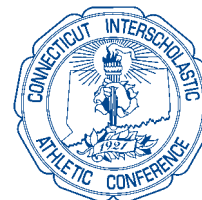




BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

VOL. 79 / NO. 9

JUNE 2005

CONSTRUCTION OF NEW SCHOOL IN SRI LANKA IS UNDERWAY!



Bob Carroll (left) and Brother's Brother Representative L. Hingston (center) present first check to the Ariyawansa School principal.

Earlier this month, Assistant Executive Director Robert Carroll returned from a trip to Sri Lanka where he got a first-hand look at the devastation caused by the tsunami. While there, he participated in a ground-breaking ceremony for the new school which will be built with the funds raised through the CAS Tsunami Relief Effort. He also met with local educational leaders -- including the Minister of Education, Dr. Tara De Mel, and the president of Sri Lanka, Ms Chandrika Kumaratunge -- and reviewed the architectural plans for the new school.

continued on page 6

SMALL CHANGES YIELD BIG IMPROVEMENTS IN CAS ANNUAL MEETING

On May 12, 2005, member school principals and assistant principals traveled to Portland, CT for the association's 53rd annual meeting. The administrators in attendance — predominantly from member high schools — adopted two changes to the CAS Constitution and two changes to the CIAC Bylaws (see page 12 for additional information). They also elected a new slate of officers and approved a nominal dues increase for elementary, middle and high school members.

Attendance at the annual meeting has declined steadily in recent years. In an attempt to reverse this trend, several changes were made to the meeting format this year. First, the meeting was moved off-site. This year's event was held at the picturesque Saint Clements Castle on the scenic Connecticut River in Portland. Secondly, in lieu of an afternoon meeting followed by an awards dinner, the business meeting and awards ceremony were conducted within the confines of the school day.

continued on page 8



CAS President Don Gates convenes 53rd Annual Meeting.

CAS-CIAC ENLISTS NEW PARTNER: THE U.S. ARMY

By Michael Conde, CPT USAREC

The United States Army Recruiting Command has joined forces with the Connecticut Association of Schools in the wholesome endeavor of affording our children every opportunity to better themselves both scholastically and physically. Today marks a beginning, as the U. S. Army assumes the duties of sponsorship for the Connecticut High School Track and Field events of 2005.

Since its inception, the United States Army has recognized the importance of physical competition. It promotes physical well-being and a healthy lifestyle, thus allowing individuals to more readily handle the riggers of stress and to achieve excellence in every facet of life. It is for this reason that the U.S. Army has forged an alliance with CAS.

Army training focuses on the overall development of our soldiers and equips them to better adapt to the demands of civilian life, ultimately giving them the cutting edge over the competition. Centered within this training is a strong base of Army values which include *selfless service, loyalty, duty, respect, personal courage, integrity, and honor*. Together these values develop the building blocks of leadership. No other profession allocates so much time and resources to developing those leadership traits necessary for continued success.

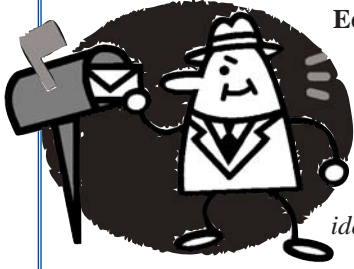
Today, our soldiers remain in high demand because of their proven valor, leadership and unwavering work ethic. Not only has the American soldier been identified as *Time* magazine's "Man of the Year," but

he/she is universally identified as the protector of our great nation serving not for the fame nor for the acclaim, but because it is the right thing to do.

The United States Army Recruiting Command remains focused on its mission to keep the doors of opportunity open to our youth. For example, the army has implemented several programs to assist in easing the burden of the ever-increasing costs of college tuition. These programs allow our soldiers to earn \$37,000 through the Montgomery GI Bill, up to \$70,000 for college through the Army College Fund, earn their degree while serving regardless of location, and even allow Connecticut state veterans to attend college free of charge.

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: Yesterday we had a student assembly to discuss some recent problems in our school. However, a camera crew from News 13 showed up right before the assembly with the haughty on-air talent demanding to attend. She shoved a copy of the Freedom of Information Act in my face and claimed that the news media has the right to broadcast public meetings. She also said that as a member of the public she had the right to attend the assembly because it was being held on public property. As I escorted her to the news van, she threatened to sue. Does she have a case?

- *Barring the Door*

A. Dear Barring: No. A school is owned by the public, but it is not a public space. School officials have the right to control access to school buildings, and given your responsibility for students and related confidential information, you were completely justified in your actions. Your local celebrity was correct in claiming that the Freedom of Information Act gives media representatives (and others) the right to broadcast public meetings. Her mistake, however, is that a school meeting limited to staff and students is not a public meeting. Bar away.

Q. Dear Mailbag: With *No Child Left Behind* and what-not, it is hard for me to complete all of the paperwork that is showering down on me. Some time ago I picked the brightest teacher on my staff, and I asked him to assist me by completing some of the reports required by the state department of education. He readily agreed, as long as I relieved him of his duty assignment, which I did. Unfortunately, he is not as bright as I'd thought because he blabbed about his special deal in the teachers' lounge. Now the union is threatening to file an unfair labor practice charge. I told them that we have a past practice (it has been several months now), but they weren't buying it. What gives?

- *Entrepreneurial Spirit*

A. Dear Entrepreneur: I am afraid that you have a problem. The union is the designated bargaining agent for all teachers as to wages, hours and conditions of employment. Responsibility for filling out reports and related release time definitely relates to working conditions. Your arrangement may be entirely appropriate, but you went about it the wrong way. If you want to establish a special arrangement that relates to working conditions for teachers, you must talk to the union first. Past practice is a defense only if the union is aware of the practice for a period of time and does not demand bargaining.

Q. Dear Legal Mailbag: This whole cell phone thing is driving me crazy. Now that everyone and his brother have a Family Plan, these parents think that their little darlings should be reachable 24/7. My real concern, however, are these camera phones. I don't want to be on the receiving end of a lawsuit if some student or his or her parents see embarrassing pictures on the Internet that were taken on my watch. Can I prohibit cell phones altogether, and if not, how about these camera phones?

- *Camera Shy*

A. Dear Shy: It is not clear that you can totally prohibit all cell phones from school, but you can certainly restrict their use. Conn. Gen. Stat. Section 10-233j(b) provides that school officials "may restrict the student possession or use of cellular mobile telephones in the schools under its jurisdiction. In determining whether to restrict such possession or use, the local or regional board of education shall consider the special needs of parents and students." Given this statutory language, you can limit cell phone possession to students whose parents demonstrate a special need, should you choose to do so. In any event, camera phones present special problems, including potential cheating (pictures of test) or invasion of privacy. Accordingly, you can ban such phones from your school altogether.

ct news & notes

■ Congratulations to David Erwin, superintendent of schools in Montville. He received the 2005 University of Connecticut Outstanding School Superintendent Alumni Award. The award was presented to him at the School of Education Alumni Awards Dinner last month.

■ Candice Mills, a graduate student in psychology at Yale University, recently surveyed Connecticut schoolchildren ages 6 to 12 to find out how early they developed some level of cynicism. "We tend to think of children as being extremely gullible — that they believe everything they hear," said Mills. "We wanted to see how true that was." True to predictions, children younger than 8 years old in the survey proved to be fairly gullible. But, 8- to 12-year-olds turned out to be a very cynical bunch. When told stories about competitors running or swimming in a close race and then saying they had won, the children were asked if they thought the characters were lying. Those between 8 and 12 years old doubted the competitors had actually won the race. What's more, when asked why characters might say they had won if they hadn't, the children didn't cut the characters any slack — they said the characters were flat-out lying. Mills says the information is useful, particularly in U.S. society where children can be inundated with all kinds of information from television, friends and movies. "Given that children are exposed to so much, it's good to know when they may be more cynical," she said.

Linguistic Barriers for CT Schoolchildren

2003-2004

School District	% Students From Non-English Speaking Homes
Hartford	52%
New Britain	40%
Bridgeport	38%
Stamford	34%
New Haven	29%
Norwalk	29%
Danbury	35%
Meriden	27%
Windham	26%
The Bridge Academy	30%
New London	24%

(Source: State Dept. of Education, *Strategic School Profiles*)

national news & notes

■ A total of 49.6 million children attended public and private school in 2003, beating the previous high mark of 48.7 million -- set in 1970 when the baby boom generation was in school. According to a new report by the Census Bureau, the growth is largely due to all the children born in the late 1940s to early 1960s, who have since become parents themselves. Rising immigration played a part, too. Even if it isn't surprising, the record tally of students in the first 12 grades poses steep challenges for schools: recruiting teachers, helping children who don't speak English, keeping class sizes manageable and coming up with enough financial aid for college students. The new school enrollment report indicates that more than a quarter of the U.S. population age 3 or older -- appx. 75 million people -- was in school nationwide in 2003. More than 17 million were in high school, and almost another 17 million were in college or graduate school.

■ Parents in Australia have turned to lap-band surgery to help control their children's obesity. Lap-band surgery is a procedure in which a clamp is fitted around the uppermost portion of the stomach. Once the device is fitted inside the recipient the amount of food entering the stomach is significantly reduced. The user can tighten or loosen the band to increase or decrease the amount of food which can enter the stomach. The surgical procedure lasts between 30 and 60 minutes. The effects of the procedure is similar to having one's stomach stapled; however, there is no removal of bodily tissue. Parent's of children as young as 12 years old have already signed up their children for the procedure. There is currently a waiting list as long as two years for parents wishing to have their children operated on.

Four-day School Week Trend Continues to Spread

First it was the French with the four-day work week, now the four-day school week movement is permeating through America's schools. Out of economic necessity more than anything else are many U.S. schools moving to giving students a three day weekend every week. Currently Colorado and Wyoming lead the nation in numbers of schools with four day school weeks. In Colorado, 36 of 180 districts have gone to the 4-day week, 20 out of 48 districts in Wyoming and a small number in Arizona, Louisiana, and Utah have made the transition. Altogether 20 school districts in eight states are currently considering implementing the four day school week.

According to research, schools with a four-day week noted:

- 1) increased student achievement and student-parent-teacher interaction (Hawaii, 1992)
- 2) fewer disruptions to instructional time on a 4-day week (CDE Report, 1994)
- 3) increased blocks of learning time improves academic performance (Education Week, 1997)
- 4) savings of 13-20% in transportation costs, and 9% in operating expenses
- 5) 15-50% reduction in staff absenteeism and 31% decrease in pupil (Education Week, 1997)
- 6) reduction in substitute teacher salaries
- 7) Increased student-teacher contact time
- 8) 57% of certified staff felt they were doing a better job of teaching because of longer instructional and preparation time (1984)
- 9) high level of student on-task behaviors, less disruption of instructional time, sustained student engagement (Idaho Study, 1993)

(Source: *Child Development Newswire*)

■ The results of a long term study into parenting practices by researchers at the University of Michigan shows that giving teens too little freedom can put them at risk of engaging in risky behaviors in mid to late adolescence. Teens from very strict households are more likely to become friends with individuals who engage in risky behavior and have more opportunities for unsupervised free time. The results of a longitudinal study of 1,357 adolescents in Maryland revealed that the quality of teens' relationships with their parents in seventh grade predicted behavior problems in the 11th grade. Participants who described relationships with their parents as warm and caring were less likely to become friends with teens who engaged in risky behaviors. Seventh graders who indicated that their parents were overbearing in their scope of watchfulness over them during daily activities were more likely to experience higher levels of unsupervised socializing in 8th grade. They were more likely to choose friends who engaged in risky behaviors.

■ The College Board, which administers Advanced Placement courses and the SAT, is quietly mapping out changes to some of its flagship programs amid concerns that they cover too much content and don't allow for in-depth study. A team of researchers at the University of Oregon in Eugene is leading a re-examination of AP courses in U.S. history, biology, chemistry, physics, European history, world history and environmental science. "We recognize that simply having a course that requires a teacher to cover a lot of content is not the same as the best-level college course, in which teachers are facilitating in-depth study," said Trevor Packer, Advanced Placement executive director. Over

the next year, staff members at the University of Oregon's Center for Education Policy Research will recruit 2,500 college faculty members in the seven subjects at about 100 schools across the country to detail the material they're teaching to college freshmen. Researchers will then identify college courses in each of those subjects to serve as a "best practices" teaching model for AP high school classes. Eventually, plans call for putting all 34 of AP's courses through the "best practices" model, said University of Oregon Professor David Conley. Packer said changes spurred by the work done by Conley's team could come to AP courses by the 2008-2009 school year.

■ A new study shows that children who are well liked and popular in school are more likely to engage in unwanted behaviors such as vandalism and theft. Researchers noted that the demands for being popular come along with certain norms that children need to comply with in order to maintain their status. Researchers tracked 185 seventh- and eighth-grade students for a year and used a series of tests to evaluate the students' popularity, self-esteem, ability to develop close friendships, relationships with parents, behavioral problems and drug and alcohol use. Overall, popular teens were more well-adjusted than less popular teens in a number of areas, including the overall social skills and their relationships with their parents. However, the popular teens also tended to show greater increases in drug use and delinquent behavior -- such as vandalism and shoplifting -- over the year-long study. Researchers noted that most of the increases in deviant behavior by popular teens in the study were relatively minor and that popular teens didn't increase their levels of major criminal activities.

■ U.S. Secretary of Education Margaret Spellings has granted two of the Florida's requested changes to its accountability plan under the federal law. One of the changes permits Florida to increase the number of students required for a subgroup's test scores to count for determining AYP from 30 youngsters to 15 percent of the total school population. The state successfully argued that the size and diversity of its schools made them more likely to miss at least one AYP target than was true in other states, if the state was forced to keep such a low minimum threshold. The state also got permission to revise its annual targets for the percent of students who must score at the proficient level or higher on state reading and mathematics tests.

■ A report from the Yale Child Study Center indicates that children in preschool programs are much more likely to be expelled than older students. The rate of expulsion for preschoolers who attend state funded schools is 7 per 1000 students while it is 2.1 for every 1,000 students in grades K-12. The study called "Prekindergartners Left Behind," examined preschool programs in 40 states.

REFLECTIONS ON BEING AN NHS MEMBER

By Dr. Michael Buckley, Director, Connecticut Principals' Center

Editor's Note: Printed here are the remarks given by Dr. Michael Buckley when he addressed the Connecticut Association of National Honor Societies (CANHS) assembly at its 6th annual conference last month.

“Good morning. I bring greetings and congratulations from the Connecticut Association of Schools, the parent organization of the CT Association of National Honor Societies. This is the fourth time that I've had the privilege of extending a welcome at the start of your spring conference and each time it has encouraged me to reflect upon our organization - I can say “our,” not just because I work for CAS but because I too was inducted as a high school junior, at Portland High School here in Connecticut, at about the same time your grandparents were in school.

The essential question for me as I think about you as members of NHS is, “What separates you from your classmates?” Or more personally, “What separated me from my non-inducted classmates?” Thinking about my selection, I remember two things from that event: first, the “tapping” or announcement as well as the induction occurred in an all school assembly during the school day and, second, the row that occurred on the faculty over the selection of a student from the business (translate non-college) track. You see, in the 1950's, long before “No Child Left Behind,” there was no debate over the fact that all students were not created equal. Some, a minority, were viewed as capable of thinking and doing “mind work” and they were prepared for college; others, a majority, were deemed not capable of such work, and they were destined for field and factory. Schools in the 1950's were organized around what Jeff Howard calls the innate ability model. In this paradigm, important human characteristics such as intelligence and character are believed to be innate endowments, fixed at birth and distributed unequally among the population. That was not questioned in the 1950's. There were ample blue collar jobs and, regardless of which segment of the population you were in, you could reasonably aspire to a middle class existence, to a fair share of the American dream. So a few of us - about a third of a graduating class of sixty - worked harder at school and were rewarded for it; while the majority - the other forty or so in my class - were not asked to work hard and were not rewarded, at least in traditional ways.

Two decades later as a first year high school principal, I replicated the all-school assembly format for announcing and inducting my first crop of new NHS members - not in a romantic, clinging to the traditions of the good old days sort of way, but because I had begun to rethink the innate ability model. As a teacher, assistant principal, and middle school principal, I had already seen too many students with the same or greater ability as those ranked toward the top of their class who had dropped away, not applied themselves, made other choices. I thought that by acknowledging this in front of the entire student body I would accomplish two things: first, temper the elitism of the chosen few and, second, encourage a work ethic in the unselected majority. Well, the results were predictable (Remember, I was a first year high school principal!). Feedback from society members (polite and delivered after the fact through their advisor) was that I didn't make them feel special enough; feedback from some others in the audience was more immediate and rude. Many of the advisors here who do their inductions as separate evening events can relate to the latter experience.

The key passage in my address to that assembly was a quote from Roger Kahn's classic study of the Brooklyn Dodgers, *The Boys of Summer*. Twenty years removed from their glory days and last World Series Championship, Kahn went out to chronicle the hard life had dealt legends such as Jackie Robinson, Carl Furillo, Duke Snyder, and the rest. He described a conversation with the steady outfielder George “Shotgun” Shuba in a farmhouse kitchen in Iowa one frigid January evening. “But George,” Kahn insisted, “you were a natural.” Shuba cut him off. “Natural? You think I was a natural? Let me show you.” He took the author down into the basement, reached up to a beam and dropped a ball of twine dangling from a rope. He picked up a weighted bat and used it as a pointer to indicate the hash marks still visible on the cellar walls. Sets of ten with each slash representing sixty swings, hieroglyphics translating into 600 swings a night at that knotted orb using a forty-two ounce bat for 1,500 or more off-season evenings, fighting off the day he'd no longer be able to catch up with the fastball. “Don't talk to me about being a natural,” he scoffed.

That's one of my favorite passages and it helps me with a part of that question, “What sets you apart from non-NHS members in your school? You work hard. There's a lot to

be said for that. You're here and they're not, and work is going to take you to a lot of places that people with as much or more talent as you, but who are not willing to make the same effort as you, are not going to be. As a high school principal, I don't think I said often enough how much I appreciated the hard work of students such as you. You show your peers what is possible. You delay gratification. You encourage teachers. You give back. You put others first. You can also relate to a different model of intelligence, what Howard refers to as the efficacy model. In this paradigm, it is understood that virtually all people are capable of brilliance, that capabilities can be developed throughout life through effective effort. Intelligence is not fixed and immutable (the 1950's thing - some people are smart and some aren't); rather people can “get smart”, actually become more intelligent via deliberate practice. You've learned that already.

I hope you have a great conference. I hope you spend some time talking about ways that your chapters can influence the climate for teaching and learning in your schools so that more students can experience academic success similar to yours. Think what great places your schools would be if all students worked as hard as you. I can't think of a better form of service.”

CAS OFFICERS: 2004-2005

President.....Donald Gates, Portland HS
 President-Elect.....Michael Rafferty, Old Saybrook MS
 Vice President.....V. Everett Lyons, Bristol Eastern HS
 Vice President...Preston Shaw, Griswold MS, Griswold
 Vice President...Gary Rosato, Mill Hill Sch., Southport
 Treasurer.....Janet Garagliano, Wamogo Regional HS

CENTRAL OFFICE STAFF

Michael Savage.....Executive Director
 Earle Bidwell.....Asst. Executive Director
 Michael Buckley.....Director, Principals' Center
 Dennis Carrithers.....Asst. Executive Director
 Robert Carroll.....Asst. Executive Director
 Matt Fischer.....Director of Information Services
 J. Robert Ford.....Director of Development
 Paul Hoey.....Asst. Executive Director
 George Hall.....Asst. Director of Unified Sports®
 Anthony Mosa.....Asst. Executive Director
 Ann Malafronte.....Director of Unified Sports®
 Karen Pactor.....Editor, Asst. Exec Director

THE BULLETIN

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

GOVERNOR'S SCHOLARS RECOGNIZED AT LUNCHEON

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



CT's 2005 Governor's Scholars

Thirty of Connecticut's top students were honored at the Ninth Annual Governor's Scholars Luncheon at The Aqua Turf Club on May 25th, the culminating event in the Governor's Scholars program this year. Cosponsored by the Connecticut Association of Schools (CAS) and Big Y World Class Markets, the purpose of the program is to recognize academically talented high school students in schools throughout the state and present thirty students for special recognition to the governor of Connecticut.

CAS President Don Gates welcomed the scholars and their families on behalf of the 1088 member schools of the association. He delineated the process by which students were selected. All principals of CAS member high schools are given annually the opportunity to nominate one junior who ranks in the top two percent of his/her class. An essay on an assigned topic has to be completed. Members of the CAS Governor's Scholars Committee, professional educators from throughout Connecticut, judge the completed applications and assign a composite score to each based on class rank, PSAT or SAT scores, GPA, and the student essay.

Attorney General Richard Blumenthal was the keynote speaker at the luncheon. He emphasized the importance of the Governor's Scholars to value their opportunity for freedom of expression and to appreciate their high schools that emphasize learning for the complete person. He reminded the audience in view of the Memorial Day weekend ahead that everyone should honor those who made our freedoms possible.

Big Y Director of Data Base Marketing Harry Kimball cited Big Y's history of contributing to its communities, particularly with regard to support for education. In addressing the scholars, he stated, "We are proud and honored to be able to partner with CAS in recognizing the top high school scholars in Connecticut. Like us, these students have shown that through hard work and dedication they can achieve great things in their schools and communities."

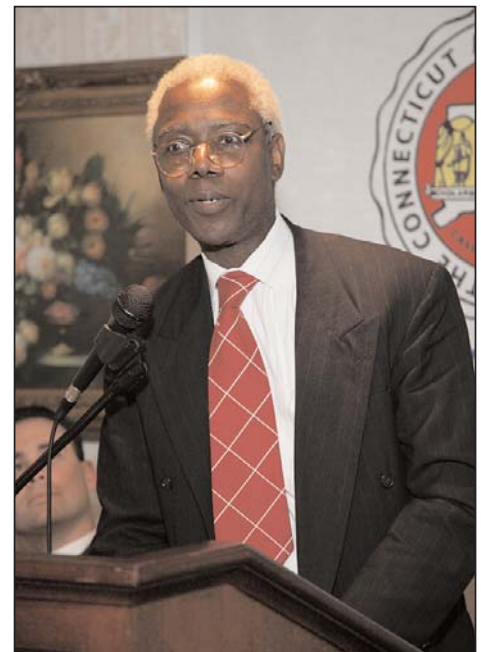
Associate Commissioner of Education George Coleman represented the Connecticut Department of Education. He offered congratulations to the scholars and to their parents and teachers present who have influenced the students to excel. He read a poem that stressed the challenge for each student to shape his or her lives much as a sculptor would shape a piece of rock into a work of art.

Governor's Scholars Committee Chair Laura Ferrante Fernandes, assistant principal at Masuk High School in Monroe, quoted William Arthur Ward in asking scholars to remember that, "Greatness is not found in possessions, power, position, or prestige. It is discovered in goodness, humility, service, and character."

Each scholar received a plaque from Associate Commissioner Coleman designating him/her a Connecticut 2005 Governor's Scholar, a letter from Governor Rell, and a check from Big Y for \$300.00. Thirty-one of Connecticut's colleges and universities also support this program by making gratis college level courses available to the thirty scholars.



CT Attorney General Richard Blumenthal



**Associate Commissioner of Education
George Coleman**

The University of Connecticut awards an Achievement Scholarship valued at one half of full tuition for four years to all Governor's Scholars who are admitted and enrolled.

Brian Shactman, morning news anchor at the media partner of CAS, NBC 30, served as emcee and Mrs. Lorraine Ferrero of Windsor High School was chair of the luncheon.

A list of this year's Governor's Scholars can be found on the CAS web site at www.casciac.org.

Sri Lanka, *continued from page 1*

Connecticut's funds will support the rebuilding of the Ariyawansa Kanista School in the town of Beruwala, Sri Lanka, located on the southeastern coast. The project will be constructed in three phases and will consist of a total of three two-story buildings. Male students will occupy one building; female students the second building; and the third building will house a computer lab and an auditorium. As each building is constructed, the heavily damaged one-story buildings on the site will be demolished. They are still being used but they were heavily damaged by the tsunami. The entire construction project will be completed in 6-9 months.

In September, all schools participating in the CAS Tsunami Relief Effort will have the opportunity to enter a contest to name each of the buildings of the new school!

Visit www.casciac.org/tsunami_relief_update to follow Dr. Carroll on his trip to Sri Lanka and to view the architectural plan for the new school! (See related items below)

Sri Lankans Express Gratitude Through Poetry

Printed below is an emotional poem written by the principal, teachers and students of the Ariyawansa School.

We heard the wild call of the running tide,
We saw how the monstrous water destroyed our land.
We felt the sloshing water waves flung and we thought,
It was a sin we committed.

It sprayed dirty scars on our white uniforms,
It tore our most beloved treasure, our bundle of books.
It let us drink stinking water, instead of mild, for the New Year.
Running tide, why did you become so cruel,
mounting high up in the sky?

We welcome you warmly, those who visit here today.
Distinguished foreign and honorable visitors.
Offering your kind hand to us at this needy hour.
We'll keep you in our hearts forever and ever.

More CT Schools "Step up to the Plate"

Contributions to the *CAS Tsunami Relief Effort* continue to roll in! Since last month's issue, in which we published a list of all of the schools that had contributed to the fund, we have received several additional donations, including a \$21,800 donation from the East Haven Public Schools! All tolled, CAS has collected over \$300,000 from more than 300 of our state's schools - a prodigious accomplishment indeed! The success of this effort speaks volumes about the goodwill and humanitarianism of the students of our state. Many thanks to the following schools/districts:

Andover Elementary School, Andover	Mansfield Middle School, Storrs
Sayles Elementary School, Baltic	Westbrook Public Schools
Cromwell Middle School, Cromwell	Windsor Public Schools
Stadley Rough School, Danbury	Frisbie School, Wolcott
Sunset Ridge School, East Hartford	Wolcott High School
Thomas O'Connell Elem. School, E. Hartford	
East Haven Public Schools	
Grasso Southeastern Technical High School, Groton	
RHAM High School, Hebron	
Farm Hill Elementary School, Middletown	
Moody School, Middletown	
Masuk High School, Monroe	
Edgewood Magnet School, New Haven	
Old Saybrook Middle School, Old Saybrook	

CAS IDENTIFIES EXEMPLARY TECHNOLOGY SITES

by Mike Buckley, Director, Connecticut Principals' Center

The Principals' Center's Technology Committee has designated three schools as Exemplary Technology Sites: **Greenwich High School; Reed Intermediate School, Newtown;** and **Frenchtown Elementary School, Trumbull.** Selection was based on evidence of the successful infusion of technology into the classroom to the benefit of student achievement and on the schools willingness to share their success with visiting teams from other districts. The review committee was impressed with the extent of each school's commitment to the integration of technology in the classroom.

■ **Greenwich High School's** state of the art music and art lab utilizes twenty-one G4 Macintosh computers that allow students to explore the horizons of computer art and music technology. In art, students use computers, camcorders, digital cameras and tablets to create their work. Various software packages including Photoshop, Dreamweaver, iMovie and iDVD allow students to create images that are unique and distinctive. Teaching music with the use of keyboards and computers is the trend in contemporary music pedagogy. Greenwich High School electronic music students learn by creating their own music with synthesizers that automatically transpose their work into a computer where it can be manipulated and enhanced. As a result of this lab, computer art and electronic music courses are some of the most popular elective courses at the high school. Both programs accept students of all levels, from the novice with no previous art or experience on an instrument to the advanced artist or musician.

■ **Newtown's Reed Intermediate School** students create Microsoft Publisher newspaper and magazine reports, PowerPoint presentations, Excel charts and data, use Adobe Photoshop Elements for photo editing, digital artwork, and animations. Students create their own web pages, use appropriate Internet resources, and can access interactive, online keyboarding practice from home. Each classroom has a teacher station, presentation camera, ceiling LCD projector, VCR, useful software, DVD and CD capabilities. Teachers use the Internet, intranet, network, and interactive File-Maker. Reed has two computer labs, wireless laptops, and a student computer in each room, a Media Center, a useful and informative web site, as well as individual teacher web pages.

■ **Frenchtown Elementary School** has infused technology throughout. The large plasma TV in the lobby showcases student presentations (poetry, prose, drawings, photos, and videos) including live broadcast, student-produced shows which can also be accessed on the Webster interactive whiteboards in every classroom. Travel down hallways and witness music students experiencing computer assisted synthesizer lessons, kindergarten students learning letters by following an animated bee, 2nd grade students working on literacy at the interactive whiteboard, or 4th graders interacting with any of the five computer stations at the back of each room. Similar integration exists in every classroom, in computer labs, or wherever students are using laptops. Students and parents can access collaborative teaching resources on the school's website where lessons taught in school can be demonstrated, practiced, enriched, and transferred at home.

Additionally, the following schools have received mini-grants to support the development of skills for school leaders to assist in the infusion of technology into the classroom:

- Oak Hill Elementary School, Wallingford
- Hampton Elementary School
- Sandy Hook Elementary School
- Bolton Center School
- Catherine McGee Middle School, Berlin
- Enrico Fermi High School, Enfield
- Trumbull High School
- Greenwich High School

These awards were supported by funds from the Bill and Melinda Gates Foundation.

NCLB'S "HIGHLY QUALIFIED TEACHER" REQUIREMENT

by The Principals' Center's Critical Issues Committee

During the past school year, the Principals' Center's Critical Issues Committee has focused on the myriad of issues associated with the "highly qualified teacher" provision of *No Child Left Behind* (NCLB). Our primary interest in doing this is to support teaching and learning and having an excellent teacher in every classroom in Connecticut. The "highly qualified" provision of NCLB does nothing in and of itself to improve teaching and learning. While effective teachers need a basic knowledge of content, more importantly they need a range of strategies for teaching content to a diverse group of learners. At the elementary level the emphasis is wrongly placed on content when the need is for better pedagogy to reach all children. With regard to special education teachers affected by the law, there is also a greater need for emphasis on pedagogy over content. The teachers affected by this provision have already demonstrated sufficient knowledge of content through the evaluation process. The committee is pleased with the response of the Connecticut State Department of Education to the "highly qualified" requirement of NCLB. What follows is a summary of this response.

Beginning in school year 2006-2007, all public school teachers teaching a core academic subject area must be "highly qualified." As defined in the *No Child Left Behind Act* (NCLB), core academic subjects include English; Reading/language arts; civics and government; history; geography; economics; mathematics; science; the arts (music, fine arts, dance and theater); and World Languages.

To be considered "highly qualified," individuals who are **currently employed** must:

1. hold full state certification; and
2. hold a bachelor's degree; and
3. demonstrate competency in the core academic subject area(s) they teach using one of the following four methods:
 - hold a major in the core academic subject area(s) that they teach; or
 - hold a master's degree in the core academic subject area(s) they teach; or
 - has successfully completed the Praxis II exam in the core academic subject area(s) that they teach; or
 - has successfully demonstrated competency in the core academic subject area(s) using the district's High Objective Uniform State Standard of Evaluation (HOUSSE).

The recently reauthorized IDEA law included special education teachers as teachers of core academic content. They, too, must demonstrate competency in the core academic subjects that they teach to one or more students. Special education teachers who teach one or more core academic subject area(s) who have not successfully passed the CONNECT or Praxis II exam in each of the content areas they teach, must demonstrate competency in the core academic subject area(s) that they teach through one of the three remain-

ing options provided under NCLB (e.g. hold a major in the core academic subject area(s), hold a master's degree in the core academic subject area(s) or demonstrate competency through the district's HOUSSE process).

To be determined "highly qualified," a teacher must use the HOUSSE plan if he/she has not passed a state subject matter test, or holds an undergraduate or graduate major (or its equivalent), or holds advanced certification (e.g. National Board Certification) in all of the core academic content area(s) that he/she teaches. **Because each district's teacher evaluation and professional development guidelines: (1) were reviewed and critiqued using the state department's peer review process; and (2) includes subject matter knowledge assessment, Connecticut's teacher evaluation plans have been approved by the U.S. Department of Education as Connecticut's official HOUSSE plan.** To ensure that this statewide plan is standardized across districts throughout the state, it is critical that individual districts evaluate a teacher's subject matter competency in the core academic content area(s), based upon the Common Core of Teaching (CCT), using both the foundational skills and competencies and the discipline-based professional standards.

Teachers Hired Prior to July 1, 2006

The CSDE provides the following guidance concerning the implementation of the HOUSSE plan, otherwise known as the district's teacher evaluation plan:

- All teachers who need to use the HOUSSE plan to be considered "highly qualified" must be evaluated between January 2002 and June 30, 2006; the evaluation must involve the determination that a teacher is competent in all of the core academic content area(s) that he/she is presently teaching. Evaluators should use the national and state discipline specific curriculum standards (and accompanying support materials) and the CCT foundational skills and competencies. **The district has an obligation to evaluate all teachers to which this requirement applies between January 2002 and June 30, 2006.**
- The written evaluation must specifically identify that an individual has been determined to be "highly qualified" in specified core academic content area(s) which they teach. This determination of "highly qualified" must be portable; an individual teacher's evaluation must be made available to be taken to another district as demonstration of his/her achieved "highly qualified" status. It is recommended that, as part of the evaluation, a certificate indicating the individual's "highly qualified" status be produced, signed by the evaluator, placed in the teacher's employment file, and a copy given to the individual being evaluated. It is the decision of the receiving district to accept or reject the sending district's determination of "highly qualified."

Are you an organ donor?



Alexa Kersting

In July of last year, organ donation took on a more personal meaning for members of the North Dakota Association of Elementary School Principals. Alexa Kersting, daughter of Loren and Monica Kersting, passed away while waiting for a lung transplant. Loren is an elementary principal in West Fargo, ND. Despite the fact that Alexa was at the top of the organ donation list for this region for several months, the opportunity never came. This tragedy is a sad but important reminder about the importance of being an organ donor.

- Evaluations must be conducted by persons appropriately qualified to conduct them (holders of the #092 - Intermediate Administrators certificate). It is recommended that elementary teachers be evaluated by an elementary principal with knowledge in elementary curricula. It is recommended that middle school and high school teachers be evaluated by an administrator with subject matter knowledge in the core academic content areas they are evaluating; OR by a collaborative team made up of: (1) department chairs "highly qualified" in each of the core academic content areas the teacher is teaching; and (2) an appropriate administrator.

Teachers Hired On or After July 1, 2006

All teachers hired on or after July 1, 2006, must be "highly qualified" in the content area(s) they will teach prior to being hired. Therefore, they must: (1) hold an undergraduate or graduate major in the core academic content area(s) they are being hired to teach; OR (2) have a master's degree or an advanced certification (such as National Board Certification) in one or more of the core academic content area(s) they will teach; OR (3) have successfully passed a state standardized content knowledge test in the core academic content area(s); OR (4) have previously been determined "highly qualified" via the sending district's HOUSSE plan.

IDEA has provided some flexibility for special education teachers hired subsequent to July 1, 2006. In order to hire a special education teacher who will be a primary teacher of core academic content knowledge either in a resource room or self-contained classroom, that person must be "highly qualified" in one of following core academic content areas prior to being hired: reading/language arts/English, mathematics or science. Special education teachers then have up to two years to become "highly qualified" in the additional core academic subjects they will be teaching; districts may choose to use the district's HOUSSE process for special education teachers to become "highly qualified" in additional content areas.

Annual Meeting, *continued from page 1*

Thirdly, Duane Cashin, founder and president of a successful local manufacturing company, "kicked off" the meeting with a short, inspirational keynote speech. Duane thanked participants for the work they do and praised them for their fortitude in doing it "at the most challenging time in the history of education." And, finally, both the business meeting and the awards ceremony were scaled back in an effort to shorten the overall length of the program. The changes implemented this year -- which were in keeping with the suggestions made by member school principals in our fall annual meeting survey -- resulted in a more engaging and worthwhile program.

PRESIDENT'S REPORT

CAS President Don Gates, principal of Portland High School, began his president's report by praising the hundreds of loyal CAS members who devote countless hours to the association each year. In his comments, President Gates reviewed some of the highlights of the 2004-2005 year, including the CAS Tsunami Relief Effort, the first-ever congressional roundtable, and the association's partnership with UCONN to administer the internship phase of the CAPP degree program.

President Gates also shared his thoughts on what he perceived to be some of the association's future challenges, the most significant one being the paucity of future school leaders. "It is projected that with anticipated retirements, we will not have the manpower necessary to effectively lead our schools," said Gates. "As administrators, step up to the plate, identify talent from within and do all within your power to develop leadership," he challenged. President Gates also emphasized the importance of engaging in aggressive efforts to attract new members to the organization. "CAS as an organization must also step up to the plate and focus on ways to attract and engage new members as volunteers for our organization," he stated. "I appeal to each of you today to set a goal to invite and engage a new administrator from within your school district to become active in our association." (To view President Gates' report in its entirety, visit www.casciac.org/pdfs/presidents_report_05.pdf.)

EXECUTIVE DIRECTOR'S REPORT

Executive Director Mike Savage reiterated some of the highlights touched on by President Gates, expressing particular gratification with CAS' impending partnership with UCONN. "CAS' involvement in the UCAPP will bring us considerable prestige in that we will be connected to a certification body with tremendous credibility. Furthermore, this partnership will provide CAS with the opportunity to be in the mainstream of the development of school leaders."

Mike focused many of his remarks on the hard work and talent of the central office staff. "I have had the privilege to lead a staff full of energy and ideas, a staff which always want to improve that which exists and assume new challenges that will benefit our schools and our school leaders," he praised. He expressed great pride in the progress the association has made in the area of technology and touted the organization's improved relations with the state legislature.

Mike also lauded the work of the association's leaders. "This past year under the able leadership of President Gates, CIAC chairman Bill Barney, SABC chairwoman Janet Garagliano, and CAHSP, CAMSP, and CAESP Chairs Bob Pitocco, Preston Shaw and Lou Pear, respectively, we have been able to advance the goals of our three year plan and have continued to develop new strategies and programs to serve the needs of our members," said Mike. "In all cases we have never strayed from our overall mission - that of providing exemplary programs and services that promote excellence in the education of all children." (To view Mike Savage's report in its entirety, visit www.casciac.org/pdfs/executive_directors_report_05.pdf)

NEW BUSINESS

The membership unanimously adopted two changes to the CAS Constitution, the most significant of which introduces a new class of membership called "Associate Institutional Membership." Visit http://www.casciac.org/pdfs/CAS_Constitution_changes_2005.pdf to download the changes adopted by the membership.

Following the adoption of the bylaw changes, the membership elected a new slate of officers and board members for the 2005-2006 school year.

Congratulations to the following individuals who have been newly appointed to board and officer positions within the association.

CAS Board of Directors:

- Donald Macrino, Waterford H.S.
- Carole Alvaro, M.S. of Plainville
- Harry Gagliardi, Anna Lopresti School

CIAC Board of Control:

- Joseph Bacewicz, Tolland High School

CAHSP Board of Directors:

- Fran Kennedy, Stafford High School
- Rita McDougald-Campbell, Foran H.S.

CAMSP Board of Directors:

- Jody Goeler, Avon Middle School - CHAIR
- Jeffrey Schumann, Kellogg M.S.
- Joseph Scheideler, Canton M.S.
- Ann Cox, AP, Seymour Middle School
- Troy Monroe, Keigwin Middle School
- Susan Dumas, Mystic Middle School
- David Russell, John Winthrop Jr. High

CAESP Board of Directors:

- Gina Vance, Gideon Welles School - CHAIR
- Renata Lantos, Bielefield School - VICE CHAIR
- Jay Brennan, Paul E. Chatfield School
- Mark Profitt, Lawrence School
- Victoria Reed, Highland School
- Bridget Braney, Orchard Hill Elem.
- RoseAnne O'Brien Vojtek, Ivy Drive School
- Dale Bernardoni, McKinley School
- Linda Cahill, Valley View School
- Loraine Giannini, Elmer Thienes-Mary Hall School

SABC:

- Kirk Murad, Principal, Grasso RVTS
- John Lineen, Lincoln Middle School
- Sam Galloway, Carmen Arace Inter.
- Lou Pear, Myrtle Stevens/Mosher Schools
- Altressa Cox-Blackwell, Hazardville Memorial
- Scott Leslie, RHAM High School
- Susan Homrok, AP, Simsbury H.S.

Many thanks to the following outgoing board members who complete their terms on June 30th of this year. Those in attendance at the meeting were presented with distinguished service plaques in honor of their years of service to the association. They will surely be called upon to serve in another capacity!

CAS Board of Directors:

- Eileen Kouba, Ellington High School
- Thomas Heffernan, East Granby M.S.
- Adam Burrows, Center School

CIAC Board of Control:

- Michael S. Griffin, Northwest Catholic H.S.

CAMSP Board of Directors:

- Carole Alvaro, Middle School of Plainville
- John Lineen, Lincoln Middle School
- Rochelle Schwartz, Northeast Middle School
- Vaughn Ramseur, Roosevelt Middle School
- Thomas Heffernan, East Granby M.S.

CAESP Board of Directors:

- Katharine Bishop, Daisy Ingraham School
- Gary Rosato, Mill Hill School
- Paula P. Erickson, O'Connell School
- Judith Brockelman, Huckleberry Elementary

Eligibility Review Board:

- Salvatore Randazzo, Cheshire High School

SABC:

- Richard Cavallaro, Wilcox Technical School
- Arlene Salvati, Hamden High School

2005-2006 BUDGET

In a final order of business, the membership approved a budget which called for an \$130 dues increase for high schools, a \$25 dues increase for middle schools and a \$15 dues increase for elementary schools.

AWARD PRESENTATIONS

During the awards luncheon, Dr. Jerry Auclair, principal of Darien High School and chair of the CAS Awards and Recognition Committee, presented Letters of Commendation to four individuals who have made outstanding contributions to CAS and to the member schools it serves.

Recipients of Letters of Commendation:

- **Lou Pear**, Principal, Myrtle Stevens and Mosher Schools, Rocky Hill
- **Jody Goeler**, Principal, Avon Middle School
- Sally Biggs, Associate Principal, South Windsor High School
- **Tom Murray**, Senior Graduation-Exhibition Coordinator, Branford High School

Three individuals were selected to receive the prestigious CAS Citation: **Katharine Bishop**, principal of Daisy Ingraham School in Westbrook; **Thomas Heffernan**, principal of East Granby Middle School; and **Dr. David Perry**, principal of North Branford High School. The CAS Citation, the association's highest honor, is awarded only to those members who have made extraordinary and long-term contributions to the organization.

*Many thanks to our event sponsor,
Lifetouch Inc.!*



Mike Savage presents executive director's report to membership



CIAC Chair Bill Barney presents distinguished service plaque to retiring Cheshire H.S. Principal Sal Randazzo



Jerry Auclair presents CAS Citation to Dr. David Perry



Assistant Executive Director Tony Mosa chats with CIAC Board Member Jackie Sullivan during break



CAESP Chair Lou Pear presents plaques to outgoing board members (l to r): Judy Brockelman, Kit Bishop and Gary Rosato



Middle level members conduct their individual membership meeting

Arts in the Middle Attracts Talented Area Artists

By Earle Bidwell, Assistant Executive Director

Young artists from twenty Connecticut Middle Schools attended the fourth annual Arts in the Middle Conference at the Hartford Art School on the campus of the University of Hartford in May. The conference, designed to offer middle level students a high caliber artistic challenge was led by ten talented artists from the greater Connecticut community. In addition, their art teachers also attend as students and learned new techniques side-by-side with their students.

The artists, who led their students in creating two finished art works during the daylong session, were as follows:

Christopher J. O'Herron (portraits) is a graduate of Syracuse University with a Bachelor of Fine Arts degree in Illustration. A Simsbury native, Chris is living and working as a portrait artist and an oil painter in the Canton area. Chris is a charter member of the "Arts in the Middle" faculty.

Paul Hoffman (plein air) is an East Hampton, Connecticut resident. He is a member of the Connecticut Plein Air Painters Society (CPAPS). In March 2002, he began teaching oil painting for beginning and intermediate students in West Hartford. Paul began working with charities -- including the Hartford Area Habitat for Humanity, Lupus Foundation of America, Connecticut Chapter and The Working Lands Alliance -- late in 2000, combining art sales with environmental and social causes.

An accomplished artist in acrylics, watercolors and pencil, Scott Rhoades (aboriginal art) became acquainted with Aboriginal art during a sabbatical to Australia in 1990. Scott has also distinguished himself as a teacher, specializing in integrating art with other subjects. He has collaborated on CT History Day projects, has been acclaimed by the Connecticut Educator's Computer Association and was recently recognized as the grand prize winner by the International Reading Association at a gala event in San Antonio. Scott is on the faculty of Capt. Nathan Hale Middle School in Coventry.

Kevin Sepe (computer arts) is a graduate student at the Hartford Art School. After assisting in Arts in the

Middle for two years, he has taken over the top spot in leading students in creating original works using the vast resources of the computer lab.

Nina Goodale (drawing) is a graduate of the University of Hartford Art School with a degree in fine arts. She has taught youth programs for 10 years and has done numerous programs for the Farmington Valley Fine Arts Center. She is a free-lance mural artist and has her own studio in Hartford.

A self-taught cartoonist and humorous illustrator, Rick Stromoski (cartooning) has produced work for national magazines, children's and humor books, newspapers (including the Hartford Courant), licensed products, national advertising and network television. He has been nominated for his illustration work by the National Cartoonists Society 12 times and was awarded the Reuben division award for best greeting cards in 1995 and 1998 and for magazine gag cartoons in 1999. He is president of the National Cartoonists Society.

Diann Cook (acrylic & mixed media) attended Central Connecticut State University obtaining a degree in Graphics and Illustration and a Masters in Art Education. She is an entrepreneur with her own Youth Art Company, JAM (Junior Art Makers). Her work has been exhibited in many different venues throughout Connecticut and in private collections.

Barbara Scavotto-Earley (wire sculpture) of Enfield, CT distributes her passion for creativity among her students of all ages and her sculptures of all sizes. Her dawning explorations in planar and linear steel are preceded by decades of clay and mixed media sculpture. Currently, steel rods are her medium for drawing in space, creating volume with the barest of linear elements. Through postures and gestures, Barbara composes optimistic, often humorous commentaries on humanity and everyday life. She earned her teaching degree at Southern Connecticut State University and studied in graduate programs at Wesleyan University and University of California.

John Sadler (Watercolor) has been an art teacher for 24 years at Ellington Middle School. He has a BS in Art

continued on page 11



Students work with pastels



Students draw likeness of professional model Kate Callahan



Barbara Scavotto-Early demonstrates wire-bending techniques

elementary school news

RECORD ATTENDANCE AT CAESP SPRING CONFERENCE

Dr. Douglas Reeves, expert on standards-based assessment, draws educators from all levels

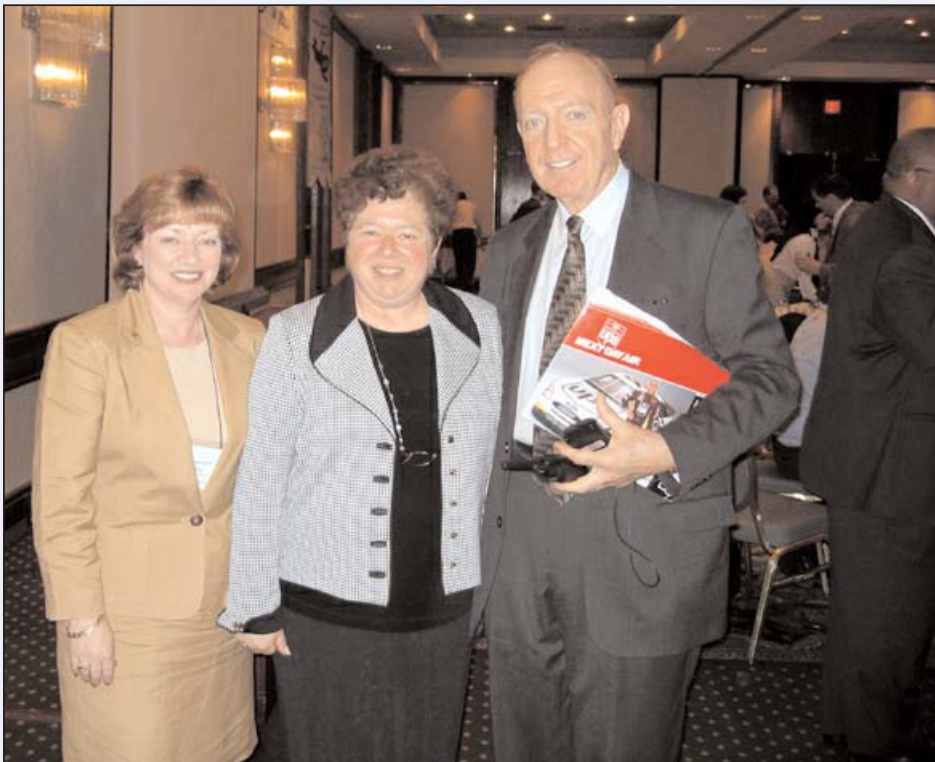


Adam Burrows (left), principal of Center School in Old Lyme, with Bill McDermott (right), recently retired principal of Eastbury School in Glastonbury

On May 16, 2005, the Connecticut Association of Elementary School Principals hosted its annual spring conference at the Farmington Marriott. This year's event, which featured popular speaker and researcher Dr. Douglas Reeves, drew a record crowd, with over three hundred participants!

Dr. Reeves presented two morning workshops which focused on improving student achievement through standards-based assessment. Between workshops, participants had plenty of time to browse the many exhibition booths.

Following a gourmet lunch and remarks from Commissioner of Education Betty Sternberg, Dr. Rosemarie Young, president of NAESP, talked about "resiliency in the principalship." Acknowledging that the job of the principal is demanding, complex and never-ending, she offered strategies and techniques for surviving and even thriving in the position!



Left to right: Dr. Rosemarie Young, NAESP President; Dr. Betty Sternberg, Commissioner of Education; Dr. Robert Carroll, CAS Assistant Executive Director

Avoid the Caffeine!

First-graders shouldn't be allowed to drink caffeinated colas during school because just a few ounces can make them rowdy and inhibit concentration, according to a study released last month at the American Psychiatric Association's 158th annual meeting in Atlanta. Dr. Alan R. Hirsch, a psychiatrist and neurologist who runs the Smell & Taste Treatment and Research Foundation in Chicago, and colleagues conducted a study of 20 Chicago-area first-graders (10 children of each gender). All students were given either a caffeine-free cola or a caffeinated cola over three weeks, during which their behavior was rated by teachers who didn't know what they were drinking. The children didn't know either. Behavioral problems were rated as 432 percent worse on days when the first-graders consumed caffeinated colas than when they drank caffeine-free soda. "Drinking an average of less than one can of caffeinated cola causes significant worsening of behavior amongst first-graders," Hirsch said. Therefore, disruption to the learning process should be added to the list of reasons to restrict consumption of caffeinated beverages.

Arts, continued from page 10

Education from Plymouth State College and also attended Florida Institute of Technology and the Art Institute of Boston. "Jake" is a former wilderness school instructor and now sails extensively in Maine and on Long Island and Block Island sounds where his nautical watercolors reach fruition.

Kenya Darcel Washington, (self portraits) is a creator, creating poetic sermons and spiritual self-portraits. She is an educator as well as a student educating in various arenas from public and alternative schools in Connecticut and New York to prisons for men and women, as well as in museums, churches and mosques. Kenya is currently a student pursuing a master's degree at the Hartford Seminary.

A highlight of the day was an opportunity to view the almost three hundred art works created by the student artists. More valuable was the new knowledge and techniques they were able to take back to their schools and studios thanks to the skills of the presenters.

The Connecticut Association of Schools is indebted to The Hartford Art School for making their fine facility available to the program, to the Greater Hartford Arts Council for a Neighborhood Arts and Heritage Grant and to the ColArt Group, the leading supplier of colour and associated art material products across the world, including products such as brushes and surfaces which are designed for use by artists of all abilities.

ciac news briefs



Pictured above are the members of the 1929 Hartford Public Boys Outdoor Track team, who scored 39 points to win the first-ever CIAC Interscholastic Track and Field Meet held at Yale Field on May 18, 1929. Hillhouse was the runner-up with 34 points. Front row (left to right): David Goldberg, Francis Colgan, Donald Bertram, George Scully; second row: Sam Clark, William Lane, Larry Amann, Miller, Francis Breen, Vincent Datri; third row: Ed Roane, John T. Harrison, Thomas Reeves; top row: R. Andrews

WEBSITE UPDATE

By Matt Fischer, Director of Information Services
A couple of updates on the new on-line scheduling system:

- 1) The ability to import schedule information from ScheduleStar has been added to the import options listed on the eligibility center main page.
- 2) The pulldown menus for selecting opponents on the schedule entry pages now include all of your league schools, along with the option to select a non-league school. Choosing the non-league option will produce a pop-up window with the full range of selection options (non-league schools, non-member schools, out-of-state schools, tournament/invitational event).
- 3) A "day of the week" field has been added on the schedule entry pages. You cannot type anything in that field; however when you enter or change the date for a game it will automatically change the day of the week.
- 4) The schedules produced in calendar view now show games for any co-op team your school participates in, even if you are not the host school for the team.

Thank you to all the schools that have provided suggestions allowing us to further refine the system for everyone's benefit.

■ The National Association of Sports Public Address Announcers (NASPAA), the professional association for sports public address announcers, has selected Alan Longley, The Voice of the Milford Foran High School Lions in Milford, as the 2004-2005 NASPAA Connecticut High School Announcer of the Year. Selections were based on a variety of criteria including years of experience, number of sports being announced, as well as sportsmanship, competency and professionalism. Longley has been announcing for 4 years. He was nominated by Robert Tait CAA, Foran High School's Athletic Director. "Announcing is about more than just having a good voice," commented Brad Rumble, NASPAA Executive Director. "It's about passion, commitment and professionalism—qualities inherent in the really good announcers, like Alan Longley."

■ The Supreme Court has refused to consider reinstating a lawsuit that accuses federal officials of discriminating against male athletes in enforcing equal opportunities for women. Justices rejected an appeal from the National Wrestling Coaches Association and other groups that have been fighting federal policies under the anti-discrimination law known as Title IX. At issue for the court was whether the challengers showed that the law directly caused a

reduction in men's sports and whether they should be allowed to sue federal officials. The case involved claims that the government was forcing colleges to discriminate against male athletes because of a requirement that the ratio of male and female athletes be similar to the overall student population. "If unchecked, the gender quota . . . will continue to cause sweeping injustices and discrimination in colleges nationwide and is already being applied to public high schools," justices were told in a brief filed by the Eagle Forum Education & Legal Defense Fund. Over the past two decades, the number of wrestling teams at NCAA schools has dropped from 363 to 222, according to NCAA leaders. Title IX has been blamed for part of the decline. In addition to men's wrestling team cuts, schools have dropped outdoor track, swimming programs and ice hockey, the court was told. A divided panel of the U.S. Court of Appeals for the District of Columbia Circuit said the lawsuit should have been filed against individual colleges that eliminated men's sports, not the federal government. (Source: Associated Press)

■ Last month, the U.S. Supreme Court directed a lower court to reconsider whether Michigan high schools discriminated against female athletes by scheduling their basketball and volley-

ball seasons during nontraditional times of the year. Justices set aside the lower court's ruling for the female athletes. That decision found a violation of the Constitution's equal protection clause and ordered the Michigan High School Athletic Association to revamp its scheduling so that girls' teams played during their typical sport seasons - just like the boys' teams. The Supreme Court asked the Cincinnati-based 6th U.S. Circuit Court of Appeals to take a second look at the case in light of the high court's ruling last month in *Rancho Palos Verdes v. Abrams*, which bars certain lawsuits when a different portion of federal law provides a remedy. The Michigan High School Athletic Association said the lawsuit should have been brought under the Title IX gender equity law, a question that the 6th Circuit did not address. The case stems from a 1998 lawsuit filed by Diane Madsen and Jay Roberts-Eveland, both Grand Rapids, Mich.-area mothers of female athletes, in conjunction with the legal group Communities for Equity. They challenged Michigan's practice of scheduling high school girls' basketball in the fall and volleyball in the winter, the opposite of when colleges play those sports. They said the timing is unfair because it limits the Michigan girls' exposure and hurts their chances of winning college athletic scholarships.

... more ciac news

CIAC HOSTS WORKSHOP ON SPORTS-RELATED CONCUSSIONS

By Tony Mosa, Assistant Executive Director

A concussion management workshop co-sponsored by the CIAC and the Connecticut State Medical Society Committee on Aspects of Sports was conducted on June 1st at the CIAC office. Over 70 medical professionals, including family and orthopedic physicians, athletic trainers, school and community nurses, and athletic directors participated in the workshop.

Dr. Michael Lee, chair of the Connecticut State Medical Society Committee on Aspects of Sport, noted that the management of concussion has become an increasingly important concern for the sports medicine clinician and endorsed ImPACT as a friendly computer based tool designed to aid in the proper diagnosis and treatment of concussion.

He noted an unusual increase of concussions in young athletes this year, and expressed a need to develop uniform treatment strategies in dealing with these athletes.

Dr. Lee introduced Dr. Michael Collins, assistant director, University of Pittsburgh Medical Center Sports Concussion Program. Dr. Collins is a co-developer of the ImPACT program. This program measures aspect of brain function affected by concussion such as memory processing speed and reaction time. ImPACT also helps to assure when the athlete is ready to return to play. Dr. Collins instructed the participants on the proper administration of the ImPACT program, and introduced various case studies for critical review. The program was conducted from 9:00 a.m. to 11:30 a.m. ImPACT has been officially endorsed by the CIAC Board. Approximately 35 member schools are utilizing the program at this time. Additional schools will be adding the program next year.



Dr. Lee from the Connecticut State Medical Society addresses a group of over 70 practitioners.

CIAC MEMBERSHIP ADOPTS TWO BYLAW CHANGES

The CIAC membership adopted two bylaw changes at its annual meeting on May 12, 2005. The first change affects Article XI of the CIAC bylaws, better known as the Cooperative Team Regulation. The new regulation encompasses several changes including:

1. The addition of language relative to the number of athletes allowed on two- and three-team cooperative teams (NOTE: This language does NOT change the CIAC's existing practices and procedures governing cooperative teams. It simply articulates those practices in the bylaws, whereas previously they were only referenced in the Q&A section of the CIAC Handbook.);
2. A change in the "Decision Making Power" provision to allow athletic directors and coaches serving on the CIAC Cooperative Team Committee to have full voting privileges; and,
3. Some minor language revisions.

The reasons for these changes are as follows:

1. To reconcile the language of the CIAC Bylaws with the interpretations set forth in the Q&A section of the CIAC Handbook (the limits placed on two and three-team coops were addressed in the Q&A section of the CIAC Handbook but not in the bylaws themselves.)
2. To grant full voting privileges to athletic directors and coaches serving on the Cooperative Team Committee. These individuals are the ones who are working at the grass-roots level and, as such, have first-hand knowledge and well-informed opinions that are critical to making decisions affecting cooperative team sponsorships.

The second change affects Article XII, Section 1.1.A. of the CIAC bylaws, more commonly known as the Out of Season Regulation. The revision allows an athlete participating in any CIAC-sponsored sport the opportunity, if selected by the national governing body regulating the sport, to participate in an NGB-sponsored national or international competition during the sports season. The purpose of the revision is to provide an athlete competing in a sport not governed by the International Olympic Committee (e.g. lacrosse) with the opportunity to participate in a tournament or event which serves as a try-out for

CALIFORNIA PASSES ANTI-STEROID REGULATIONS

On May 6 the California Interscholastic Federation (CIF) became the first high school sports organization in the country to enact anti-steroid regulations. The vote among the 129 members of the Federated Council was unanimous.

"It's a great first step, a great day for California, though we still have a ways to go," said Roger Blake, the CIF assistant executive director -- and PVWH national faculty member -- who has played a lead role for the organization on steroid issues. "The easy part was today. We have a lot of hard work in front of us."

Under the rules, when an athlete uses steroids, the district will mete out punishment. But if it fails to follow its own rules, the CIF can impose sanctions like a ban from

statewide competition.

The CIF's new regulations take effect this fall, and have three major parts:

1. Certification -- Each coach must obtain certification, which includes training on harmful effects on teens of steroids and performance-enhancing supplements. Of some 65,000 high school coaches in California, 14,303 have already passed the eight-hour course. Coaches have until the end of 2008 to earn the certificate. The fee for the certificate had been \$100, but now that this proposal has passed, it will drop to \$65. "We'll be like Costco," Blake said. However, some school officials have still complained about this extra cost, especially in districts that are reducing athletic programs overall.

continued on page 14

continued on page 14

COACHES' CORNER. . .

■ NF ICE HOCKEY RULES CHANGES:

The National Federation (NFHS) Ice Hockey Rules Committee Rule has approved four changes pertaining to player equipment and penalties. Among the revisions, the dimensions of the goalkeeper's blocker and catching glove have been modified to be consistent with the measurements of other governing bodies. Rule 3-3-c now states, "The protective padding attached to the back or forming a part of the goalkeeper's blocker glove shall not exceed 9 inches in width at any point, nor shall it exceed 17 inches in length." "This rule change will make the NFHS requirement in line with or less restrictive than other governing bodies, such as USA Hockey and the NCAA," said Ray Streicher, chairman of the NFHS Ice Hockey Rules Committee. "It will make it easier for players to buy the correct gloves." Rule 4-3-d was added as an extension of the five-penalty rule passed in 2004, which stated that "any player who incurs five penalties, any combination of minors, majors or misconducts in the same game, shall be assessed a game misconduct penalty." Now, any player who incurs two major penalties in the same game will be assessed a game misconduct penalty and subsequently will be removed from the game. Players who do not comply with Rule 3-4-a, which deals with protective equipment, will now be assessed a misconduct penalty. The remaining rules changes can be found at www.casciac.org/pdfs/ice_hockey_rules_changes.pdf.

■ CHEERLEADING NEWS:

New England Athletic Association Sponsors Cheerleading Tournament -

The New England Council of Secondary Principals' Association has recently announced the sponsorship of the first New England Cheerleading Championship event. The competition is scheduled to take place on March 18, 2006, at Whitmore Center, University of New Hampshire, and will include four divisions, plus a co-ed division from all New England states. The top three teams from each state tournament division and the top two from the co-ed division will qualify for the competition. National Federation rules will govern the event. Connecticut cheerleading committee members Chairperson Jackie Sullivan, Director Sherrie Zembrzuski, Michele Cordeau and Beth Sarnacki participated in the New England committee that established the tournament. Complete tournament information will be available to all schools in the fall.

CIAC Tournament -

The following tournament changes were made by the cheerleading committee at their May meeting.

- A maximum of 20 cheerleaders will be permitted to participate at CIAC games and at the state tournament. This is an increase from the present 18 and was changed to accommodate the New England Championships which permit 20.
- The time of the dance portion of the cheer routine was increased from 75 seconds to 90 seconds. The maximum performance time of 2.5 minutes remains in place.

Staph Infections (MRSA) in Athletes

Physicians, trainers, coaches and athletes need to be aware of this serious problem. Athletes with suspicious lesions should be referred for treatment as rapidly as possible.

Methicillin Resistant Staphylococcus Aureus (MRSA) infections have been increasing rapidly in athletic training rooms across the United States. Initially it was just a problem in hospitals, but now it is spreading rapidly into the community.

Transmission between teammates and to competitors has been increasingly reported with severity ranging from minor skin involvement to systemic infection requiring hospitalization. Failure of proper hygienic practices among athletes with open sores and contamination of playing surfaces and equipment have been implicated as causative factors in the transmission of MRSA. Many protocols for prevention have been offered. At this time, the best overall strategy is insistence on strict hygienic practices designed to limit surface colonization. The treatment for an established infection is incision and drainage of the lesion (with cultures obtained), use of topical antibiotics and antibacterial soaps, and judicious use of oral antibiotics. Among competitors, all wounds should be covered to prevent transmission to other athletes and athletes should be held from competition when this is not possible.

- Michael A. Lee, M.D., Editor

(Reprinted from the March 2005 issue of SPORTSMed, published by the CT State Medical Society)

Bylaws, continued from page 13

an international competition in which the athlete would be representing the United States. This change is being made in an effort to ensure that opportunities for participating in "outside contests" during the regular school sports season are applied consistently to ALL CIAC-sponsored sports. Currently, these opportunities are only available to athletes participating in sports recognized by the U.S. Olympic Committee.

To view the full text of the CIAC Bylaw revisions, please visit www.casciac.org/CIAC_bylaw_changes_2005.pdf.

Steroid Regulations, continued from page 13

2. Contract -- Parents, players and school officials must sign a contract banning steroid use. "We need to make sure that the parents are on board," Mr. Blake told the Contra Costa Times. "They need to understand and recognize what to look for and what the symptoms are, what to watch for. Nobody gives [parents] a manual. That's one of the things we've set out to do."

3. Regulation of supplements -- Coaches and other school staff must not sell, distribute, or promote to students performance-enhancing dietary supplements that promote "muscle-building." Coaches have expressed concern about this provision, worrying that they might inadvertently violate it. Mr. Blake told the San Francisco Chronicle that the CIF will give them a list the NCAA adopted in 2000. Permissible supplements include carbohydrate/electrolyte drinks, energy bars, carbohydrate boosters, and vitamins and minerals. Mr. Blake is fully aware that this step alone won't likely dispel the problem. "This is not a short-term fix," he said. "This is a nationwide issue that is going to take a concerted effort nationally. If any of us thinks this is going to change overnight, then we're absolutely wrong and naive."

(Sources: Contra Costa Times, 5/7; Associated Press, 5/7; San Francisco Chronicle, 5/7)

caad news

2005-06 CAAD Officers

Officers:

President	John Shukie, CAA	N.W. Catholic High School, W. Hartford
President-elect	Chip Dorwin, CAA	Guilford High School
Secretary	Ray DeAngelis	O'Brien Tech. School, Ansonia
Treasurer	Ken Marcucio, CAA	Derby High School
Past President	Paul Mengold, CAA	Amity Reg. High School, Woodbridge
Exec. Secretary	Paul Maskery, CAA	

Representatives:

District #1	Maureen Rogers	East Hartford High School
	Trish Witkin	Enfield High School
	John Krot	Killingly High School
District #2	Jim O'Neil, CAA	Waterford High School
	Jay Cottone	Wethersfield High School
	Dan Scavone, CAA	Woodland Reg. High School, Beacon Falls
District #3	Susan Murphy	Platt Tech. School, Milford
	Bob Tait, CAA	Foran High School, Milford
	Joe Canzanella, CAA	New Haven Public Schools
District #4	Dorothy Franco-Reed	Newington High School
	Matt Perachi	Shepaug Valley High School, Washington
	John Lawless	Nonnewaug High School, Woodbury

Consultants:

Awards	David Johnson, CAA	Bunnell High School, Stratford
CIAC Rep.	Joseph Tonelli, CAA	Notre Dame High School, West Haven
Constitution	Patrick Burke	Old Saybrook High School
Convention	Fred Balsamo, CAA	East Haven High School
LTC Education	Pamela Goodpaster, CAA	Joel Barlow High School, Redding
Newsletter	Jeff Sunblade	Avon High School
Professional Dev.	Fred Balsamo, CAA	East Haven High School
Officials	Paula Fitzgerald, CAA	Westbrook High School
Retired AD's	Edward Tyburski	
Seasons Limitations	John Novakowski, CAA	Bristol Public Schools
Sports Consultants	Barbara Startup, CAA	Glastonbury High School
Public Relations	Judy Samaha, CAA	Sheehan High School, Wallingford

CAAD MEETING DATES

2005-06

August 25	Board of Control	5:00 p.m.	President Shukie's
September 14	Board of Control	12:00 p.m.	CIAC Office
October 5	General Meeting	4:00 p.m.	TBA
	<i>NIAAA LTC Training</i>	<i>12:00 p.m.</i>	
November 2	Board of Control	12:00 p.m.	CIAC Office
December 14-18	National Conference		Orlando, Florida
January 4	Board of Control	12:00 p.m.	CIAC Office
March 1	Board of Control	12:00 p.m.	TBA
March 23-24	CAAD Conference		TBA
April 26	Board of Control	12:00 p.m.	CIAC Office
May 17	General Meeting	8:00 a.m.	TBA
	<i>NIAAA LTC Training</i>	<i>9:00 a.m.</i>	

News & Notes . . .

- **CAAD Conference On The Move in 2006**

The 2006 CAAD Conference will most likely be moved to the Marriott in Rocky Hill. Stayed tuned for more information coming from Fred Balsamo soon.

- **Boys' Lacrosse Looking To Expand Tournament**

At the April 27 meeting of CAAD, Tony Mosa, Bill Condon (Conard's boys' lacrosse coach), and other members of the boys' lacrosse committee, presented a detailed report on a proposed expansion of the CIAC tournament from two to three divisions. More information will be forthcoming.

- **Newsworthy and/or Notes of Interest to CAAD Members**

Anyone who would like to contribute to the CAAD newsletter is asked to contact Jeff Sunblade at Avon High School (jsunblade@avon.k12.ct.us). Articles, editorials, and programs of interest would all be greatly appreciated.

Retired AD's Corner

By Ed Tyburski

■ **LIFE MEMBERSHIPS** – At the annual CAAD breakfast on May 18, 2005, the following four athletic directors received their gold life membership cards:

- **Thomas Allan** - Rockville H.S., Vernon
- **Leo Bravakis** - Windsor Locks H.S.
- **Vin Iovino** - New Canaan H.S.
- **Dorothy Johnson** - Granby Memorial High School
- **Jim Muska** - Windsor Locks H.S.

■ **MILESTONE** – Dick Gagliardi has announced his retirement after 47 years in education. Dick served as athletic director at Sacred Heart Academy in Hamden, CT, for eleven (11) years. He was also the ice hockey coach at Yale for 13 years and the football and ice hockey coach at Hamden High School for 16 years.

... more caad news

C.A.A.D. BOOK BAG

SWIMMING TO ANTARCTICA

by Lynne Cox (Harcourt)

I have always enjoyed swimming. Family legend has it that my dad threw me in the ocean off the Outer Banks of North Carolina before I could walk and I came up swimming. I grew up in Madison (CT) and the summers of my youth were spent swimming at East Wharf Beach. As a somewhat-grown-adult, I lifeguarded at Nauset Beach on Cape Cod. On overcast days some of the guards and I would run the two and one-half miles up the beach to Nauset inlet and swim back to the main beach-just for fun. So, it was obvious to me why the title of this book caught my eye in a pile of books at my favorite bookstore. I even got to read it on Arashi Beach in Aruba during April vacation. It made me want to swim to Venezuela, but my wife dissuaded me.

Swimming to Antarctica is such a neat book, on so many different levels, that it's a must book to include on your summer reading list. (You do all read in the summer, don't you?) I'll spare you the literary reasons why it's a must read and stick to the athletic reasons why. Lynne Cox is an extraordinary athlete. At the young age of sixteen, she achieved her loftiest goal: setting the record for swimming the English Channel. That swim would be just the beginning of an athletic career that would take her around the world and into some of the most unbelievable waters on the planet. For the non-swimmer, five hundred yards in the Y.M.C.A. pool seems unattainable. Now imagine the athletic focus, the training, and the athleticism it takes to swim across the English Channel, not once, but twice, for a total of forty

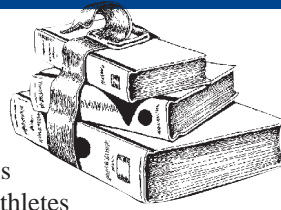
plus miles. In sports, courage is often linked to athletes

who overcome hardships or pain to win a big game or make a come back after a debilitating injury. What kind of courage does it take to swim in shark infested waters or waters below 42 degrees, or oceans that even skilled seamen dare not sail? She really did swim in the Bering Strait!

However, this book is more than an expose of swimming adventures and records broken. It is a unique insight into the human spirit and the competitive drive in all of us. Surely, Lynne Cox's spirit and drive are extraordinary, but we can all learn and benefit from her examples. What drives a world class athlete to her record shattering extremes? In the concluding chapter, she gives a poignant answer. During a presentation to a group of elementary students, she is asked by one young boy, "If you had a goal and worked very, very hard toward it, but you didn't accomplish it, would you still be happy?" She replied, "I would have been happy that I tried to reach my goal, but if I didn't succeed, I would want to go back and figure out what I thought I needed to do to accomplish it, and then try again." How many people would stop after the first attempt? How many would have the courage to go back into the water and try and try again?

So, the next time you think the water is too cold, think again. Swimming is more than a metaphor for life (and sports).

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



INVESTORS IN CT YOUTH



- ★ Baden Sports ★
- ★ Big Y Supermarkets ★
- ★ Bob's Discount Furniture ★
- ★ Coca Cola ★
- ★ CT Lighting Centers ★
- ★ CT Sun ★
- ★ Horace Mann ★
- ★ IGA Supermarkets ★
- ★ Konica ★
- ★ Kukulski Bros ★
- ★ Liberty Mutual ★
- ★ Martin Screen Printing ★
- ★ McDonald's ★
- ★ NBC-30 ★
- ★ Rawlings ★
- ★ Spalding ★
- ★ Sports Image ★
- ★ Subway ★
- ★ Teachers' Insurance Plan ★
- ★ U.S. Army ★
- ★ U.S. Marines ★
- ★ Verizon Wireless ★
- ★ Westfield Corporation ★

The Connecticut Association of Schools
30 Realty Drive
Cheshire, CT 06410

NON-PROFIT ORG
U.S. POSTAGE PAID
NEW HAVEN, CT
PERMIT NO. 561