPSS)! David Larson, executive director of CAPSS, describes Erwin as "an extremely competent, creative and energetic school superintendent who consistently performs above and beyond the call of duty." Erwin is in his seventh year as head of the Montville schools.

■ According to a new survey by St. Joseph College in West Hartford, home economics teachers are in short supply throughout Connecticut. More than 200 family and consumer science teachers who responded to the survey reported that schools in the state are steadily dropping classes in a field once known as home economics. About one in four teachers who answered the survey reported courses had been dropped "for lack of an appropriately qualified teacher." The shortage comes as the field itself continues to expand beyond the sewing and cooking classes familiar to an earlier generation. And, the problem is likely to become worse as an aging workforce approaches retirement. According to state figures, only 28 people received certification in the field last year.

■ As part of a coordinated effort with the U.S. Centers for Disease Control and Prevention, the state Department of Public Health is set to launch an initiative to encourage Connecticut citizens to be more health conscious. An ad campaign which will urge residents to exercise more, eat less, and consume healthier foods will be unveiled in about six weeks. The department is also encouraging local health departments to begin offering ConnectiFit, a work-based wellness program that is currently provided to all state public health employees. (*See related item page 7*)

■ According to a Department of Higher Education report issued in November, Connecticut's colleges, both public and private, saw a fourth consecutive year of record enrollment. However, that growth is slowing and could start dropping in the next five years, thus having a negative impact on the state's economy. As the number of tuition-paying students declines, colleges must find ways to make up the revenue gaps -- likely in the form of tuition and fee increases, among other solutions. According to the report, starting in 2008 the pool of high school graduates will start to decline, dropping 6% by 2013. To prepare for the drop in high school graduates, colleges and universities will need to step up efforts to retain students and to recruit from populations that are underrepresented, including older people who are looking to go to school part-time.

... more ct news & notes

■ Connecticut is one of 17 states selected by the National Governors Association to receive grants to continue reforming high schools to improve graduation rates. Connecticut will receive a \$100,000 grant to provide training for 10 teams of teachers from several disciplines and from rural, suburban and urban districts. The grant will also be used to identify and train candidates who are switching careers to become teachers in hard-to-staff areas. The state has also been awarded \$50,000 for Gov. M. Jodi Rell to convene a Pre-K to 16 Education Council to implement recommendations on improving high schools and preparing more students to attend college.

CONNECTICUT'S SCHOOLS	
Type	Number
Elementary Schools	656
Middle/Jr. High Schools.	167
High Schools	160
Technical High Schools.	17
Nongraded, Pre-K Schools.	46
Nonpublic Schools.	376
Adult Education Programs.	75
Charter Schools:	
Elementary Schools.	5
Middle Schools.	4
High Schools.	3
Full-Time Magnet Schools:	
Elementary Schools.	13
Middle Schools.	5
High Schools.	15
Part-Time Magnet Schools:	
High Schools.	6

(Source: *The Condition of Education in Connecticut, SDE, August 2005*)



national news & notes

■ The 2005 Monitoring the Future (MTF) survey shows a continued decline in drug use by students. In fact, alcohol use and cigarette smoking among teenagers are at historic lows. That's the good news. The bad news is that the number of high school students abusing prescription drugs like Oxycontin is rising, and sedative abuse is at its highest in 26 years. Experts attribute this trend not only to the greater availability of prescription drugs, but to the culture in which teenagers have been raised. They have grown up in a world where it is routine to reach for a prescription bottle to enhance performance, to focus better in school, or to stay awake or calm down. The MTF study, conducted annually since 1975, surveys a nationally representative sample of about 50,000 students in 400 public and private schools. More information can be found at www.monitoringthefuture.org.

■ Parenthood is not associated with enhanced mental health, and, in fact, is more likely to be associated with symptoms of depression, according to recently published sociological research. The research finds that parents of all types report more symptoms of depression than nonparents. Unlike other major adult social roles in the United States, parenthood does not present a mental health advantage for individuals, find sociologists Ranae J. Evenson, Vanderbilt University, and Robin W. Simon, Florida State University. Their article, "Clarifying the Relationship between Parenthood and Depression," appears in the December 2005 issue of the *Journal of Health and Social Behavior*, published by the 100-year-old American Sociological Association. Their analyses are from the first wave of the National Survey of Families and Households, which was based on a national survey of 13,000 U.S. adults. (Source: *Child Development Research*, 1/6/06)

■ Teachers who bully their students are more likely to work in schools with high suspension rates, according to a study in the December 2005 issue of *The American Journal of Psychiatry*. The study surveyed 214 teachers in a Midwestern school district about their perceptions of teachers who bully students and their own practices. The authors defined a bullying teacher as one who uses his or her power to punish, manipulate or disparage a student beyond what would be a reasonable disciplinary procedure. The findings suggest that teachers who work in problem schools may assimilate to their culture of violence, or that teachers with a predisposition to bullying may be drawn to work in violent environments. Teachers from schools with high rates of suspensions experienced more bullying when they were students and had seen more teachers bully students during the past year. (Source: *Child Development Research*, 1/6/06)

NASSP ISSUES REPORT ON REAUTHORIZATION OF NCLB

In preparation for the reauthorization of the *No Child Left Behind Act* (NCLB) in 2007, the National Association of Secondary School Principals (NASSP) has developed 21 specific recommendations for Congress to make NCLB a more consistent, fair, and flexible law that builds schools capacity to address the academic needs of their students. The recommendations were developed by a task force made up of practitioners representing urban, rural, and suburban school communities. The mission of the NCLB task force has been to study the effects of the law and regulations in order to propose specific recommendations to Congress.

Many thanks to **Paul Stringer**, principal of Weaver High School in Hartford, who served on the task force as the NASSP Board of Directors' liaison. To view the outcome of the commission's work, visit:

http://www.casciac.org/pdfs/nassp_nclb_recs.pdf

■ "Quality Counts 2006," the 10th edition of EDUCATION WEEK's annual report card on public education in the 50 states and the District of Columbia, is now available online for FREE for a limited time. This year's report, "Quality Counts at 10: A Decade of Standards-Based Education," examines the overall impact of state efforts to carry out standards-based education over the past decade, exploring the relationship between those changes and student learning gains. To access the report, visit <http://www.edweek.org/qc06>.

■ More children than ever are getting free or reduced-price breakfasts at school, according to a report released by the Food Research and Action Center. Still, the School Breakfast Program only reaches two in five youngsters who need it. "No child should have to start the school day hungry to learn, but unable to do so because of a hungry stomach," said James Weill, the center's president. "The states and schools that are leaving millions of hungry children behind need to act now." In the 2004-2005 school year, 7.5 million kids got breakfast for free or at a reduced price, the group said. The number represented a 5.3 percent increase from the previous year and was the biggest hike in a decade. The reason for the increase? More schools are serving breakfast. The federal government doesn't require schools to serve breakfast. Some states require breakfasts for certain schools, usually ones with more low-income students. Others offer financial incentives or startup funding for breakfast programs. The group said that at least 1.8 million more children could get breakfasts if schools served them.

... more national news & notes

■ A project to spruce up dreary hallways at inner city schools is based on a simple idea: Bright walls make for brighter students. Publicolor, a program in which students are permitted to paint over the industrial shades of their schools' interiors, is credited by school officials with lowering dropout rates, decreasing discipline problems and increasing attendance. The program, now a decade old, has already redecorated 71 schools in blighted city neighborhoods. "This is probably the best kept secret in New York City," said P.S. 69 principal Alan Cohen, whose Bronx school was painted earlier this year. "I love Publicolor. It has changed my school from the inside out."

■ Schools nationwide have policies to prevent violence and sexual harassment, but some go further — such as creating a rule against touching. In March, one middle school student in Bend, Ore., was sent to detention after repeatedly defying a teacher's warning to refrain from hugging another student. A similar situation occurred at a junior high in Euless, Texas, in 2003. At the only public middle school in Culver City, it is against school policy for students to hold hands, hug or kiss on campus. Perhaps more important, the "no contact" rule also prohibits students from hitting, shoving or pushing classmates. Many educators say a no-contact policy teaches students what is — and isn't — appropriate behavior at school, which they say is especially important during the middle school years. What's OK at the mall or the movies, some educators say, isn't necessarily OK at school, where the focus should be on academics. There are others, however, who say that although in theory the policy could be effective, it is nearly impossible to implement because enforcement is subjective and inconsistent.

■ A Utah state legislator has announced his plans to introduce a bill that would bar Gay Straight Alliance (GSA) clubs from meeting in public schools. Senator Chris Buttars believes school property is not the appropriate venue for student discussions regarding sexual orientation. According to Gayle Ruzicka, president of the Utah Eagle Forum, a conservative group supporting the bill, the bill would simply clarify existing law, which restricts discussions about sexuality in public school health classes, school clubs, and even surveys. Opponents of the proposed legislation, such as Dani Eyer, executive director of the American Civil Liberties Union's Utah chapter, and Senator Scott McCoy argue that federal courts would strike the law down because a federal court previously issued a preliminary injunction allowing a gay and lesbian student club to meet at East High School in Salt Lake City. Stan Burnett, director of youth programs for the Gay, Lesbian, Bisexual, Transgender Community Center of Utah, points out that GSAs discuss civic

COMPUTER VISION SYNDROME

Kids who spend a lot of time on the computer may be at risk of developing eye strain and even "computer vision syndrome," although the seriousness of the second condition is under debate. Some well-known signs of eye strain include headaches, constant rubbing of the eyes, dry eyes and fuzzy vision. These symptoms usually go away once a child or adult takes a break from the computer. But optometrist Cary Herzberg said people often struggle to focus on computer monitors, and this could possibly lead to permanent damage in children in the form of premature nearsightedness, also known as myopia. "I'm seeing it in younger ages, and I'm seeing much higher prescriptions at younger ages," he said. "It's an interesting phenomenon." For parents and others concerned about eye strain, experts recommend the following:

- Make sure the computer workspace fits smaller bodies.
- The screen should be tilted slightly downward at a 15-degree angle.
- The distance between the monitor and the child should be about two feet.
- Limit computer and game use to 20 minutes at a time.
- Make sure children receive annual eye exams beginning before kindergarten and thereafter.

(Source: abcnews.com)

issues and bring in guest speakers on current events, but steer clear of discussions regarding sex because such discussions would violate Utah law.

■ Most states significantly shortchange poor and minority children when it comes to funding the schools they attend, according to a new report by the Education Trust. Nationally, we spend about \$900 less per pupil on students educated in our nation's poorest school districts than those educated in the wealthiest. Worst yet, in some states, this funding gap exceeds \$1,000 per pupil. The problem is widespread. In 27 of 49 states studied, the school districts serving the highest concentrations of poor students spend less per pupil than the lowest-poverty districts. The dollar figures in this analysis were not adjusted for the extra costs of educating low-income students. The Education Trust also analyzed funding data by applying a widely used 40-percent adjustment to account for the additional costs of educating low-income students. When this adjustment is applied, the funding gap between high- and low-poverty districts grows to more than \$1,400 per student, and the number of states with funding inequities increases to 38 states. To view the report visit <http://www2.edtrust.org/EdTrust/Press+Room/Funding+Gap+2005.htm>.

SAVE THE DATE!

Assistant Principals Conference "Making Connections"

The CAS Assistant Principals Committee is holding its annual conference on March 27, 2006, at the Connecticut Convention Center in Hartford. The theme is "Making Connections." Featured keynote speaker is Mark Scharenbroich, who is a nationally recognized advocate of improving student performance by improving school climate. He will also lead workshop sessions on "101 Ways to Improve Your School Climate."

Other workshop opportunities will include representatives from Noble High School in Maine, which was featured in *Breaking Ranks II*; a session on successful grant writing; transition to the principalship; technology tips; creating professional learning communities; and the latest information about drug identification and drug use.

Thomas Mooney, a partner at Shipman and Goodwin, will be the luncheon speaker, and will present his usually informative perspective on new developments in educational law.

Brochures have been mailed to all assistant principals in Connecticut schools. On-line registration is available at:

www.casciac.org/register.

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NEW ADMINISTRATOR INDUCTION MODEL POLICY LAB

by Mike Buckley, Director, CT Principals' Center

The Connecticut Association of Schools (CAS), Cooperative Educational Services (CES), and the Fairfield, Norwalk, and Stamford school districts are recipients of a CSDE/Wallace Foundation grant funding a New Administrator Induction Model Policy Lab. The intent of this cooperative effort is twofold:

- to produce a model, standards-based school leader induction program to support and grow new school leaders for school improvement;
- to inform local and state policy makers of the elements that should be included in the process of induction for all new administrators in the state.

While CAS with its Mentor-Mentee Program and CES through its New Administrator Induction Program have focused upon new administrator induction for several years, support from this grant is allowing both organizations to further explore, refine and implement professional development activities and opportunities to meet the range of needs and interests of new administrators in the participating districts, the region, and the state. For example, six instructional modules developed by the New Administrator Institute (NAI) at the University of California Santa Cruz have been incorporated into the two programs.

Both CAS and CES offer professional development programs to two different target groups. CAS Tier I activities are for administrators new to their positions and nominated by their districts to the CAS Mentor-Mentee Program; while CES Year 1 activities are for administrators new to their positions in districts served by the CES New Administrator Induction Program. CAS Tier II activities are for participants in the 2004-2005 CAS Mentor-Mentee Program and who wish to continue for a second year. CES Year 2 activities are for administrators who participated in the CES New Administrator Induction Program in 2004-2005.

Six of the ten programs offered by CAS and CES are the same, reflecting a common response to the research on administrator induction "best practices" (and half of the remaining programs are intentionally different as a result of the desire to pilot different NAI training modules). For a complete list of the CAS and CES program offerings for the 2005-2006 year, please visit www.casciac.org/pdfs/admin_induction_offerings_05-06.pdf.

Consistent with research, both the CAS and CES programs recognize the important need to provide as much support as possible to the beginning administrator. One of the proven effective ways to provide support is to assure that the beginning administrator benefits from a good mentor program. The mentor provides modeling, support, advice, feedback, ideas, and guidance - a person who listens and encourages growth. Isolation can be reduced and collegial relationships developed. The shared professional development programs expand the opportunities for these benefits and sharpen the skill sets of both the mentor and the mentee. Both programs include direction and assistance to the mentors and new administrators in how best to develop a meaningful professional relationship.

Presently being planned is a summer School Improvement Academy, envisioned as an important link between the first and second year professional development activities. The academy will be piloted this summer on August 9th and 10th (with a half-day follow-up in the fall) with fifty administrators completing their first year in the two programs. Its focus will be on understanding yourself as a leader; leading change; and accessing, analyzing and using

continued on page 9

CAS and NASSP Offer *Breaking Ranks II* Training

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

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

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

Register online at www.casciac.org/register. If you need additional information, please call Dennis Carrithers at 203-250-1111 or email at dcarrithers@casciac.org.

CAS Announces New Logo Contest

continued from page 1

Submissions will only be accepted from students attending CAS member schools. **Please publicize this contest in your school buildings!**

A one-page contest announcement can be downloaded at:

www.casciac.org/pdfs/logo_contest.pdf

Here's how to submit a logo design:

1. Make sure the graphic is in an appropriate format (*.eps, *.pdf, *.jpg, or *.tif). Graphics need to be at least 600x600. Name the file with YOUR name so that we can readily identify each graphic (e.g., joe_smith.jpg or joe_smith.tif). If using a Mac, please remember to use the appropriate file extension.

2. Open an email window and type in the following address: logocontest@casciac.org. Put "Logo Contest" in the Subject field. Copy

and paste the following text into the email window. All text must be included for a graphic to be accepted for publication:

Name:
School:
Grade:
Home Address:
Email Address:
Name of program used to create file:



I certify that I am the author or sole owner of the material I am submitting to CAS. CAS and its licensees may reproduce, distribute, publish, display, edit, modify, create derivative works and otherwise use the material for any purpose in any form and on any media. I agree to indemnify CAS for all damages and expenses that may be incurred in connection with the material.

3. Complete the above information in the email window, add the graphic as an attachment, and send the completed email to logocontest@casciac.org.

Any questions can be directed to Karen Packtor, kpacktor@casciac.org.

11TH ANNUAL CONNECTICUT HIGH SCHOOL ARTS AWARDS BANQUET

Dr. Robert F. Carroll, Assistant Executive Director

This year's Outstanding Arts Awards Banquet for seniors who excel in either the performing or visual arts will be held on Wednesday; April 5, 2006 at the Aqua Turf in Southington. This very successful annual event is sponsored for the 11th straight year by the four Westfield Shoppingtowns, a leading international shopping center developer with over fifty super regional centers across the United States and Australia. Westfield Shoppingtowns are actively committed to our schools and communities and CAS applauds them for recognizing and demonstrating the importance of arts in education.

Participating schools are invited to select two students to receive the Connecticut High School Arts Awards. Recipients should be chosen for their scholarship and leadership qualities as well for their artistic abilities. Honorees will be presented with plaques and will be treated to dinner as the guests of CAS and Westfield Corporation.

A nationally recognized and prominent figure in the ARTS will be selected as the keynote speaker, and a well-known radio or TV personality will serve as Master of Ceremonies.

School personnel and family members are invited to attend this celebration. Each school may reserve tables of up to 10 or 12 for its honorees and guests.

All principals should have received information on the recognition banquet. Registration for the banquet must be done online. To register, visit the member school area of the CAS website at www.casciac.org/memberschools/ and enter your school number and login ID (this information is on your membership card). Once you have successfully logged in, select "Submit High School Arts Banquet" from the list of options, press the "continue" button and fill in the required information. The deadline for registering online for this banquet is March 15, 2006.

If a school selects a visual arts student as one of its recipients, it is expected that he/she submit a 2D work of art for display at the banquet. Work must be mounted on a stiff board that will not buckle when hung. A list of regional drop-off points for student art work was included in the information sent to principals.

Guidance staff and principals should have also received forms for the \$20,000 Bruce Eagleson Memorial Scholarship Awards. Any senior may apply for these awards. The recipients of these scholarships do not have to be the same individuals selected for the Connecticut High School Arts Awards; however, the recipients must be a senior graduating from a CAS member high school and must be entering into a higher education program leading to a degree in either the visual or performing arts.

Schools having questions about the banquet or scholarships may contact Janice Grecco - (203) 250-1111.

Donna Hayward, *continued from page 1*

to have been mentored by master educators both in Rocky Hill and in greater Connecticut. I am profoundly thankful to them and am humbled to walk in the footsteps of those who have gone before me," said Hayward upon learning of her award. "I do believe that 'To whom much is given, much is required' -- my challenge, then, is to end each day knowing that I have contributed something worthwhile, something lasting."

RHHS Principal Robert Pitocco nominated Hayward for the award, describing her as a leader of "integrity, vision, and principle." While skillfully managing the tasks of student discipline and staff development, Hayward still finds time to implement new school improvement initiatives, assist staff in reviewing and revising curricula, and engage in collaborative efforts to build a school climate that is conducive to learning, enrichment, improvement and progress. Her focus on academic excellence and insistence upon high standards have earned her the respect of staff, students, parents and community members alike.

In her eight years as assistant principal, Hayward has been the driving force behind a number of successful initiatives at RHHS. She established the Vice Principal Advisory Council, which allows for open, direct and sustained communication between the teachers and the administration; she launched the Student Advisory Group, which enables student representatives to be decision-makers and actively participate in resolving issues that affect the school community; she formed the Freshmen Leadership Advisory Group (FLAG) which utilizes the skills of upper-classmen to make freshmen orientation a more meaningful experience for both students and parents; she created the advisor/advisee program which ensures that all freshmen and sophomores are assigned a supportive faculty advisor with whom they can share concerns and discuss issues and ideas; and she organized the Lend a Paw Day to encourage citizenship and community service. Furthermore, under Hayward's leadership, the Advanced Placement course offerings were expanded from one to thirteen; and, several unique and creative courses were added, including forensic science, honors physics, music technology and international business.

According to RHHS English Teacher Tami Devine, what makes Hayward a great leader is the passion and sincerity with which she sets about inspiring others – staff and students alike – to achieve excellence. "Donna has created a school climate in which students and teachers feel they are valued and where the mission statement is not just a document taped to a wall, but an authentic, shared philosophy," says Devine. Nadine Bell, chair of the Rocky Hill Board of Education, praises Hayward's collaborative approach to building leadership, which involves empowering her staff to be partners in the decision-making process and working side-by-side with them to develop and implement a vision for improved educational opportunities.

In all that Hayward does, it is clear that the welfare of her students is foremost in her mind. She goes out of her way to make each and every student feel special and important. RHHS senior Giuseppe Buonannata describes Hayward as student-focused in all manners, beginning with her child-friendly office. Says Buonannata, "As one enters the main office at our school, one's eye is immediately caught by Ms. Hayward's bright office door, almost completely decorated with pictures of us students." Pitocco notes, "Each year, Donna makes a commitment to learn every single student in each of the classes. She literally brings the yearbook home and reviews pictures until each student's name is committed to her memory."

An active and energetic member of the Connecticut Association of Schools since 1998, Hayward currently serves as co-chair of the Assistant Principals' Annual Conference Planning Committee and is a member of the Professional Studies Committee, the Critical Issues Committee, the Public Relations Committee, and the Assistant Principals Committee.

Hayward has been selected by CAS to represent Connecticut in the National Assistant Principal of the Year Program sponsored jointly by the National Association of Secondary School Principals (NASSP) and Virco, Inc. Hayward, along with assistant principals from each of the other fifty states, as well as the District of Columbia and the Department of Defense Education Activity associations, will compete for the national honor. The national winner receives a \$5,000 award from Virco. For additional information about the National Principal of the Year Awards Program, please visit <http://www.nassp.org/>.

UCONN STUDY URGES ACTION TO COMBAT OBESITY

A new study by the University of Connecticut Health Center's Department of Public Health has found that roughly a quarter of Connecticut's 6- to 17-year-olds are overweight, with 12 percent of the children in that age group - more than 71,000 children - classified as obese, or seriously overweight.

The study recommends a number of public policy initiatives to combat what seems like a rising trend, from statewide standards for school lunch nutrition and exercise to taxes on soda and unhealthy snack foods.

The report, which took a year to compile and relied on data from 130 separate organizations, also found that Connecticut's childhood obesity problem is similar to national trends. For example, the study found that poor and non-white children in Connecticut are much more likely to be overweight or obese than their more affluent and Caucasian counterparts.

The study estimates that roughly \$665 million in annual Medicaid and Medicare spending can be attributed to obesity-related health problems for all age groups in Connecticut. Obesity in childhood makes people much more likely to develop serious illnesses such as diabetes, heart disease, high blood pressure, stroke, asthma, and certain types of cancer.

The study also found that, beyond physical problems, obese children are more susceptible to emotional distress and are more likely than their peers to smoke, drink alcohol, and use drugs.

The report makes several recommendations to combat the problem, including legislative action:

- Increase the availability of healthy food for sale at schools, including banning the sale of soda.
- Set higher standards for exercise requirements in school, including daily exercise.
- Devote more funds to programs designed to fight childhood obesity.
- Collect, report, and monitor body mass indexes for all school-age children, which can help researchers understand the scope of the problem and intervene with overweight children before they become obese.

The study suggests that these initiatives could be paid for in part by taxes on soda and unhealthy snacks, among other revenue sources. (Source: *Journal Inquirer*, *UConn Study Urges Action to Combat Obesity*, by Tom Breen, 11/19/05)

JOSEPH I. LIEBERMAN
CONNECTICUT

United States Senate

Washington, D.C. 20510

October 20, 2005

Connecticut Association of Schools
30 Realty Drive
Cheshire, CT 06410-1655

Dear Friends:

It is my great pleasure to send my formal congratulations and heartfelt thanks to the faculty, staff and students of the 300 CAS schools who have raised over \$250,000 to help rebuild a school in Sri Lanka that was devastated by the December 26, 2004 tsunami in Southeast Asia.

My heart goes out to all of those in Southeast Asia and around the globe whose lives were forever changed by the powerful tsunami which struck the region in December 2004. This natural disaster caused not only an immense loss of life, but also unimaginable suffering and hardship for those who survived. The people of Southeast Asia continue to face the daunting task of rebuilding their shattered lives while trying to meet their most basic human needs.

While the monetary and physical aid pledged by the United States and other foreign governments has gone a long way towards helping survivors, it is simply not enough to reach every person impacted by this tragedy. That is why private fund raising efforts, such as the one undertaken by members of the Connecticut Association of Schools, are so crucial. Through your efforts, you have proven that although the tsunami struck the other side of the globe, American care, because this was not a South Asian tragedy - it was a human tragedy.

Congratulations again on raising the funds necessary to help reconstruct a school in Sri Lanka and best of luck in your continued fund raising endeavors.

Sincerely,

Joseph I. Lieberman
UNITED STATES SENATOR

300 CHINESE PRINCIPALS SEEKING U.S. PARTNER SCHOOLS

The 2006 China - U.S. Conference on Education Leadership will be held in Beijing June 27-30. The conference purpose is to exchange information among education leaders in five key areas: Best Practices for Developing Educational Leaders, Data Driven Decision Making for School Leaders, Leadership for Curriculum and Instruction, Leadership in Educational Technology, and Developing Professional Learning Communities. International educators are invited to participate.

The conference program is tailored to the delegates and will include interactive presentations, facilitated discussions, school visits,

exhibits, and opportunities to form a school/institutional partnership. U.S. keynoter speakers are Dr. Gene Carter, Executive Director, ASCD, and Dr. Ruby Payne, aha! Process, Inc.

The Chinese planning committee has recruited 300 principals from elementary and secondary schools to attend this conference. They wish to balance the delivery of educational services throughout their country and are focused on leadership development as a key strategy to achieve this outcome. The number of children in Chinese schools exceeds the entire population of the United States! Our joint objective is to match leaders from China

with U.S. leaders and build sustainable partnerships between Chinese and U.S. schools. Having key leaders from China available and eager to work collaboratively with U.S. educators on key issues for both countries is a significant value to this Conference.

For information on how to participate in this insightful and expansive experience contact Global Interactions at 602.906.8886 or go its website at www.globalinteractions.org. Registration for the 9-day conference is \$3300.00 inclusive of airfare from Los Angeles, visa, conference registration, hotels, meals, interpreters, and all related programs.

middle school news

Anthony Carrano, *continued from page 1*

A 1972 graduate of Quinnipiac University, Carrano earned a master's degree from the Southern Connecticut State University in 1980 and completed his sixth year certificate at the University of Bridgeport in 1985. He began his career in education as a social studies teacher in Westbrook, CT, where he worked for twenty-six years before assuming his current position at LOLMS.

Upon learning of his selection as the 2006 Middle School Principal of the Year, Carrano remarked, "I am honored and thrilled to be CAS' choice for this prestigious award. However, the honor does not belong to me alone... it is shared by all of the students, families, faculty, staff, and fellow administrators who are a part of the Lyme-Old Lyme Schools. Their dedication and daily efforts are extremely supportive and make my job enjoyable, collectively contributing to the excellence that is the Lyme-Old Lyme Schools." Carrano was nominated for the award by LOLMS Principal Jeff Ostroff.

Carrano is known as an energetic and enthusiastic administrator whose every action is driven by his desire for improved educational opportunities for his students. And he concerns himself as much with his students' social and emotional welfare as with their academic success. When handling discipline matters, he is always eager to work with students and their families to find a resolution that is remedial rather than punitive. According to Ostroff, discipline referrals have decreased thirty percent since Carrano took over as assistant principal; and, the number of "repeat offenders" has significantly declined. Ostroff credits Carrano with creating a "happy, productive and safe community" for all who work and learn at LOLMS.

Described by LOLMS Language Arts Teacher Jane Regan as "an active, highly visible leader who has the ability to connect with staff, parents and students within the school community," Carrano is admired for his ability to be both a leader and a listener. Says Ostroff, "With all of Tony's strengths, his most effective gift is his extraordinary ability to make people, both young and old, feel as though they are important and that their concerns and feelings are being heard."

According to Regan, Carrano is respected for his uncompromising dedication to his students and school community. "I know that Tony spends countless hours completing administrative duties after the school day because he is busy during the day walking the hallways, visiting classrooms, eating lunch in the cafeteria, attending team meetings and running PPTs," says Regan. And Carrano is a constant presence at athletic events, school plays, dances and field trips.

A steadfast advocate for young people, Carrano also works tirelessly on behalf of his staff. Teachers agree that he has succeeded in building a climate where they feel both supported and appreciated. LOLMS Unified Arts Teacher Diane Giarratona says, "Tony makes sure there is continuous interaction between him and his teachers...One of his greatest qualities is his eagerness to assist his teachers." Giarratona praises Carrano's can-do attitude, his approachability, and his openness to new ideas.

Carrano has been a prominent instructor and motivator, not only at the middle school but within the district as a whole. He currently serves as a member of the District Safety Committee, the District Professional Development Committee and the Principals' Advisory Board.

New England Middle Level Symposium

Improving Learning for ALL Middle Level Students in New England

Members of the CAS Middle Level Board and central office staff will be joining with colleagues from the National Middle School Association, New England League of Middle Schools, Maine Association for Middle Level Educators, Commonwealth of Massachusetts Middle Level Educators, New Hampshire Association for Middle Level Education, Rhode Island Middle Level Educators, and the Vermont Association of Middle Level in a two-day event designed to improve middle level education in the six state region. Teams of policy level individuals such as department of education officials, legislators and state board of education members will be joining them.

Many schools that educate young adolescents in New England are effective learning places for students. Generally, parents and local educators enthusiastically support these places of learning. This symposium will explore the idea that we can learn from these places to design more effective statewide policy. Based on their results and research, others can be encouraged to implement equally effective practices to enable learning at high levels for all young adolescents. It is hoped that those in attendance can:

- build communications, assist in the development of a common language
- develop an understanding of what makes middle level schools effective
- identify priority areas to study and recommend action and/or policy
- identify ways that policy can positively influence the education of young adolescents
- assess the desire of states to work collaboratively to improve middle level learning in New England.

The event will take place in New Hampshire on January 24th and 25th.

Award-winning Program at CAS Winter Conference

By Earle G. Bidwell, Assistant Executive Director

The Eisenhower Middle School from Everett, Washington, has been internationally recognized for increasing student achievement through school health and fitness. Their research led them to develop a professional learning community, using collaborative adult teams to support and reinforce team accomplishment resulting in a profound impact on student achievement. A school health council was formed to promote a healthy school in all possible ways. The council's focus was to improve staff wellness, increase student fitness and improve the nutritional value of student food and beverage choices. Goal setting helped the students see the relationship and importance of healthy physical goals to that of academic goals. Student participation in non-school physical activity and sports programs in the community increased. Finally, the council team reviewed the nutritional practices and standards at the school. Students were educated on the ability to prevent obesity through physical exercise and nutritional eating habits. The program has subsequently been adopted by the elementary and high schools in Everett.

The continuing work to impact student achievement is showing gains on many critical indicators. The results showed the school made tremendous gains in its capacity to promote coordinated school health and student academics improved dramatically. The number of students at goal in math doubled and huge gains were made in two other academic areas as well. Eisenhower Middle School was recognized by the Seattle Times as one of five most improved middle schools in the state and is a winner of the prestigious National Middle School Association "Teams that Make a Difference" award.

Dr. David Jones, principal of Eisenhower M.S. will be presenting this program at the CAS Winter Conference on January 27, 2006 at the CT Convention Center in Hartford. He will join award winning keynote speaker, Mark Scharenbroich; Donald Frederick, Principal, Cranston High School East, Cranston, RI, an inspirational speaker with great content on how to improve school climate; and luncheon speaker, Attorney General Richard Blumenthal, in what promises to be an action packed day of high caliber professional development.

Partially funded by corporate partner Horace Mann Insurance Companies, the keynote and concurrent sessions are recommended to all educators from elementary, middle, high schools and central offices.

. . . more middle school news

McDonald's® Active Achievers Offers New Resources To Middle Schools

Teacher Workshop and Materials Developed by Local Nutritionist Promote Balanced, Active Lifestyles

New resources promoting balanced, active lifestyles to middle school students are now available through McDonald's Active Achievers - a partnership between McDonald's, the Connecticut Association of Schools and Connecticut State Department of Education. The program, which has been offering resources to elementary schools, has been expanded to provide middle school teachers with free resources to help students learn to make educated nutrition choices and develop an interest in staying healthy.

Teachers and principals have been sent the McDonald's Active Achiever packet highlighting the new program elements, which have been developed by a local nutritionist and registered dietitian. A teacher workshop, classroom visit as well as other materials and handouts are all available and designed to make the topic of nutrition easy to understand and engaging.

"With all the information available on nutrition it can be very confusing," says Polly Obremski, registered dietitian and licensed nutritionist. "The goal of this program is to communicate key nutrition concepts in a way middle school students can understand and empower them to make balanced choices."

The McDonald's Active Achievers teacher workshops will begin in early February and will equip educators with information about nutrition principles and concepts. Tips and ideas for incorporating lessons into the classroom in fun and unique ways will also be shared and can be complemented by a classroom visit by Obremski. During the in-school program, Obremski will discuss how and where nutrition fits into students' lifestyles, how to eat and look their best, how to avoid fads and determine what makes sense for them. Additional educational materials are included in the McDonald's Active Achievers packet and can also be shared with parents.

McDonald's Active Achievers partners include the Connecticut State Department of Education, Connecticut Association of Schools, Connecticut Library Consortium, WVIT-TV/NBC 30 and WGBY-TV (PBS). Coca-Cola, the Hartford Wolf Pack, New Britain Rock Cats, and Basketball Hall of Fame have also lent their support and offer unique incentives to schools such as stepometers, player appearances, tickets, and other special recognition to students who achieve goals set by their schools and teachers.

For more information on any of the McDonald's Active Achievers programs or to receive a copy of the program packet, contact activeachievers@cronin-co.com or 860-659-0514 Ext. 222.

Look for **eesmarts** at the CAS Winter Conference on January 27 at the Connecticut Convention Center. **eesmarts** is enjoying its continued sponsorship and partnership with The Connecticut Association of Schools!

elementary news

YOU'RE INVITED TO HONOR YOUR VOLUNTEERS!

Regina S. Birdsell, Assistant Executive Director

The Connecticut Association of Schools' elementary division takes great pleasure in announcing the 6th Annual Elementary Parent/Volunteer Recognition Banquet to be held on March 22, 2006, at the Aqua Turf Club, Southington, at 5:00 p.m. This program is intended to give public recognition to parents or other volunteers who have made major contributions to your schools. Contributions may include volunteering, organizing an event(s), donations, etc. Our major purpose is to provide you with an opportunity to say "thank you" in a very special way.

To participate in this program, we ask that you submit the names of the volunteer(s) you want to recognize. We ask that you select no more than three (3) parents/volunteers. The cost for dinner will be \$35.00 per person. Please note that tickets for family members of recipients, administrators, board of education members, central office personnel, and PTO members may be purchased in advance. NO tickets will be available at the door, nor will anyone be admitted who has not been previously registered by the school principal. We are able to reserve individual tables for schools sending groups of 10. Smaller groups from the same school will be seated with participants from another school. At this time, we do not anticipate being able to accommodate more than 10 from an individual school.

We expect that the vast majority of our elementary schools will participate. Your early response will both determine your school's seating location and be of help to us in many ways. You are asked to examine the documents you receive closely. The Connecticut Association of Schools' elementary division looks forward to receiving notification of your awardees and to greeting you on March 22, 2006, at the Aqua Turf. We must receive your reservations by TUESDAY, FEBRUARY 21, 2006. At this time, we should also be notified of any special dietary requests.

The co-chairpersons for this event are Mark Proffitt, Louis Pear and Gina Vance. Please contact the CAS office at 203-250-1111 extension 3001 for forms and information.

REMINDER!

CEU workshops will be offered on April 4th and 11th for teachers of grades kindergarten through grade 5, and on April 6th and 13th for teachers of grades 6 through 8. The workshops will focus on issues relating to Earth Day, which is April 22. For more information, phone eesmarts at 1-877-514-2594.

Induction, continued from page 5

current data to influence school improvement planning. The design team includes personnel from CAS, CES, the CSDE school improvement unit. If successful, it is anticipated that the academy will be replicated periodically and opened to both new and veteran administrators.

Current projections have close to forty percent of Connecticut's school leaders retiring in the next five years. The recent increase in participants in both the CAS and CES programs lends credence to these statistics. In 2004-2005, CAS had forty-four Tier I (year 1) participants; this year, there are sixty-eight. CES currently has seventy-three administrators in year one of its induction program and sixty-one in year two. So the need is great; and considering that administrators who participate in a formal induction program perform better in, feel better about, and stay longer in school leadership positions, it makes sense to influence policy to provide formal induction opportunities for all new administrators. That is the desired outcome of this CSDE/Wallace Foundation grant funded New Administrator Induction Model Policy Lab.

■ Last month, New Jersey's acting governor Richard J. Codey issued an unprecedented plan which will allow high school athletes whose teams qualify for state championship tournaments to be subjected to random testing for steroids. The initiative is the first of its kind for any state in the nation. In accordance with the plan, any New Jersey prep athlete who tests positive for steroids will be barred from participating in state championship events and could face a year-long ban from school athletics, but his or her team still will be eligible to compete. The plan, which will affect all sports, will be implemented in the 2006-07 school year. The testing will be overseen by the New Jersey State Interscholastic Athletic Association (NJSIAA), the governing body of high school sports in the state. Bob Baly, an NJSIAA assistant director, estimated that 10,000 athletes compete in New Jersey sports and that 5 percent - or 500 athletes - would be randomly tested. The steroid-testing program will cost about \$50,000 and will be paid for by the state. Codey's order also requires the state to develop educational programs about the dangers of steroid use.

■ According to the first assessment of physical fitness nationwide, a large proportion of Americans are out of shape, including teenagers. Treadmill tests on a representative sample of more than 5,300 Americans ages 12 to 49 found about one out of every five had poor cardiovascular fitness, including about one-third of teenagers and 14% of young adults. Based on the findings, an estimated 7.5 million adolescents and at least 8.5 million adults are out of shape. The study, which was led by researchers at Northwestern University and published in the *Journal of the American Medical Association* last month, indicates that a significant portion of U.S. teenagers and young adults may be destined for heart disease and other ailments unless they start exercising more. In fact, researchers found that the people in the study who scored lowest on the fitness test were likely to already have the major risk factors for the nation's no. 1 killer, heart disease -- namely, high blood pressure, high cholesterol, high blood sugar levels and being overweight. According to experts, the findings are sobering, but not surprising, given societal trends that discourage exercise among children, such as the elimination of mandatory physical education classes in many schools and the increasing amount of time children spend watching TV and playing video games.

■ The Class 5A football championships in Oklahoma were held up for several weeks while the state awaited a ruling in a lawsuit filed by a player on one of the qualifying teams. The case, which made its way to the Oklahoma Supreme Court involved an appeal of the suspension of a quarterback who kicked a member of an oppos-

From the Girls and Boys Basketball Committees . . .

The CIAC boys and girls basketball committees, in conjunction with all of the basketball officials' boards, want to be certain that all member school athletic directors and coaches are aware that the "Coaching Box Rule" will be strictly enforced, on all levels, during the 2005-06 basketball season. A major concern and a "Point of Emphasis" of the National Federation of High School Associations is "Sporting Behavior". One specific component is enforcement of the "Coaching Box" (Rule 10, section 5).

The first obligation of all CIAC member schools, relative to this rule, is to clearly mark the coaching box on your basketball court, in accordance with the following specifications, provided by Jeffrey Smith, the Connecticut rules interpreter for high school basketball.

The coaching box area shall be outlined outside the side of the court on which the scorer and timer's table and team benches are located. The "Coaching Box Area" is 14' wide. To correctly locate the coaching box on the side line, put a mark 14' from the end line. Then measure another 14' from that line to mark the end of the "Coaching Box". The farthest line will measure 28' from the end line. All lines shall be 2" wide and recommended to be the same or similar color to the boundary lines, but not mandatory. We recommend that the length of the lines be 3'. Also, an X, 12" long and 2" wide shall be placed on the floor out of bounds directly in front of the official scorer, to help substitutes with the proper location to check into the game. If you plan to use tape for the coaching box or the "X", be sure you use the type that will not damage the floor finish.

The NFHS basketball committee and the CIAC want coaches to stay in the coach-

ing box. There is a distinct advantage to the coach who is permitted to be out of the box because the coach has a better chance to communicate with his or her team. The rule is black-and-white but has not been dealt with properly. The fact that the coach is not directing comments to the officials or is coaching the team has no bearing on rule enforcement. Officials have been instructed to address, warn, and then penalize coaches who are in violation of the coaching box rule. It is important to realize, that once the coaching box privilege is removed because of a technical foul, all related restrictions must apply. There is no way to get the box privilege back after it has been lost. Specifically, the head coach has lost the privilege to remain standing in the box for the remainder of the game; he/she must remain seated.

The CIAC is confident that the coaches in Connecticut will support and abide by the coaching box rule, and promote sportsmanship in every possible way. The basketball officials do an excellent job serving our member schools, and we are fortunate that the relationship that exists between coaches and officials in Connecticut has always been characterized by mutual respect. In a year when the NFHS rules committee is making "Sporting Behavior" a high priority, we would like to remind coaches of the key role they play, since it is our belief that their players and team followers usually take their lead from the head coach. We encourage everyone connected to high school basketball in the state of Connecticut to do their part to promote the highest ideals of good sportsmanship. Please be sure that the "Coaching Box" is clearly marked, prior to start of the season.

ing team. In line with Oklahoma Secondary Schools Activities Association policy, officials ejected Shawnee High School junior Tucker Brown-the son of Shawnee coach Billy Brown-from the Nov. 19 game for kicking a Booker T. Washington High School lineman and suspending him for the following two games for violating the group's rule against fighting. The incident occurred in the final seconds of the game. When the Shawnee team appealed the decision and the association refused to rescind the suspension, the quarterback's mother, Suzanne Leigh Brown, filed a request in a local court for a temporary injunction to let her son play. On Nov. 23, a district court judge ruled in favor of the Shawnee player, on the grounds that the officials had allowed the Washington High

coaches to stay on the field after the incident, and that the coaches possibly influenced the referees' decision. OSSAA Executive Secretary Danny Rennels postponed the semifinal game between Shawnee High and East Central High School that was scheduled for Nov. 26 so that his organization could appeal to the state supreme court. The Browns' lawyer filed a brief contending, among other arguments, that the game's officials had unfairly failed to penalize several Washington High players for other fouls committed during the game, and that the association's rules say that the two-game suspension applies only to regular games, not playoff games. The Supreme Court overturned the injunction and upheld the suspension on Dec. 8. The playoffs were resumed on Dec. 10.

ATHLETIC PROGRAM EVALUATION MODEL APPROVED BY CIAC BOARD

By Paul Hoey, Assistant Executive Director, CIAC

The CIAC Board of Control approved standards of an Exemplary Interscholastic High School Athletic Program and Program Evaluation Model at their December, 2005 meeting. This initiative is a first of its kind in the nation where a set of defined standards of an exemplary program are used to measure the success of a school's athletic program. The board approved a pilot for the spring of 2006 with full implementation during the 2006-07 school year.

There is a greater need today than ever before in the history of interscholastic athletics to develop an educational framework which will promote the value and importance of high school athletic programs. The Connecticut Interscholastic Athletic Conference Board of Control has expressed the need to identify educational expectations for school-based athletics and believes that it is incumbent upon them and its member schools to be able to successfully advance and accomplish those expectations. The establishment of an assessment and technical assistance program that will enhance the quality of high school athletics through the teaching of character education, sportsmanship, and ethical and socially responsible behaviors will elevate the value and importance of high school interscholastic athletics well above other athletic and non-athletic experiences now available to high school age athletes. In the final analysis it is the responsibility of educational leaders to prove the educational worth of high school sports and to show that the lessons learned by young people participating in athletic activities will reinforce and supplement the same goals of the classroom teachers. Therefore, the goal of this initiative is to develop a set of standards for an exemplary interscholastic high school program, implement those standards, and then assess and evaluate the program's successes.

The intent of the CIAC Board of Control in moving forward on this initiative is to encourage each member school to periodically conduct a formal review of their athletic program to determine the program's successes and areas in need of improvement. This review will be measured against a set of defined standards of an exemplary interscholastic athletic program and indicators for each of the defined standards.

Schools undertaking a program review will begin by conducting a self-study where the school/athletic department

measures its progress in meeting each of the standards and indicators. The school will utilize self-study materials developed by the CIAC. Additionally, athletic departments will be expected to survey student-athletes, parents, and coaches to solicit feedback on the quality of the athletic program. The school's self-study (along with information provided from the surveys) will allow the school/athletic program to determine their strengths and areas in need of improvement. It is expected that the athletic department will develop improvement plans based on the findings of the self-study.

Following completion of the self-study, a visiting team consisting of one school administrator and two athletic administrators will conduct a two-day site visit to the school. The visiting team will review the self-study findings, the athletic department improvement plans and meet with all stake holders in the program. Additionally, the visiting team will determine the athletic department's success in meeting their mission and expectations and to what extent the standards of an exemplary high school athletic program are being met. The visiting team will complete a comprehensive report delineating the strengths of the program and the areas in need of improvement. Appropriate commendations and recommendations will be detailed in a final report provided to the school and athletic administration. Schools will be expected to implement the recommendations found in the final report in a timely manner and report their progress to CIAC.

The evaluation process is clearly intended to be a program improvement model designed to assist athletic and school administrators in providing an exemplary interscholastic athletic program to all their students that is clearly linked to the academic mission of the school. It is expected that each member high school athletic program be evaluated once every ten years.

Any school interested in participating in the pilot or scheduling a program evaluation during the 2006-07 school year can contact the CIAC staff. A complete copy of the standards, indicators and self-study materials is available online at www.casciac.org.

OFFICIALS ENCOURAGED TO JOIN THE "CIAC TEAM"

The CIAC and CAAD invite officials to join the "CIAC TEAM" and work collaboratively with Connecticut's principals, athletic directors, and coaches for the betterment of all officials and interscholastic athletics. High school sports officials are now able to enroll in the CIAC Officials' Association and enjoy a number of membership benefits (including admission to any regular season contest in any sport and admission to CIAC state tournament contests for the sport(s) for which they are registered). All officials groups will maintain their autonomy. In fact, an official must be a member in good standing of their local or state board in order to enroll with CIAC.

We have surveyed the other state associations around the country, and of the 31 states that responded, 30 of them enroll officials. All of them indicated that this relationship works extremely well and fosters camaraderie among officials, the member schools, and the state association. Officials have a tough job, and through the CIAC Officials' Association, we want to support their efforts while working together for mutual benefit.

The main goal of the new CIAC OFFICIALS' ASSOCIATION is to provide an "official friendly" organization that is receptive to their needs and concerns. In addition, we want to provide a conduit for an improved communication network between officials, the schools they serve, and the CIAC. We want to establish an organizational structure that provides officials with the opportunity to have a voice in CIAC by having representation with voting privileges, on all sports committees, and representation on an advisory board of officials. The main purpose of this board will be to provide expert council to CIAC in all matters pertaining to officials.

In a spirit of cooperation, the enrollment fee of \$10 per official, per sport, was waived for the 2005 - 2006 school year. As of January, 2006, we have more than 3,000 officials who have joined the CIAC Officials' Association and we are hopeful that others will enroll with us in the near future.

For more information please contact the CIAC office or e-mail Joe Tonelli, director, CIAC Officials' Association, at jtonelli@casciac.org.

From: KRoback
Sent: Thursday, January 05, 2006 10:23 PM
To: jtonelli@casciac.org
Subject: CIAC Card

I just happened to use my card for the first time tonight at East Catholic, in Manchester, Hill. The personnel handling admissions to the game honored the card without question. It was a nice perk.

Ken Roback, Hartford Board, Baseball

From: Zack Brym
Sent: Friday, January 06, 2006 12:33 AM
To: jtonelli@casciac.org
Subject: RE: Update To CIAC OFFICIALS' ASSOCIATION members

As a freshman in college, now officiating games back at home, I am really enthusiastic about this marriage of officials and schools.

Regards,
Zack Brym

. . . more ciac news & notes

STANDING CIAC SPORTSMANSHIP COMMITTEE ESTABLISHED

by Paul R. Hoey, Assistant Executive Director, CIAC

The CIAC Board of Control approved a proposal for a Standing CIAC Sportsmanship Committee. The committee will be composed of middle and high school administrators, athletic directors, coaches, students and officials and will be chaired by Ms. Karissa Niehoff, Principal of Lewis Mills High School in Burlington, CT. The committee is charged with the following responsibilities:

1. To establish statewide standards and expectations for sportsmanship in member schools:

- toward opponents
- toward officials
- for coaches
- for the student-athlete
- for cheerleaders and other student groups
- for spectators
- for parents
- for officials
- toward the rules of the game and CIAC rules and regulations

2. To plan and organize workshops, clinics, conferences for coaches, players, school administrators, to promote sportsmanship and ethical behavior.

3. To establish criteria by which member schools can be recognized for exemplary programs and activities.

4. To establish procedures to address schools/athletic programs which display poor sportsmanship.

5. To work with the CAS Student Activities Board of Control, the Connecticut Association of Student Councils and the Connecticut Association of Schools Student Leadership Committee to develop leadership skills of team captains and student leaders to promote good sportsmanship, ethical behavior, character development and community service.

6. To plan and organize an annual sportsmanship summit for member schools.

The CIAC has general guidelines to promote sportsmanship at all member school and CIAC events. It is the clear obligation of the school leadership team, coaches, faculty, and all official representatives of member schools to practice the highest principles of sportsmanship and ethics of competition in all interscholastic relationships with fans, officials, players, coaches, and parents. CIAC has established high expectations for each group involved in interscholastic competition including school and athletic administrators, coaches, players, cheerleaders, announcers and the visiting schools.

Many member schools display good sportsmanship at their events; however, we are still plagued with glaring examples of unsportsmanlike behavior on the

part of players, coaches, parents, and fans here in Connecticut and across the country. The 2004 sportsmanship survey conducted by the Josephson Institute of Ethics and the Character Counts Coalition clearly shows that much more needs to be done by everyone, including state associations, to address issues of unsportsmanlike behavior.

Good sportsmanship and ethics are the keys to the public's perception of high school athletics and activities and their role in the educational program. Athletic programs which display good sportsmanship and ethics demonstrate a positive and productive part of the total educational program offered by a school and provides the justification for the financial resources necessary to run a quality athletic program.

The CIAC can assume a greater leadership role in the promotion of sportsmanship and assist member schools in developing and implementing sportsmanship programs and initiatives. Consequently, we are proposing that a standing CIAC sportsmanship committee be formed.

The committee anticipates having standards developed which all schools would implement during the 2006-07 school year and to organize a statewide conference to introduce the standards for sportsmanship in the fall.

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