



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 SPEAKS BEFORE SBE ON PROPOSED EXIT EXAM

At the invitation of Commissioner of Education Mark McQuillan, CAS Executive Director Mike Savage and Rocky Hill High School Principal Robert Pitocco shared their views on a proposed high school exit exam at the June 6th meeting of the Connecticut State Board of Education (CSBE). In addition to the CAS representatives, members from Connecticut Association of Boards of Education (CABE), Connecticut Association of Public School Superintendents (CAPPS), American Federation of Teachers (AFT) and Connecticut Education Association (CEA) were given an opportunity to discuss the advantages and disadvantages of using an "exit" exam for graduation purposes. The forum was intended as a means for Commissioner McQuillan to assess the feelings and opinions of Connecticut's various educational constituencies on this very important topic. The commissioner wishes to get out ahead of any future legislative initiative by collaborating with major

stake holders to craft a state board policy involving new graduation standards which could include some type of exit exam.

In his remarks, Mike Savage emphasized the need to involve high school principals in any future discussions related to a proposed graduation competency examination. He also urged board members not to address the issue of exit exams in isolation but, rather, within the larger context of high school reform. "High school reform will, if properly implemented with appropriate funding, increased professional development opportunities, adequate staffing and energized and talented building administrators, in itself, result in higher student achievement for ALL high school students," said Mike.

Finally, Mike cautioned board members about the potential negative impact of an exit exam on the students who, historically, have not performed well on state standardized

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UCAPP CITED AS EXEMPLARY PROGRAM

by Mike Buckley, Director, CT Principals' Center

In a study commissioned by the Wallace Foundation and conducted by the Stanford Educational Leadership Institute - Preparing School Leaders for a Changing World - Case Studies of Exemplary Programs - the University of Connecticut Administrator Preparation Program (UCAPP) was cited not only as the top school leader preparation program in Connecticut but also as one of eight exemplary programs in the nation. The study reported, in contrast to Connecticut and national comparison principal ratings, high marks for the quality of instructors, the integration of theory and practice, and the program's emphasis on leadership development. It points out that UCAPP graduates are . . . more likely to rate themselves higher than other principals in important areas of leadership practice, including the frequency with which they influence student learning, build a professional learning community, foster teacher professional development, and help teachers whose students are not succeeding. Additionally, UCAPP graduates are distinctly more positive about their jobs than principals included in the survey nationally.

CAS is proud of its partnership with the Educational Leadership Department at the University of Connecticut and its participation in UCAPP. The association now oversees the twelve credit internship component of the program in eight separate cohorts and involves over 100 member school principals as mentors. CAS clinical supervisors have been full participants in the process of rewriting syllabi to more closely integrate course theory with practice and align course activities with the ways in which adult learners function best.

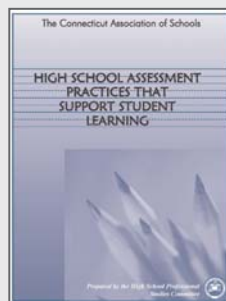
The Stanford study lends credence to our belief that the CAS partnership with the University of Connecticut has only strengthened a previously outstanding administrator preparation program. While there are a variety of other in-state options for obtaining the 092 certification, none include as robust an internship component or as stellar a record of placements in school leader positions. The aim of the partnership remains valid: to address the increasingly acute shortage of qualified administrators to fill positions of leadership within Connecticut's schools.

The complete study is available at www.srnleads.org/data/pdfs/sls/sls_exec_summ.pdf.

CAS RELEASES NEW MONOGRAPH ON ASSESSMENT PRACTICES

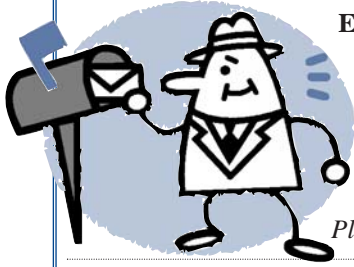
The CAS High School Professional Studies Committee is pleased to announce the release of its latest monograph, "High School Assessment Practices that Support Student Learning." The monograph focuses on the Assessment of Student Learning Standard of the New England Association of Schools and Colleges (NEASC) accreditation process. The *NEASC Teaching and Learning Standard 4: Assessment of Student Learning* is comprised of eight indicators that are described in more detail in the monograph. Strategies and practices adopted at area high schools to meet each of the Assessment Standard indicators are featured in this publication.

Every member high school will receive one copy of the monograph free of charge. The publication can also be downloaded from the CAS website at http://www.casciac.org/pdfs/assessment_monograph_07.pdf.



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: We need your help with a recurring problem. When we get a request for records from a school district enrolling one of our former students, we conscientiously provide a copy of the records promptly. When we ask for the same courtesy, however, we often get the run-around. Sometimes, the other school district even refuses to send the records because the parent has not provided a written release. This is unacceptable because we need those records for grade placement and planning purposes. However, it can be weeks or months before we finally get the records. What can we do?

- *Eager Beaver*

A. Dear Eager: There is a statute that sets forth the responsibilities of both school districts in such cases. Connecticut General Statutes Section 10-220h provides that when a student enrolls, the receiving school district must send written notification to the prior school district. The sending school district has ten days to transfer the records. Moreover, the statute is clear that parents need not consent to the records transfer. It provides that, if the parents have not provided written authorization for the records transfer, notification should be sent to them at the same time records are sent. If the sending school district does not transfer the records in a timely fashion, it is in violation of statute. If citing this statute does not convince the sending school district to transfer the records, you may have to file a complaint with the State Department of Education.

Q. Dear Mailbag: One of the parents at my school must have issues. While we generally welcome parent attendance at school events, we shudder whenever this parent shows up at athletic contests. His swearing and abuse of the referees would make my mother blush, and she was a sailor. We have tried to talk to this hothead, but he tells us that he can do what he wants because he is on public property. How can we control this guy?

- *Fighting Words*

A. Dear Fighting: While you may not be able to control this fellow, you do not have to put up with his inappropriate behavior. There is a difference between public property and the rights of the public. School property is under the control and jurisdiction of the school board. School officials permit members of the public to enter school property based on certain expectations. For example, these days no one questions that school officials can require parents visiting a school to sign in at the main office. Similarly, you can require that this parent refrain from abusive speech. If he does not, you can tell him (after fair warning) that he is not welcome on school property and call the police if he shows up anyway.

Q. Dear Legal Mailbag: I just completed my graduate studies, and I am a fount of good ideas. Many of my excellent suggestions require that teachers volunteer for committee work. The building union representative, however, is reminding my teachers that they do not have to volunteer. I am sick and tired of this grouch undermining my good work. Should I sit this person down and threaten him with discipline?

- *Hard Charger*

A. Dear Hard: What part of volunteer don't you understand? Sometimes, we have to rely upon the professionalism of teachers for committee work. Generally, that is not a problem, notwithstanding reminders to teachers from the union that they are not required to participate in voluntary activities. If teacher participation is inadequate, you may need to assign that responsibility, as long as you understand that you may have a duty to negotiate if such assignments are a change in working conditions. In any event, we must respect the right of this union type to "help" his colleagues distinguish between work that is required and work that is not.

ct news & notes

CENTRAL OFFICE SUMMER SCHEDULE

Member schools should be aware that the Central Office will be closed from July 30th through August 10th. We will re-open at 8:00 a.m. on Monday, August 13th. Furthermore, beginning June 25th, we will be operating on summer hours (8:00 a.m. to 3:00 p.m.).

The Connecticut Association of Schools is collaborating with the Connecticut State Department of Education and Cooperative Educational Services to offer a continuum of standards-based school leader professional development programs. With support from the Wallace Foundation, SDE, CAS and CES are presenting "**Classroom Data: Feedback, Follow Up, and Follow Through**" as one of the learning opportunities in the series. This academy, which is free of charge and will run July 16-17th, is designed especially for administrators in the induction portion of their careers. For additional information, please visit www.casciac.org/pdfs/SummerAcademyBrochure07.pdf.

■ Dr. Jay Voss, former principal of Pomperaug High School in Southbury, was appointed to the Connecticut State Board of Education at its meeting last month. A loyal and active member of CAS-CIAC for almost twenty years, Jay served in several of the association's most important leadership roles before assuming a central office position in Regional School District #9. Congratulations, Jay!

■ Connecticut had the 17th highest foreclosure rate in the nation in 2006, with 11,732, or one filing for every 118 households (a 6% increase over 2005). The national average was one foreclosure filing for every 92 households. Of Connecticut's eight counties, New Haven County has the most filings in 2006, with 3,239. Windham County has the highest rate of foreclosure filings in the state, with one filing for every 97 households. New London County, with the lowest foreclosure rate in the state, was the only county to see a decrease (15%) in filings in 2006. (Source: Connecticut Town & City/ May-June 2007)

... more ct news & notes

CONNECTICUT STATE GRADUATION STATS

GRADUATION RATE BY STUDENT GROUP	CT	NATION
All Students	79.8%	69.9%
By Gender		
Male	75.9	66.0
Female	82.9	73.6
By Race and Ethnicity		
American Indian/Alaska Native	**	49.3
Asian/Pacific Islander	79.3	80.2
Hispanic	53.6	57.8
Black (not Hispanic)	63.5	53.4
White (not Hispanic)	85.5	76.2

STUDENT DEMOGRAPHICS (percent of student population in specified group)		
Race/Ethnicity		
American Indian/Alaska Native	0.3%	1.2%
Asian/Pacific Islander	3.2	4.4
Hispanic	14.6	18.5
Black (not Hispanic)	13.6	17.2
White (not Hispanic)	68.3	58.7
Other Characteristics		
Poverty (Eligible for free or reduced-price lunch)	25.7	40.2
English-Language Learners	4.5	9.5
Special Education	11.8	13.5

** Value not reported because of insufficient data for reliable estimate.

High School Completion Credentials	CT	# of states nationwide
Diploma options offered by state	Standard	---
Advanced recognition offered for exceeding standard requirements	No	24
Alternative credential offered for not meeting all standard requirements	No	28
Credits Required to Earn Standard Diploma	CT	# of credits required by ave. state
English/Language Arts	4	3.9
Mathematics	3	2.7
Science	2	2.5
History/Social Studies	3	2.7
Other Credits	8	8.3
Total Credits Required:	20.0	20.4

Exit Exam Required to Earn a Diploma	CT	# of states nationwide
Students required to pass a statewide assessment exam to earn a standard high school diploma*	No	22
Exam based on standards for 10th grade or higher	n/a	18
Appeals process or alternative route offered for students to earn a standard diploma without passing required exit exam	n/a	16

Minimum-Age Policies	CT	National ave
Compulsory age for public school attendance	18**	17
Minimum age at which students can take the General Educational Development (GED) test	17**	18

*class of 2006-07
**or younger with waiver

Source: Editorial Projects in Education Research Center

national news & notes

■ According to the U.S. Census Bureau, the United States spent an average of \$8,701 per student on elementary and secondary education in 2005, up five percent from the previous year. Some states paid more than twice as much per pupil than others. New York was the biggest spender on education, at \$14,119 per student, with New Jersey second at \$13,800 and the District of Columbia was third at \$12,979. Seven of the top 10 education spenders were Northeastern states. The states with the lowest spending were Utah, at \$5,257 per pupil, Arizona at \$6,261, and Idaho at \$6,283. Funding is largely a state and local responsibility, with 47 percent coming from state governments, 43.9 percent from local sources and only 9.1 percent from the federal government.

■ Education Week has just released *Diplomas Count: Ready for What? Preparing for College, Careers, and Life After High School*. Produced with funding from the Bill & Melinda Gates Foundation, the report draws on two national databases to examine the distribution of jobs nationally and within each state, and the relationship between education and pay levels. The report also includes the latest analysis by the Editorial Projects in Education Research Center of graduation rates nationwide, finding that an estimated 1.23 million students, or about 30 percent of the class of 2007, will fail to graduate with their peers. Access the full report at www.edweek.org/go/dc07.

■ According to “The Condition of Education 2007” report by the U.S. Department of Education's National Center for Education Statistics (NCES), enrollment in U.S. public schools is becoming increasingly diverse.

Minority students make up 42 percent of public school enrollment. Twenty percent of school-age children speak a language other than English at home. The rate of college enrollment immediately after high school increased from 49 percent in 1972 to 69 percent in 2005. About three-quarters of the freshman class graduated from public high schools on time in 2003–04. The “Condition of Education” is a congressionally mandated report that provides an annual statistical portrait of education in the United States. The 48 indicators included in the report cover all aspects of education, from student achievement to school environment and from early childhood through postsecondary education. For more information, visit <http://nces.ed.gov/programs/coe/>

■ A growing number of school districts are allowing friends and family to watch graduation ceremonies from the comfort of their own homes. “Gradcasts,” as some techies call them, allow viewers to watch live streaming video of the ceremonies without the nightmares of parking, uncomfortable stadium seats and long restroom lines. The web-based technology is catching on among some school districts who say it costs next to nothing to offer the extra service to students' families. Some districts have even started webcasting sporting events and pre-kindergarten graduations. School plays and open houses aren't far behind. (Source: Jennifer Radcliffe, Houston Chronicle, May 23, 2007)

■ Presently, about 63 percent of deaf or hard of hearing (DHH) students attend general education classes for all or part of their school day. Despite their difficulties in accessing classroom communication, they have higher achievement scores than

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... more national news & notes

DHH students attending special schools. Although one reason for the increased achievement may be the difference in degree of hearing loss, other contributors to increased achievement include access to the general curriculum, high expectations for achievement, and the availability of quality support services.

■ The need to recruit, train, and retain quality principals was voiced by Sen. Jack Reed (D-RI), who recently introduced S. 1231, the Preparing, Recruiting, and Retaining Education Professionals (PRREP) Act of 2007. According to the bill itself, a central goal of the PRREP Act is to improve “the recruitment, retention, and capacities of principals to provide instructional leadership and to support teachers in maintaining safe and effective learning environments,” while enhancing the interactions between parents and school personnel. The PRREP Act would accomplish this goal by authorizing the U.S. Secretary of Education to competitively award block grants to high need local educational agencies that serve schools with high numbers of students from families with incomes below the poverty line, who have high percentages of teachers who are not highly qualified, and who propose innovative reforms to work with institutions of higher education to increase their numbers of highly qualified teachers. If passed, the PRREP Act would authorize \$10 million for these and other activities. Although the bill has yet to attract any co-sponsors, its basic ideas – recruiting, training, and retaining quality school administrators and educators – are elements likely to appear in other legislation.

■ Nearly two-thirds of American adults want Congress to re-write or outright abolish the landmark No Child Left Behind Act that mandates nationwide testing of elementary students to determine if public schools are performing adequately. Opposition is especially high among people most familiar with the law, according to a survey of 1,010 adults conducted by Scripps Howard News Service and Ohio University. Only about a third of

poll respondents said they think the law has had a positive influence on public education while slightly less than half said it has had a negative impact and a fifth were undecided.

■ Many school districts deliberately separate twins and multiples as early as first grade under the belief that separation benefits the individual development of the children. But the question of whether they should be educated together in the same classroom has for years been a source of conflict between parents and school officials. In recent years, it has prompted lawmakers in several states to take a closer look at the uncommon bond that exists between twins and school policies concerning their classroom placement. A total of 21 states have either passed legislation or are considering laws concerning twins or other multiples in schools. Multiple births have increased dramatically in the past two decades, largely due to delayed childbearing and the introduction of in vitro fertilization in the 1980s. A report from the National Center for Health Statistics in 2004 showed that the number of live multiple births that year reached 139,494. That number included 132,219 twin births, 6,750 triplet births, 439 quadruplet births and 86 quintuplet and higher births. As the number of multiple births has increased, so has the pressure on state legislators to help parents struggling to keep the children in the same classrooms.

■ Since 1997, King County (Seattle) has jailed 974 truant youths. Public outcry led to the creation of a set of laws designed to assist parents with uncontrollable children. Before the new laws took effect, each school district enforced truancy differently -- which is to say that they often didn't. Now, if after a court referral the student fails to follow the court's instructions, the court can find him in contempt and send him to detention for up to seven days. One of the best ideas researchers have seen is what California, Florida, Rhode Island, and Maryland do with truants: They delay driver's license eligibility. (Source: Huan Hsu, Seattle Weekly, May 9, 2007)

HURRICANE KATRINA RELIEF FUND

By Lou Pear, Assistant Executive Director

Almost two years after Hurricane Katrina hit the coast of Louisiana, schools are still trying to get back to normal. Some school districts have used the one school least damaged to run double sessions and others have taken an elementary school to hold all of their K-12 classes in that one school. In other towns, 50 FEMA trailers are used to reconstruct a high school, and the principal uses one of the FEMA trailers as her home which is located adjacent to the football field.

Earlier this year, the CAS Committee for Katrina Relief had met to distribute over \$550,000 to help many Louisiana Schools. It has taken a long time to receive proper documentation but as of May 15, 2007, these relief funds have been sent to six elementary, middle and high schools. These funds will help these schools purchase new textbooks, classroom furniture, instructional supplies, and in some cases, replace complete school libraries.

Connecticut students and their educational leaders are to be commended for reaching out to colleagues in Louisiana so their educational life can get back to normal. We are also indebted to Luke Hingson and the Board of Directors of the Brother's Brother Foundation. Through their generous contribution of \$300,000, the students and staff of Louisiana schools are closer to full recovery. In addition to school relief, \$68,000 has been earmarked for athletic programs in Louisiana, Alabama and Mississippi.

The principals of these schools have conveyed to us at CAS that through our assistance, they will be able to better meet the needs of their students and are very grateful to the fine state of Connecticut.

Exit Exam, continued from page 1

tests, those students “with different aptitudes and learning styles, with different motivations, interests, strengths and weaknesses.”

For the full text of Mike's remarks, please visit www.casciac.org/pdfs/CSBE_6-6-07.pdf.

In his remarks, Bob Pitocco spoke candidly in opposition of a proposed exit exam. “What we want at the end of the day is students who can: communicate orally and in writing; analyze, synthesize, and problem solve; collaborate, compromise, and strategize; examine data, define the problem and then seek the solution; I do not believe an exit exam will achieve this,” said Bob. “I fear for the students who will not achieve proficiency; and I fear for my colleagues who will have to look these students in the eyes and place an exam in front of them that they know they will be unable to pass.”

All I Want to Do is Have Fun

By Michael H. Savage,
Executive Director



“Last Saturday my wife and I attended our first softball game as grandparents. It was a beautiful sunny morning and the softball field was manicured in a way that would have rivaled any CIAC softball championship site. This was the third organized softball game for both our eight and nine year-old granddaughters. On the way to the game, Keelyn, the younger of the two, was bemoaning the fact that all her coach wanted to do was "win, win, win." All she wanted to do is have fun. It isn't important for me to win, she exclaimed. "I just want to have fun." Tori, her sister, tried to explain that having fun means winning. Of course, Mimi and Poppy (my wife and I) interjected the idea that you can have fun whether you win or lose. The idea fell flat.

“Next came batting practice, of course in the batting cage. Each player had a five gallon bucket of balls whipped at a 40 mph rate. Once in a while a ball was struck, but the machine's speed was not altered and no instruction provided. Each player left the cage discouraged.

“The game started after lengthy instructions were given by a young high school plate umpire. Keelyn couldn't understand why she had an assigned seat on the bench and couldn't talk. Poppy explained to her, on the way home, that the game was also a vehicle to learn the game in a disciplined environment. She seemed to accept the explanation.

“Tori was batter #2. She got hit on the third pitch. After the tears were wiped away and the coach checked her arm she was happy to be on first base with the opportunity to run the bases and possibly score to help win the game. She didn't score, being thrown out at home by the pitcher.

“All four team coaches were intense, but then again when Keelyn was picking the dandelions in left field instead of watching the batter I could understand the reason.

“After two hours the game ended and it was time for Poppy to sugar-up the two novice athletes with a 10:30 a.m. ice cream and soda.

“Some observations: The game was very well controlled and the kids were taught how to play the game without embarrassment and with supportive coaches constantly encouraging the kids. All kids played in a rotation system. Mimi took multi pictures. Teams could only score four runs per inning and, believe me, each team did it! Tori had a base hit her second time up. The smile

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GOVERNOR'S SCHOLARS RECOGNIZED AT LUNCHEON

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



The 2007 Governor's Scholars

Thirty of Connecticut's top students were honored at the Eleventh Annual Governor's Scholars Luncheon at The Aqua Turf Club on May 24, 2007. Co-sponsored 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 Michael Rafferty 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 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.

Deputy Commissioner of Education George Coleman was the keynote speaker at the luncheon. He congratulated the recipients on behalf of the governor and the state department of education and spoke about the short and long term implications of their selection as citizens who have demonstrated potential as leaders in their communities, state, and nation.

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."

Chair of the Governor's Scholars Committee since the program's inception is Laura Ferrante Fernandes, assistant principal at Masuk High school in Monroe. She opened the luncheon and assisted in the presentation of awards.

Each scholar received a plaque from Deputy Commissioner Coleman designating him/her a Connecticut 2006 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. 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.

Bob Maxon, meteorologist from 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: www.casciac.org.

On May 10, 2007, member school principals and assistant principals gathered at the Connecticut Grand Hotel in Waterbury, CT, for the association's 55th annual meeting and spring conference. The administrators in attendance — predominantly from member high schools — adopted one change to the CAS Constitution and three changes to the CIAC Bylaws (see page 11). 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 continued to decline in recent years. In an attempt to reverse this trend, the membership meeting was combined with the annual spring conference, allowing members to participate in the yearly business meeting and benefit from a newly-added professional development component.

While there was no increase in attendance this year, the new format was well received by participants. Steve Barkley, executive vice president of Performance Learning Systems Inc., "kicked off" the meeting with a lively and cogent discussion on how to teach the skills of the 21st century. Barkley shared research on learning and motivation and gave examples of how to realign instruction to increase long-term learning and to prepare students to live, work, and flourish in a global society. He engaged participants in hands-on activities to help them develop strategies for changing what teachers and students do in their schools.

PRESIDENT'S REPORT

CAS President Michael Rafferty, principal of Old Saybrook Middle School, began his president's report by praising the hundreds of loyal CAS members who devote countless hours to the association each year.

"Your commitment to children and dedication to academic excellence are unparalleled," said President Rafferty. "Your tireless work ethic is exemplary. With the changing of our roles, and the changing of our societal pressures, our job is becoming more complex. Therefore, for me and for all of the children K-12 in all of the Connecticut schools — thank you!"

In his comments, President Rafferty reviewed some of the highlights of the 2006-2007 year, including the continued success and expansion of the association's partnership with UCONN to

administer the internship phase of the UCAPP degree program. He also discussed the association's goals for 2006-2008, which focus on public relations, recruiting more active members in the association and developing future leaders.

EXECUTIVE DIRECTOR'S REPORT

Executive Director Mike Savage reiterated some of the highlights touched on by President Rafferty, noting that the CAS-UConn partnership has become a national model that soon will be replicated across the country.

Mike focused many of his remarks on the need to strengthen the Association's influence on legislative and public policy issues. "It has become an absolute priority for us to be heard as a voice of reason, and, more importantly, as a voice without vested status and welfare concerns -- as one that only cares about promoting quality educational programs, in safe schools, with teachers and administrators who believe in that all important mission," said Mike. He also discussed a number of important legislative mandates that administrators may soon be facing, including the proposed high school exit exam.

NEW BUSINESS

The membership unanimously adopted one change to the CAS Constitution. The new bylaw, ARTICLE IV, SECTION C.1.d., speaks to how a job change effects a CAS board member's eligibility to continue to serve on the CAS Board of Directors.

Following the adoption of the bylaw change, the membership elected a new slate of officers for the 2007-2008 school year. Congratulations to the following individuals who have been newly appointed to board and officer positions within the association.

CAS Board of Directors:

- Don Macrino, Waterford High School (newly appointed High School Vice President)
- David Russell, John Winthrop Middle School (newly appointed Middle School Vice President)
- Joanne Brogis, Torrington M.S.
- Lorainne Giannini, Elmer Thienes-Mary Hall School
- Andrienne Longobucco, Litchfield Center School
- Donna Schilke, Smith Middle School
- John Vecchitto, Nonnewaug H.S.

CIAC Board of Control:

- George Synnott, Berlin High School (newly appointed Vice Chair)
- Steve Wysowski, Coginchaug High School (newly appointed Secretary)
- William Chaffin, Prince Technical High School
- James Wenker, Thomaston H.S.
- Daniel Sullivan, New London H.S.

High School Board of Control:

- Timothy Canty, Wilton High School
- Phil Piazza, AP, Newington H.S.

Middle Level Board of Control:

- Troy Monroe, Illing Middle School (newly appointed Vice Chair)
- Linda Anania, AP, East Lyme M.S.

Elementary Board of Control:

- Renata Lantos, Bielefield School (newly appointed Chair)
- Jay Brennan, Paul E. Chatfield School (newly appointed Vice Chair)
- Jordan Grossman, Canton Intermediate School
- Elizabeth Catarius, Emerson-Williams School
- Gail Dahling-Hench, Pine Grove School
- Jeff Newton, Charles E. Murphy School

CSAC:

- Scott Leslie, RHAM High School (newly appointed Chair)
- Sally Biggs, Hartford Magnet M.S.
- Neil Sullivan, Simsbury High School
- William Collins, Newington H.S.

Principals' Center Board of Control:

- Benjamin Skaugt, Sedgwick Middle School (newly appointed Vice Chair)
- Donna Hayward, Rocky Hill H.S.
- Andrea Lavery, Portland High School
- Jeffrey Cryan, Mansfield M.S.
- Linda Provost, Hebron Avenue School
- RoseAnne O'Brien-Vojtek, Ivy Drive School

Eligibility Review Board:

- Richard Cavallaro, Wilcox Technical High School
- Robert Tremaglio, Trumbull 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:

- Lauren Elias, Tinker Elementary School
- Robert Pitocco, Rocky Hill High School
- Preston Shaw, Griswold Middle School
- Ralph White, AP, Parish Hill M.S./H.S.

CIAC Board of Control:

- Jerry Auclair, Darien High School
- Anthony Azzara, John F. Kennedy H.S.
- Richard Cavallaro, Wilcox Technical H.S.

High School Board of Control:

- Don Sierakowski, Manchester H.S.
- Donna Hayward, AP, Rocky Hill H.S.

Middle Level Board of Control:

- Susan Dumas, Mystic Middle School

Elementary Board of Control:

- Gina Vance, AP, Gideon Wells School
- Edward Handi, Green Acres School

Eligibility Review Board:

- Dennis Siegmann, Bristol Central H.S.
- David Maloney, AP, Branford High School

CSAC Board of Control:

- Janet Garagliano, Jonathan Law H.S.
- John Lineen, Lincoln Middle School
- David Maloney, AP, Branford High School

2007-2008 BUDGET

In a final order of business, the membership approved a budget which called for a \$200 dues increase for high schools, a \$25 dues increase for middle schools and a \$15 dues increase for elementary schools.

AWARD PRESENTATIONS

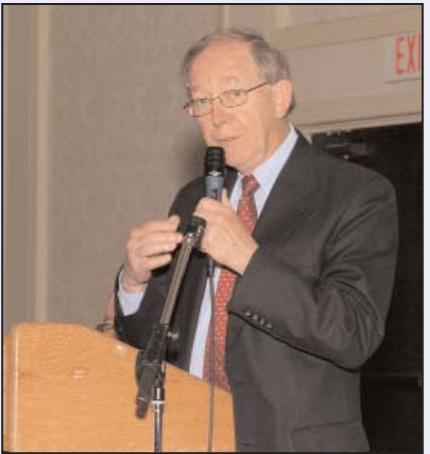
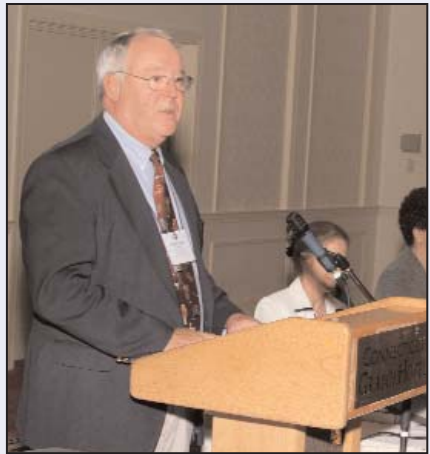
During the awards luncheon, Dr. Jerry Auclair, principal of Darien High School and chair of the CAS Awards and Recognition Committee, presented Letters of Commendation to individuals who have made outstanding contributions to CAS and to the member schools it serves. The 2007 recipients of Letters of Commendation were:

- Anthony Azzara, J.F. Kennedy High School
- Susan Dumas, Mystic Middle School
- Michael Galluzzo, East Farms School
- Paul Stringer, Weaver High School

Three individuals were selected to receive the prestigious CAS Citation: **Fred Balsamo**, athletic director of East Haven High School; **Robert Pitocco**, principal of Rocky Hill High School in Westbrook; and **Dennis Siegmann**, principal of Bristol Central 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.



Counter clockwise from left: Keynote Speaker Steve Barkley; CAS President Mike Rafferty; CAS Treasurer Janet Garagliano; Dennis Siegmann and Jerry Auclair; Bob Pitocco and Jerry Auclair; CIAC Treasurer Bob Hale, Jr.; and Executive Director Mike Savage



middle school news

ARTS IN THE MIDDLE A HIT!

By Earle G. Bidwell, Assistant Executive Director

Thanks to several beautiful new studios at the Hartford Art School and six new presenters to go along with six veterans, *Arts in the Middle* was a hit for almost two hundred talented student-artists from around the state. The eye-catching addition to Taub Hall not only expanded the school's capacity to offer an ever-widening array of art offerings but has increased the capacity of *Arts in the Middle* staff to do the same for middle level artists.

An impressive assemblage of Connecticut artists inspired and coached students in producing some extremely impressive creations.

The artist lineup included Paul Hoffman, an accomplished oil painter who shared his talents for "en plein air" (literally painting in the open air) with students on the lush grounds of the university. Using acrylics, students were able to experience some of the same joys of light and shadow and nature scenes that inspired French Impressionist painters such as Claude Monet, Camille Pissarro, and Pierre-Auguste Renoir.

Under the direction of Hartford Art School Assistant Dean Robert Calafiore, students were able to use pinhole cameras and to create stunning photograms, photographic images made (without a camera) by placing objects directly onto the surface of a photosensitive material. This was a new experience for both art students and art teachers.

Thomaston artist Torri Savage led her students in the creation of pen and ink drawing using the old fashioned method; dipping the ink nib into an inkwell. They also utilized techniques like cross hatching and stippling to capture the influence of light and form. The results were eye-catching.

Using silhouettes as a starting point, Manchester artist Kathleen Kelly (see photo top right) challenged her students to be part of their own creations. Using words, images and photographs, students were able to stretch their vision of themselves and their lives. Young artists were encouraged to consider a wide range of human emotions and incorporate them into their work, making their creations more than just form and structure on a surface.

The ever-popular Barbara Scavotto-Earley presided over the wire sculpture studio where young artists bend and twist their materials to explore sculpture through the barest linear elements. Barbara has been weaving her magic with *Arts in the Middle* for six years.

Well known cartoonist Elena Steier

rejoined the faculty after a two-year absence. She shared her talents honed on such strips as *The Goth Scouts*, and *The Vampire Bed and Breakfast*. Cartooning continues to be immensely popular with middle schoolers.

Jake Sadler has been leading students in watercolor painting with a nautical theme for several years. Combining his love of sailing on the Maine coast with his considerable talents with brush and paint, his students created memorable paintings from places that they had only seen in photographs.

An accomplished artist in acrylics, watercolors and pencil, Coventry artist Scott Rhoades became acquainted with Aboriginal art during a sabbatical to Australia in 1990. Working with such unusual "canvases" as driftwood and old sneakers, Students learned techniques of painting that are literally hundreds of years old.

North Branford artist David Holland provided students with opportunities to create one-of-a-kind treasures using polymer clay. A particularly challenging aspect of this work was to complete the project and fire the finished product in the two hour and fifteen minute work period.

Joe Costardo from Newington used the new computer lab to help students create stunning computer art using Photoshop. Students were able to take their printed creations home and to also preserve them on hard disk.

When medical issues sidelined two veteran artists, two newcomers joined the *Arts in the Middle* faculty at short notice. Collinsville portrait artist Jim DeCesare and Har-Bur Middle School art teacher Elizabeth Spring each took over sections of Acrylic and

Mixed Media. Working with a variety of materials, they both provided inspired leadership in the creation of imaginative art works.

As always, *Arts in the Middle* is indebted to the generosity of the Hartford Art School of the University of Hartford for welcoming young aspiring artists to their campus. It is indeed a pleasure to work with their dedicated professionals and to be able to work in their wonderful facility.



PRINCIPALS ASKED TO PARTICIPATE IN STUDY ON LEADERSHIP AND SCHOOL CLIMATE

Little is known about the relationship between the leadership style of principals and school climate. Principals are encouraged to take part in a research study to compare teachers' perceptions of leadership styles of middle school principals and instructional leaders and how these perceptions relate to perceptions of school climate. The project is being undertaken by middle school educator and doctoral candidate Jessica Devine from West Hartford and can add immeasurably to the data about the relationship between leadership style and school climate. The data will also support the work the middle level division of CAS is doing with *Breaking Ranks in the Middle*. The study will take place in the fall and will consist of two brief (30 minutes total) questionnaires for selected faculty members and one questionnaire (10 minutes) for principals and instructional leaders at a time of their choosing.

Participation in this study is vital - not only will it assist leaders in their quest to make their school the best it can be, it will also contribute to the growing body of knowledge about good middle level practice. To become part of the study or to communicate directly with Mrs. Devine, please email her at: jldevine@sbcglobal.net. In addition to contributing to the body of knowledge about school climate in middle schools, principals will also receive a confidential copy of the results from her/his school. All other finding will naturally be kept in the strictest confidence.

elementary school news

2ND ANNUAL CT PUBLIC SCHOOL DATA SHOWCASE RECOGNIZES, DOCUMENTS AND REPLICATES BEST PRACTICES

By Regina Bridsell, Assistant Executive Director

As part of the Connecticut Accountability for Learning Initiative (CALI), the Connecticut Association of Schools teamed up with the Connecticut State Department of Education to present the 2nd Annual Connecticut Public School Data Showcase. The conference, which was held April 10th and 11th at the Crown plaza Hotel in Cromwell was facilitated by Dr. Douglas Reeves. A special evening session for teachers was added this year drawing an appreciative crowd. At this session teachers could view data walls and have dinner conversation with Doug Reeves. The two-day sessions provided school and district personnel opportunities to share data with the professional learning community. Student achievement and behavior data along with central office data was displayed on science fair boards that served as the centerpiece for discussion. Breakout sessions featured several Connecticut success stories, including:

- *The Principal's Role in Sustaining a Data Driven Culture*, presented by Dr. Beryl Bailey, Principal at John C. Clark Elementary School, Hartford, provided administrators with a blueprint for working with all of their staff members to organize, maintain, analyze and interpret formative and summative assessments for the purpose of improving student and teacher learning.

- Shandra Brown, third-grade teacher at Mayberry School in East Hartford, and Brenda Greene, third grade teacher at Robertson School in Manchester, discussed how to create a living, interactive data wall within a classroom that informs instruction for teachers as well as students and gives them ownership over tracking their own progress.

- Ted Lindquist, coordinator of technology, and Kim Wynne, K-12 reading consultant, of the Farmington Public Schools presented a session on *Skills and Processes that Sustain Data Teams*. They shared strategies for using protocols in helping Farmington's data teams build and sustain the capacity to make data driven decisions.

- Assistant Superintendent Dr. Paul Sequiera, Assistant Superintendent Anne Marie Cullinan, Pam Barker Jones, Michelle Baker and Patricia Moran, all from the Waterbury Public Schools, presented a session on *Data-Determined Goals Driving Instruction in an Urban District*. They shared how Waterbury established district-level data teams in numeric, literacy and special education and how these teams used the data collected to drive instruction. Spreadsheet analyses of the data were explained showing how it was used to develop specific instructional strategies to meet goals.

- *Identifying Students in Need of Intervention- Creating a System to Measure Social Expectations* was presented by Neil Sullivan, Principal, Simsbury High School, Joan Ramsay, Director of Guidance and Ed Lyman, District Data Specialist, all from the Simsbury Public Schools. They shared Simsbury High School's efforts to build a database in order to measure social and civic expectations identified in their mission document and how the use of the database has allowed administrators, guidance counselors and other school personnel to assess the school-wide level of adherence to the social expectations.

- Denise Carabetta, director of teaching & learning, Dr. Susan Moreau, deputy superintendent, and Dr. Mike Wasta, superintendent, all from the Bristol Public Schools, presented *How to Write District and School Accountability Plans*. They explained how Bristol uses the holistic accountability system developed by Dr. Douglas Reeves as a means of improving student achievement, as well as how to write Tier 1 and Tier 2 indicators and strategies used by adults in the Bristol Public School system.

- *Closing the Circle of Curriculum Instruction and Assessment* was presented by Janet Allison, NEASC deputy director of the Commission on Public Secondary Schools, and Lee Panagoulis, assistant principal, Branford High School. Together they explained the formal process used to monitor and assess individual student and school-wide progress in achieving academic expectations.

There was a technical assistance session where districts who weren't directly involved in CALI were given the opportunity to meet with RESC and SERC certified trainers to learn how to access the training and support. A variety of vendors shared materials and software used in working with data.

On behalf of the Connecticut State Department of Education and the Connecticut Association of Schools, we would like to take this opportunity to thank everyone who participated in the Connecticut Accountability for Learning Initiative's 2nd Annual Connecticut Data Showcase. The widespread commitment to improving learning outcomes for the children of Connecticut was evident by the diverse representation from schools and districts across the state, and, more importantly, by the thoughtful data walls and conversations that occurred throughout the two days. The children of Connecticut are fortunate to have such steadfast advocates on their side. As Dr. Reeves stated, the knowledge and skills needed to close our achievement gaps indeed reside in the state.

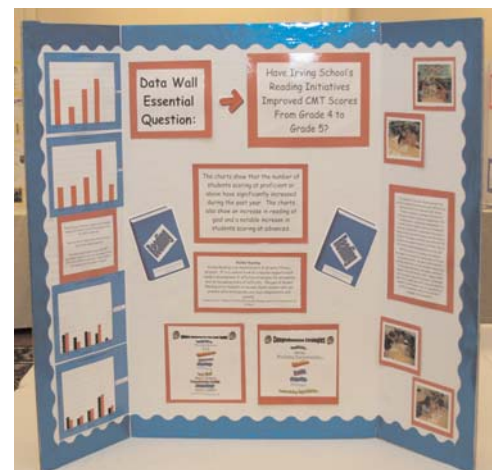
In an effort to support the use of data to inform instruction, the CSDE is in the process of developing a webpage that provides examples



Facilitator Dr. Douglas Reeves

of data walls so that you can continue this work in your school and/or district. In the meantime, if you are interested in speaking with the creator of a particular wall or are looking for additional information on getting started with data, please contact Meghan Martins at Meghan.martins@ct.gov.

To access additional information and resources on data-driven decision making and data teams, please visit the website: Go to www.ct.gov/sde. Click "Teachers and Administrators" (on the left), Click "School Improvement / Connecticut Accountability for Learning Initiative". Scroll to the circle diagram and click on "Data Teams". We look forward to you joining us next year at the 3rd Annual Connecticut Public School Data Showcase. Mark your calendars and join other educators next year in May 2008 to come share Connecticut's successes, struggles and strategies for continuous improvement of student achievement.



... more elementary school news

MARINE SCIENCE DAY

By Lou Pear, Assistant Executive Director

On May 17, 270 students in grades 5-8 from 50 schools throughout Connecticut came together to learn more about Marine Science and to investigate the fragility of Long Island Sound. Staff from the Avery Point campus of the University of Connecticut led our young biologists through a full day of science experiments and hands-on observations. Students boarded the Project Oceanography boat where they studied the Long Island Sound habitat first-hand while others stayed on land and participated in such courses as *Saving Lobsters*, *Vacuum Cleaners of the Sea*, *Meet the Plankton*, *Coral Propagation*, *What's Up with Water*, and *Squid Dissection*, just to name a few.

This year, the weather cooperated with us and everyone had a great and enriching day. As a culminating event, our students were treated to the scientific study of bubble making by Casey Carle, Mr. Bubblemania. His presentation was not only educational but very entertaining. We hope to see new young scientists next year.

A special thank you goes out to the University of Connecticut staff at Avery Point for their hospitality and talent, as well as the Marine Science Committee which includes Sue McNamara, executive director of the Long Island Sound Foundation; Jay Brennan, principal of Chatfield Elementary School in Seymour; Pat Ruane, Science teacher at the St. Augustine School in Bridgeport; and Barbara O'Connor, administrative assistant at CAS.

RED CROSS SEEKS SCHOOLS' ASSISTANCE

By Lou Pear, Assistant Executive Director

Most high schools in Connecticut hold at least one school-sponsored Red Cross Blood Drive and some hold two or more. At our recent Red Cross High School Principals' Advisory meeting, it was mentioned that the group which contributes the largest number of donors is our high school members.

It is estimated that each year, Connecticut high schools collect almost 13,000 units of blood for the Red Cross. Even though this is very much appreciated, our state is still required to purchase needed units of blood from other states to meet Connecticut's demand. Therefore, the CAS Advisory Committee is requesting your Student Activities Director, National Honor Society Leader or Student Senate Advisor to consider: 1) holding a second blood drive if you already held one; or 2) organizing your first blood drive if your school has not already participated in this very worthwhile community service project. If each high school could hold one additional blood drive, Connecticut would be less dependent on other states for this life-saving contribution. Thank you in advance for your potential participation. Through your help, our goal will be met.

A special thank you goes out to the following elementary schools that are in the process of holding a summer Red Cross Blood Drive at their schools:

- St. Mary School - Branford
- Roger Sherman School - Fairfield
- Eastbury School - Glastonbury
- Clark School - Hartford
- MacDonough School - Middletown
- Wesley School - Middletown
- Maple Hill School - Naugatuck
- Judson School - Watertown

Thank you for stepping up to the plate!

“Cautious, careful people, always casting about to preserve their reputation and social standing, never can bring about a reform. Those who are really in earnest must be willing to be anything or nothing in the world's estimation, and publicly and privately, in season and out, avow their sympathy with despised and persecuted ideas and their advocates, and bear the consequences.”

- Susan B. Anthony

Having Fun, continued from page 5

on her face made Poppy's day. Keelyn struck out and left the plate dejected. Of the nine bats available, practically everyone used the pink bat. No boys were allowed on the team. Thank GOD Keelyn didn't have to field a ball. Some dandelions survived the game. After three walks the coaches took over the pitching. Poppy can't wait to attend the next game. He lost his voice from yelling – only words of encouragement. Keelyn, Tori and Mimi were happy because Poppy would remain quiet for the remainder of the day. Tracy, the lead coach did a super job encouraging the players, teaching them the game, explaining the importance of playing hard and concentrating on why they were there. And that in the end, it wasn't about the final score, it was rather about how well they played the game. I was impressed and thankful that I was perhaps too quick to judge at the on-set what I was going to witness.

Our team WON! The team earned the privilege of "having fun."

CAS OFFICERS: 2006-2007

President: Michael Rafferty, Old Saybrook Middle School
 President-Elect: V. Everett Lyons, Bristol Eastern High School
 Vice President: Robert Pitocco, Rocky Hill High School
 Vice President: Preston Shaw, Griswold Middle School
 Vice President: Katharine Bishop, Daisy Ingraham School
 Treasurer: Janet Garagliano, Jonathan Law High School

CENTRAL OFFICE STAFF

Michael Savage.....Executive Director
 Earle Bidwell.....Asst. Executive Director
 Regina Birdsell.....Asst. Executive Director
 Michael Buckley.....Director, Principals' Center
 Dennis Carrithers.....Asst. Executive Director
 Matt Fischer.....Director of Information Services
 J. Robert Ford.....Director of Development
 Paul Hoey.....Assoc. Executive Director
 George Hall.....Asst. Director of Unified Sports®
 Anthony Mosa.....Asst. Executive Director
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 Joseph Tonelli.....Director of Officials

THE BULLETIN

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CIAC MEMBERSHIP ADOPTS THREE BYLAW CHANGES

The CIAC membership adopted three bylaw changes at its annual meeting on May 10, 2007. The full text of each change is printed below along with the rationale for the change. The bylaw revisions can also be viewed on the CAS-CIAC website at http://www.casciac.org/pdfs/bylaw_changes_CIAC.pdf.

CHANGE #1: ARTICLE IX (Rules of Eligibility), SECTION II.B

Explanation of change: To allow student-athletes to compete up through their 19th year.

NEW LANGUAGE (changes in bold)

Article IX, Section II

B. The student shall not have reached his or her **twentieth (20th)** birthday. ~~except that a player who reaches his or her nineteenth (19) birthday on or after July 1, shall be eligible to compete during the ensuing school year if he or she is otherwise eligible.~~ **A student-athlete will not be allowed to start a season* or compete during a season in which his/her twentieth (20th) birthday falls.**

* "Season" as defined in Article IX, Section II.D of the CIAC Bylaws

Reason for change: To allow nineteen-year-old students a greater window for participating in interscholastic athletics while still preventing the participation of students who are twenty (20) years of age or older.

CHANGE #2: ARTICLE XIII (Chemical Health Regulation)

Explanation of change: To revise the existing chemical health policy to address the use of performance enhancing substances by student-athletes and to elevate the existing policy to a bylaw.

View the revised CIAC Chemical Health Policy at:
www.casciac.org/pdfs/CIAC_Chemical_Health_Policy.pdf.

Reason for change: The CIAC Board of Control felt it was necessary to adopt a regulation which imposed penalties for the use of steroids and other performance-enhancing drugs both to protect student-athletes from the potentially harmful affects of such use and to ensure that all student-athletes are competing on a level playing field. Given the increased incidence of steroid use by high school students and given the CIAC's interest in protecting student-athletes and preserving the integrity of high school athletics, the CIAC board felt it was necessary to elevate its "Chemical Health Policy" from a simply policy/guideline to an actual bylaw/regulation.

*** Unless otherwise noted, all changes will be effective on July 1, 2007**

CHANGE #3: ARTICLE IV, SECTION E.2

Explanation of change: To establish term limits for coaches serving on CIAC sports committees.

ARTICLE IV - ORGANIZATION (changes in **bold**)

Section E. Committees

2. Each committee having to do with state tournaments or meets shall include one or more athletic directors and/or coaches. Voting members of committees shall be appointed by the CIAC Board executive committee and shall consist of administrators of CAS member schools and one delegate per sport tournament division classification as recommended by the Connecticut High School Coaches Association. **There will be a limit of two terms of two years each for each coach representative. Rotation of terms shall be staggered, where possible, for the purpose of maintaining continuity of purpose.**

All coach consultants to CIAC sports committees must serve a specific tournament function such as a tournament director, assistant tournament director, coordinator of officials or other role that serves a particular tournament responsibility.

Reason for change: To provide greater opportunities for coach representatives; to generate new, innovative ideas and fresh approaches for improvement of programs; to ensure that coaches who have served their term of office remain as consultants only if they perform a specific tournament responsibility; to provide newly appointed coaches greater opportunities to express their thoughts and ideas unencumbered by past committee influences and actions.



From left, CIAC board members Gene Blain, Paul Newton, George Synnott, and Steve Wysowski discuss proposed bylaw changes.

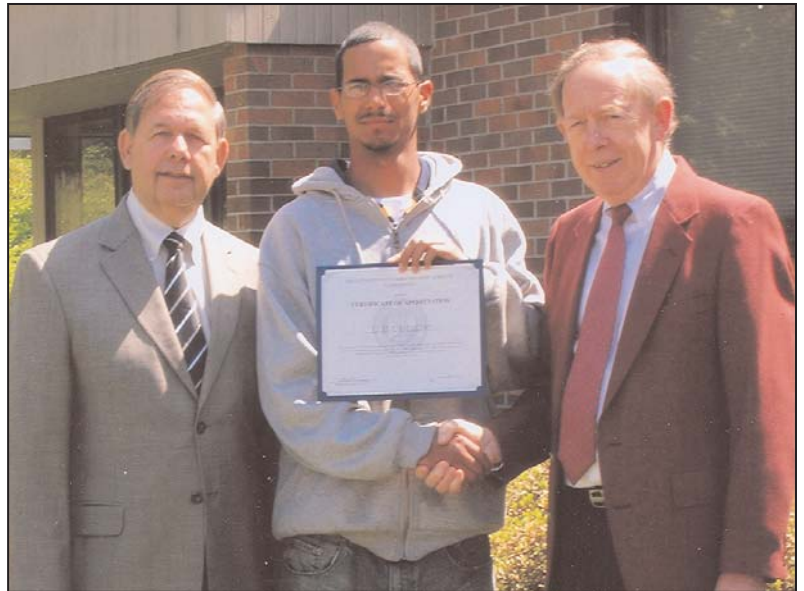
... more ciac news



Elementary students from Farmington march in the opening ceremonies of the Unified Sports® Day at Conard High School.



A Moran M.S. athlete attempts a spike at the Unified Sports® Volleyball Tournament on May 7th.



CIAC Officials' Association Director Joe Tonelli (left) and CIAC Executive Director Mike Savage (right) present Luis Camacho with a certificate of appreciation for his efforts to promote "drug free" high school sports in Connecticut. Concerned about the use of steroids by student-athletes, Luis sent a letter to CIAC advocating for random drug testing in high school athletics (see April 2007 issue of the BULLETIN). Luis is a student at Windham Technical High School in Willimantic.

“ We must all suffer one of two things:
the pain of discipline or the pain of
disappointment. ”

-- Jim Rohn, Business Philosopher

Q. Who affects fan conduct the most?

- Coaches
- Officials
- Players
- Parents
- Fans
- Security staff
- School or facility administration
- Public-address announcer
- Cheerleaders/spirit squad

A. Coaches.

According to Tennessee Secondary School Athletic Association executive director Ronnie Carter, "The single biggest control over the conduct of fans, without question, is the conduct of coaches. If they're not in control of their emotions, they can get players and fans riled in a minute. The conduct of coaches is the single biggest factor on sportsmanship over anything else we do."

[www.timesfreepress.com, 5/14/07]

Sportsmanship Decided This Match ...

It was match point between Mission Viejo and Newport Harbor high schools at the Orange County Volleyball Tournament last month. The serve bounded off a number of players and went out of bounds. Did a Newport Harbor player touch the ball last? The referee said she was blocked from view. The two linesmen hadn't seen it either. According to the rules, the point would be played over. Newport Harbor coach Dan Glenn slowly walked over to the ref and informed her that he had seen the play, and the ball had gone off one of his players. She changed her call and awarded the point, game, and match to Mission Viejo. Scott Truman, a Mission Viejo parent at the game, sent a letter to Newport Harbor's principal afterward. It read, in part:

"I can't tell you how impressed I was with your coach's action. Yes, it was the right thing to do, but in the heat of competition not all coaches would live up to such a high standard. My simple thought was, "Wow, that's class."

"It occurred to me later how important teachers like Coach Glen are to all of us. For about 30 seconds, that court became his classroom, and all of us got the same lesson in ethics. My son and I discussed it on the drive home. Frankly, I was more pleased by Coach Glen's lesson than Mission winning the match."

(Source: April CC! Sports e-Newsletter)

COACHES' CORNER

News from the National Federation of High School Associations



■ **Basketball Rules Changes:** High school basketball coaches will have less time to replace a disqualified or injured player beginning with the 2007-08 season. This change, aimed at avoiding delays in games, was one of five rules revisions approved by the National Federation Basketball Rules Committee. The committee reduced the replacement interval for a disqualified player from 30 seconds to 20 seconds, and a warning signal will be sounded with 15 seconds remaining, or five seconds into the interval.

"Previously, with 30 seconds, many coaches were trying to use this time period as an unofficial time-out," said Mary Struckhoff, NFHS assistant director and liaison to the Basketball Rules Committee. "By reducing the replacement interval, it encourages coaches to replace the disqualified player in a more timely fashion and allows the game to progress."

The determination of when a dribble ends was revised by the committee. Henceforth, a dribble will end when the loss of control by the dribbler is caused by the opponent touching, or being touched, by the ball rather than an intentional batting of the ball.

A change in Rule 4-42-5 adds the word "legally" to the current rule regarding when a throw-in ends. The revised rule will read as follows: "The throw-in ends when the passed ball touches, or is legally touched, by another player who is either inbounds or out of bounds. In the past, the rule could "reward" a defensive team that committed a violation, such as kicking the ball during a throw-in.

In other changes, compression sleeves were added to the list of items that can only be worn for medical reasons, along with guards, casts and braces. For more information on these and other changes, visit www.nfhs.org/sports.aspx and click on "Basketball."

■ **Ice Hockey Rules Changes:** Two rules revisions dealing with risk minimization were among seven changes approved by the National Federation Ice Hockey Rules Committee. The requirement that dental guards be attached to the face mask was deleted from Rule 3-4-4. In addition, Rule 3-3-1 was modified to further define what constitutes acceptable throat/neck protection gear.

"The committee felt that when the dental guard is attached to the face mask, players tend to let it partially dangle from their mouths or let it hang out altogether," said Rick Majerus, chairperson of the NFHS Ice Hockey Rules Committee. "That presents a risk of injury. In addition, this change encourages use of form-fitting dental guards."

Two other rules altered by the committee were: (1) Rule 3-1-4 was revised to change the maximum curvature of the stick blade from ½" to ¾" measured on the bottom of the blade from the toe to the head; and (2) Rule 6-12-1 was changed to require that the puck be dropped by the official at the beltline. It formerly was dropped from knee height. For more information on these and other changes, visit www.nfhs.org/sports.aspx and click on "Ice Hockey."

■ **Swimming Rules Changes:** Eleven rules revisions were approved by the National Federation Swimming and Diving Rules Committee and will be effective with the 2007-08 season unless noted otherwise. One of the most important changes dealt with clarification of when the dolphin kick can be used. Rule 8-2-2c now says that the dolphin kick may be executed after the initiation of the arm stroke and before the breaststroke kick.

"This is just a clarification because there was some confusion as to when the dolphin kick could be used within the stroke cycle at these two times," said Becky Oakes, NFHS assistant director and staff liaison to the NFHS Swimming and Diving Rules Committee.

Another significant rule change dealt with the changing of the equivalent distance when converting from yards to a metric race for the 500-yard freestyle. Rule 5-1-1 now states that the metric race equivalent of the 500-yard freestyle is 400 meters.

Other changes dealt with diving, including Rule 9-5-1, which now allows divers to have their arms in the position of their choice for the forward starting position. For more information on these and other changes, visit <http://www.nfhs.org/sports.aspx> and click on "Swimming/Diving."

■ **Wrestling Rules Changes:** The National Federation Wrestling Rules Committee adopted several rules changes which will be in effect for the 2007-2008 season. The most notable change offers wrestlers an entirely new option. New Rule 5-20-5a allows an offensive wrestler to request a neutral position restart by signaling his desire to a referee. Even though the defensive wrestler is awarded an escape if the offensive wrestler utilizes this option, the alternative still might prove advantageous to many participants.

"It gives wrestlers another possible choice from the offensive position," said Bob Colgate, NFHS assistant director and liaison to the rules committee.

Another new rule, 1-1-2a, gives tournament directors an additional option, allowing them to institute a random draw for the championship final matches in an individual regular-season or state championship tournament series. Previously, this option existed only in dual meets. The committee also approved a new rule, 4-2-5, which requires wrestlers with braces or other special orthodontic devices to wear a tooth and mouth protector.

Most of the other modifications made by the committee could be classified as clarifications. The committee clarified Rule 4-2-3, which now states that a wrestler with a suspected communicable skin disease must have a physician fill out an approved form from either the NFHS or a state association affirming that the athlete's participation will not be harmful to any opponent before the participant in question is allowed to wrestle. For more information on these and other changes, visit <http://www.nfhs.org/sports.aspx> and click on "Wrestling."

. . .more ciac news

TEST TEEN ATHLETES NOW

by Robert Lipsyte

Steroids scandals often focus on pro sports, but the bigger story is in high schools, where kids think the benefits are worth the health risks. Mandatory testing could curb this dangerous trend.

Saving David is going to be very expensive and difficult, especially since David, his parents, his football coach and his school want to keep David just the way he is, swollen with steroids and knocking down other boys on his way to victory.

Even as the investigation of the Bay Area Laboratory Co-Operative takes new turns and pro football and baseball players have recently been suspended for steroid use, the real intervention must be this: mandatory testing for high school football players.

David is a real boy whose name has been changed for obvious legal reasons. He was a 17-year-old high school junior when he was referred last spring to a Detroit-area psychiatrist, Michael Miletic, because of poor grades and depression. David's parents were upper-middle class and divorced, according to Miletic. David's haven was football, at which he excelled; he reveled in his father's pride at his success.

At first, Miletic thought treatment was going well. David's grades and depression were improving. Over the summer, he also grew physically, bigger muscles, better defined. He animatedly described his weight-lifting workouts to Miletic, a former Olympic heavyweight lifter.

Peer Pressure

Then David's face began to look bloated, and his arms and neck became splotted with acne, signs that he was taking steroids. He was nonchalant when Miletic confronted him. Everybody at his gym was doing it; it was his ticket to a college scholarship and maybe the pros. He was paying his \$1,500 monthly bill for testosterone, steroid Deca-Durabolin and human-growth hormone with his dad's debit card.

David is playing high school football this season, one of almost a million young men in a sport in which the stakes are spiraling upward as colleges and the pros scout for talent down to the middle-school level. More and more high school games are televised locally. ESPN and Fox Sports will nationally televise at least 21 games. NBC is airing a new drama, Friday Night Lights, based on the movie and bestseller about Texas high school football. MTV is offering Two-a-Days, a high school football reality show. Naming rights for high school stadiums in Texas routinely are sold for \$1 million.

Miletic seethes with frustration. He tried to alert David's parents to the serious health consequences steroids could inflict on the growing adolescent brain and body. But they were in denial and brushed him off. David was furious at what he took to be Miletic's "betrayal." He quit treatment. Because David had turned 18 and was "protected" by patient confidentiality laws, Miletic had nowhere else to turn. He could go no further in alerting people who might stop David's drug use. This is no aberrant anecdote.

"The statistics from surveys show that in your average high school/middle school (grades 6 through 12) with a population of about 1,000 – 30 to 40 kids have cycled (taken more than just one shot) at least once with anabolic steroids," says Bruce Svare, professor of psychology and neuroscience at the State University of New York at Albany. "Steroids are cheap and easy to obtain over the Internet and in local gyms and workout venues. Many bodybuilding web sites have chat rooms and message boards where kids learn about steroids and how to use them. We don't have the luxury of sitting back and doing nothing."

Adults in Denial

Svare, who also heads the National Institute for Sports Reform, lectures on the subject. When he calls for mandatory testing, parents, communities and coaches first tell him they have no steroids problem; then they cite the high cost of testing and the violation of confidentiality and parental rights. "When they say that," Svare says, "I shoot back, 'But kids are dying from this. What is the alternative? To see more kids die?'"

There is anecdotal evidence of teens committing suicide after quitting steroids. Reports on the use of performance-enhancing drugs by the now-defunct East German Olympic machine contain dozens of examples of long-term reproductive and behavioral problems as well as elevated cancer risks and heart, liver and kidney damage. But long-term studies don't exist.

"It's an outrage," Miletic says, "that we spend all this time and energy moralizing about Barry Bonds and the Tour de France and nothing on finding out exactly what these drugs are doing to our kids. Is it because we don't want to know?"

Jim Thompson, executive director of Stanford University's non-profit Positive Coaching Alliance, says he is not opposed to random testing but thinks the cost makes it unrealistic as a blanket strategy. He would make it mandatory for teams appearing in nationally televised games and would add both education and counseling for win-at-all-cost coaches as well as their

players. "I've been struck by the importance of identity around this issue," he says. Teenagers are so passionate about making the team "that doing something 'irrational' like taking drugs with horrible long-term health effects seems like a reasonable thing to do."

It certainly seemed reasonable to David who, as his senior season progresses, is probably becoming a role model to young athletes who know exactly how he got to be so big and strong.

Meanwhile, Miletic observes uneasily from the sidelines. He says, "We have metal detectors in our schools. Police routinely pull kids over to search for alcohol and drugs. We have a potential national crisis here. Are we just going to sit back and watch it on TV?"

Robert Lipsyte, author of a young adult novel on football, *Raiders Night*, is a member of USA TODAY'S board of contributors.

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Retired AD's Corner

By Ed Tyburski

MILESTONES – The following athletic directors have announced their retirements.

- **Steve Cervizzi**, after 33 years in education. Served as athletic director at Windham Technical High School for 18 years. Coached wrestling in Rome Italy for one year. At Windham Tech, baseball (12 years), football (12 years), women's volleyball (6 years). Was assistant baseball coach at Eastern Connecticut State University for seven years and assistant baseball coach for 11 years at Trinity College.

- **Tony Gorman**, after 44 years in education. Served as athletic director at Abbott Technical High School for 28 years. Was a very successful boy's basketball coach, in his 22 years of coaching, his teams won 270 games and six Western Connecticut Conference titles. He also coached boy's soccer (10 years), boy's baseball (3 years), and one year of cross-country. He was the first recipient of the CAAD Robert Duncanson Meritorious Service Award in 2005.

- **Henry Koritkoski**, after 36 years in education. Served as athletic director at Middletown High School for 11 years. Coached women's basketball (4 years), and boy's soccer (6 years).

- **Bob Lehr**, after 41 years in education. Served as athletic director at Southington High School for 17 years. Was a vice prin-

cipal in Pennsylvania for 5 years. Has coached in Pennsylvania schools and college the following: basketball, volleyball, cross-country, track, soccer and lacrosse. Served as CAAD President from 2001-03. Was awarded Athletic Director of the Year from the N.I.A.A.A., C.H.S.C.A. and the N.H.S.C.A.

- **John Novakowski**, after 36 years in education. Served as athletic director at the Sheehan High School for 11 years and the Bristol Public Schools for 11 years for a total of 22 years.

Coached boy's soccer (17 years), boy's basketball (5 years) and women's basketball (5 years). Served as CAAD President in 1992-93. Received a Special Commendation from the N.I.A.A.A. and the CAAD Distinguished Service Award.

- **Skip Olander**, after 35 years in education. Served as athletic director at Tolland High School for 10 years. Coached baseball (21 years), boys' basketball (4 years), women's basketball (4 years) and one year of women's volleyball.

- **John Shukie**, after 35 years in education. Served as athletic director at Northwest Catholic High School for 23 years. Coached football (12 years), and baseball (8 years). Served as CAAD President from 2004-06. Received the N.I.A.A.A. State Award of Merit and the CAAD Distinguished Service Award.

- **Barbara Startup**, after 35 years in education. Served as athletic director at Enfield Public Schools for 6 years, Avon



Retired AD's (l to r): John Novakowski, John Shukie, Barbara Startup, Bob Lehr, and Henry Koritkoski (Missing: Steve Cervizzi, Tony Gorman, Skip Olander)

High School 2 years and Glastonbury High School 9 years, for a total of 18 years. At Avon, she coached women's volleyball (16 years), women's basketball (14 years), softball (8 years) and one year of tennis. Also served as Vice Principal at the Vernon Center Middle School. Was a CAAD President from 1998 to 2000. Was the recipient of the following awards: C.H.S.C.A. Athletic Director of the Year; N.I.A.A.A. Distinguished Service Award; CAAD Distinguished Service Award; and the National Council of Secondary Schools Athletic Director of the Year.

LIFE MEMBERSHIPS – At the annual CAAD breakfast meeting on May 16th in Rocky Hill, the following retired athletic directors received their gold life membership cards: Al Gurney - Stamford H.S.; Ken Marcucio - Derby H.S.; Maureen Rogers - East Hartford H.S.; Judy Samaha - Sheehan H.S.; Robert Tait - Foran H.S.; and, Joe Tonelli - Notre Dame H.S. (WH).

CAAD MEETING DATES 2007-08

Thurs, August 23	Board of Control	5:00 p.m.	President Dorwin's
Wed, September 12	Board of Control	12:00 p.m.	CIAC
Wed, October 3	General Meeting	4:00 p.m.	Rocky Hill Marriott
Wed, November 7	Board of Control	12:00 p.m.	CIAC
Wed, December 14-19	National Conference		Nashville, TN
Wed, January 9	Board of Control	12:00 p.m.	CIAC
Wed, March 5	Board of Control	12:00 p.m.	Rocky Hill Marriott
Thur/Fri, March 27-28	CAAD Conference	8:00 a.m.	Rocky Hill Marriott
Wed, April 30	Board of Control	12:00 p.m.	CIAC
Wed, May 21	General Meeting	8:00 a.m.	Rocky Hill Marriott

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BALSAMO RECEIVES CAS CITATION

Dr. Jerome Auclair, chair of the CAS Awards and Recognition Committee, presents Citation to Fred Balsamo.

Fred Balsamo, athletic director of East Haven High School, was one of three recipients of a CAS Citation at the 55th Annual Meeting of the Connecticut Association of Schools (*see related item pages 6-7*). The Citation, the association's highest honor, is given to those individuals who have made extraordinary and long-term contributions to the organization. Fred is only the fourth athletic director ever to receive this prestigious recognition.

In presenting the award, Dr. Auclair stated, "You have compiled an impressive and nearly unrivaled record of service to high school athletics in Connecticut. Your cumulative achievements – to the CIAC, to CAAD, and to the national governing bodies – are impossible to quantify and demonstrate the highest standards of professionalism and commitment. You have been a tireless advocate for athletic administrators, continually engaging in efforts to enhance their credibility within the education community. You have taken great care to assess the needs of your colleagues, to frame positions that best reflect those needs, and to work skillfully and aggressively to promote their interests locally, regionally and nationally."

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District #3	Jeanne Cooper, Hamden High School
District #4	Candy Perez, N.W. Regional H.S., Winsted

Consultants:

Awards	David Johnson, CAA, Bunnell High School, Stratford
CIAC Rep	Paul Mengold, CAA, Amity Reg. H.S., Woodbridge
Newsletter	Jeff Sunblade, Avon High School
Officials	Paula Fitzgerald, CAA, Westbrook High School
Retired AD's	Edward Tyburski
Seasons Limitations	John Novakowski, CAA, Bristol Public Schools
Sports Consultant	Barbara Startup, CAA, Glastonbury High School