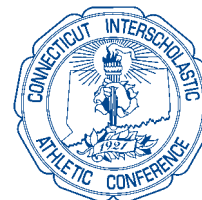




BULLETIN

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. 6

MARCH 2005

CAS NAMES 2005 PRINCIPALS OF THE YEAR



Robert Pitocco

High School Principal of the Year



Susan Dumas

Middle School Principal of the Year

The Connecticut Association of Schools (CAS) is pleased to announce the selection of the 2005 high school and middle school principals of the year. Each year nominations are solicited for the middle and high school *Principal of the Year* awards. The winners are chosen by the CAS Awards and Recognition Committee, a selection committee consisting of active and retired principals and assistant principals. Congratulations to Rocky Hill High School Principal **Robert Pitocco**, the CAS High School Principal of the Year, and Mystic Middle School Principal **Susan Dumas**, the CAS Middle School Principal of the Year! The 2005 National Distinguished Principal, which is the equivalent of the Elementary School Principal of the Year, will be named next month.

Robert Pitocco

A 36-year veteran educator, Bob Pitocco has had a decisive and abiding impact on public education at the local, state, and national levels. Says Rocky Hill Superintendent of Schools Dr. J.A. Camille Vautour, "I would rank Bob as one of the best administrators I have encountered in my thirty-plus years in public education."

Bob earned a bachelor of arts degree in economics from Boston College and a master of arts degree in urban education from the University of Hartford. Eager to work in the service of inner city children, Bob began his professional career in the Hartford Public Schools in 1969. After two years as a

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Susan Dumas

In her thirty-four year career as a Connecticut educator, Sue Dumas has been a tireless worker and leader in middle level education at the local, state, and regional levels.

Sue began her career in education as a teacher of instrumental music in the Hamden Public Schools. After seventeen successful years in the classroom, she moved into administration, first as administrator of remedial and compensatory education for the Killingly Public Schools and then as assistant principal of Killingly Intermediate School. After five years as an assistant, Sue was appointed principal of Mystic Middle School, the position she now holds.

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Verizon Wireless Sponsors CIAC Cheerleading Championships

Verizon Wireless is a proud sponsor of this year's Cheerleading Championships, and it's a good match because cheerleading emphasizes teamwork and team spirit which are very much at the core of Verizon Wireless' values and success.

Students who participate in team sports like cheerleading gain much more than camaraderie and sportsmanship; they learn about commitment and reliability - two more qualities Verizon Wireless seeks to provide its customers.

Verizon Wireless believes that every corporation should exercise some level of corporate responsibility and commitment to the communities it serves, and its main thrust comes in the form of a phone recycling program called the HopeLine program.

Most households have at least one no-longer-used cell phone stashed in a drawer or headed for the trash pile. By donating an old phone to HopeLine, which you can do at any Verizon Wireless store, you recycle your old phone in an environmentally friendly manner. Phones are refurbished or sold for parts; proceeds, in the form of working phones or cash, help individuals who are victims of domestic violence.

School athletics is a wonderful way to help students boost their confidence and self esteem, so they can choose to be involved in healthy supportive relationships that help them to grow personally and professionally. Verizon Wireless is happy to support the Cheerleading Championships for this very reason.



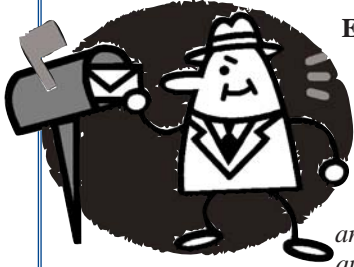
**CT's
Kit
Bishop
runs for
national
office**



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LEGAL MAILBAG

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



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

Q. Dear Mailbag: Last week one of the students in my school admitted selling another student some "weed," which we confiscated from the buyer. We called the police, and they seized the material for testing. Given the time limits on suspension, however, we went ahead with the expulsion hearing. Last night the student showed up at the hearing with a lawyer who went on and on and on. The lawyer said that since we had no idea what his client had sold, there was no basis for an expulsion. The board of education ignored his argument and expelled the student. The lawyer promised an appeal. Does he have a shot?
- *Just Wondering*

A. Dear Just: It is unlikely that the student would prevail on appeal, but his chances might depend upon the reason given for the expulsion. The board of education had no evidence before it that the student sold drugs. It was clear, however, that the student sold a substance he represented to be drugs. Such conduct would warrant an expulsion, since it is disruptive of the educational process and clearly endangers persons (including possibly the seller if the "weed" isn't the real thing). The appeal should fail if the student had fair notice of the reason for expulsion and the board of education was careful to describe the expulsion as being for selling a substance represented to be drugs.

Q. Dear Mailbag: I have several custodians whose attendance is terrible. Their contract provides for fifteen sick days each year, and they stay just within the allotted days each year to avoid a claim of sick leave abuse. I have been sending them letters of concern, but I suspect that these letters find their way to the dumpster by the end of the shift. Given all of the absences, my school is suffering. Can I take these guys on?
- *Taking Names*

A. Dear Taking: Your letter describes a difficult problem. It is hard to prove that an employee is abusing sick leave. Moreover, some arbitrators have held that utilization of sick leave within the contractual limits cannot be grounds for discipline unless specific abuse is shown. You have, however, only two choices - to give in to abuse or to do your best. I would keep track of when and how many "sick" days are taken. When the pattern or number of sick days gives you cause for concern, I would not be shy about meeting with the employee and discussing whether and why such sick leave was justified. If you are not satisfied with the explanation, I would impose progressive discipline on the employee, including written reprimands and suspension. The employee may file a grievance, but the worst that can happen is that some arbitrator may rule that you got carried away. By keeping up the pressure, however, you may modify the behavior.

Q. Dear Mailbag: One of my mediocre teachers is a prima donna, and she took great umbrage at the suggestions for improvement that I included in the classroom observation report I gave her last week. In fact, she has threatened to file a grievance unless I change the report to reflect her "outstanding skill." She can't grieve me over this, can she?
- *Trying to Help*

A. Dear Trying: Sadly, employees can file grievances over just about anything. The relevant question is whether she has a valid claim. As you may recall, last year the General Assembly amended the evaluation statute to provide that claims of procedural violation of the evaluation plan can be grieved in contracts negotiated after July 1, 2004. Depending when your contract was negotiated, she may be able to grieve over procedural issues. Your suggestions for improvement, however, are substantive and should not be subject to grievance. Moreover, the statute also provides that all evaluations should include "strengths, areas for improvement and strategies for improvement." Keep up the good work.

ct news & notes

■ According to the results of a survey of Connecticut teens ages 13 to 15, an increasing number of high school students are using inhalants and painkillers to get high. The survey, commissioned by Northeast Communities Against Substance Abuse and conducted in 10 high schools in the northeastern region of Connecticut, showed that 12% of 9th graders and 15% of 10th graders reported having used, at least once, common household products to get high. Robert Brex, director of Northeast Communities Against Substance Abuse, said one reason for the increase in the two categories is that kids don't need to be mobile to access them. Brex said that his agency has funded 21 drug-use prevention projects in the region and prepared free kits for parents on the dangers of inhalants.

■ Congratulations to Julie Miller of West Hartford and Stephanie Davis of Trumbull, Connecticut's winners of the 2005 Prudential Spirit of the Community Awards, a nationwide program honoring young people for outstanding acts of volunteerism. **Julie Miller**, a junior at William Hall High School, founded a drama club for both hearing and deaf students from three schools, and led the club in producing a children's theatrical show featuring both sign language and spoken voice. Julie was inspired to try to bridge the divide between the deaf and hearing communities by her older sister, who is profoundly deaf. "Growing up, I had seen her too many times feeling excluded and ashamed of her deafness," said Julie. **Stephanie Davis**, a sixth-grader at Madison Middle School, raised nearly \$4,000 to support autism research by making and selling heart-shaped pins. Stephanie launched her fund-raising drive, called "Have A Heart," last summer to help her autistic cousin and others like him. "He is completely mute, but you know he has a lot to say inside," said Stephanie. She had participated in walkathons for autism since she was 6 years old, but "wanted to find a way to raise money on my own for medical research," she explained. Julie and Stephanie, along with 102 other state honorees, will receive \$1,000, an engraved silver medallion and an all-expense-paid trip to Washington, D.C., for several days of national recognition events. Ten of the 104 state honorees will be named America's top youth volunteers for 2005 at that time. More than 20,000 high school and middle level students across the country were considered for this year's awards.

... more ct news & notes

■ In April of 2004, the CT State Department of Education, along with Education Connection, developed a survey to collect data on the health services provided by CT schools. The results of the Health Service Program Information Survey have been released and include the following highlights.

- Connecticut school districts offer a range of screening services. Non-mandated screenings offered by districts include body mass index screening, pediculosis screening, nutrition screening and mental health consultations. Mandated screenings include vision, scoliosis, hearing and health assessments. Overall, districts reported that these screenings result in a number of students each year being referred to an outside provider for follow-up treatment. It can be hypothesized that these referrals result in treatment of underlying conditions for students and therefore to an increased ability to learn and improved student outcomes.
- Of the non-mandated screenings, nutrition screening and mental health consultations are offered by approximately 50% or more of districts. In districts offering these services, the procedures are generally provided to a percentage of students. It can be expected that the common provision of these non-mandated services indicates a relatively high need for these screenings. It can also be hypothesized that this same need exists in districts not offering these services.
- Data indicate that 88% of responding districts do not provide dental services. State and national literature suggest that oral health needs are currently affecting a large proportion of our students.
- Data indicate that, in responding school districts, nurse-to-student ratios decrease as grade levels increase. Additionally, survey respondents commented on the need for the Connecticut State Department of Education to set recommended nurse-to-student ratios.
- Data indicate that 23% of districts have less than 1 full-time equivalent (FTE) registered nurse available in each school.
- Data suggest that Connecticut school districts are caring for children with a wide range of physical, developmental, behavioral and emotional conditions. The most common conditions reported were asthma, food allergies, speech defects, ADHD/ADD, developmental delays and other behavioral/emotional conditions. It can be expected that the high incidence of these conditions among Connecticut students will increase the responsibilities of school nursing staff. Additionally, it can be expected that these conditions may impact the academic performance of children.
- The majority (80%) of respondents reported that 76-100% of students that receive a nursing intervention return to the classroom within one half hour.
- Six percent of districts reported that 26-50% of students did not have health insurance. It can be expected that these students may have a number of health issues that are not addressed as a result of the lack of health insurance.
- Almost one quarter (22%) of districts do not provide school-based outreach necessary to enroll students in HUSKY.

Download the entire survey results from the SDE website: <http://www.state.ct.us/sde/deps/Student/Health/HealthServicesSurvey.pdf>.

The Proposed Connecticut Budget

Governor M. Jodi Rell's proposed budget for fiscal years 2006 and 2007 includes taxes on tobacco and alcohol, as well as increases in the gasoline tax and Metro-North ticket prices.

Tax Increases

Cigarettes	49 percent, to \$2.25 from \$1.51 per pack
Alcohol	15 percent
Gasoline	Increase of one cent in fiscal years 2006, 2007, 2009 and 2014; two cents in fiscal year 2008
New Haven Line tickets	\$1-per-trip surcharge, beginning in 2008

Spending Highlights

TRANSPORTATION:

342 new rail cars for the New Haven Line	\$667 million
New rail maintenance facility	\$300 million
Improvements to Interstate 95	\$167 million
Improvements to Interstates 91 and 84	\$150 million
New transit buses	\$7.5 million

EDUCATION:

School construction grants	\$1.3 billion
Special education	\$25.5 million
Providing computers for 9th and 10th graders	\$15.5 million
Early Childhood Investment Initiative	\$10 million

ENVIRONMENT:

Clean Water Program to maintain waterways	\$140 million
Improvement and repairs at state parks	\$25 million

Other Highlights

- One-year tuition freeze for students at the University of Connecticut, four state universities, and twelve community and technical colleges
- A 6 percent tax on nursing home services, in order to draw \$119 million yearly in federal matching funds
- Exemption of 50 percent of military pensions from state income tax
- Increase of death benefits paid to each Connecticut resident killed in Iraq to \$100,000, plus \$50 per month to each dependent until age 18

Source: State of Connecticut, Office of Policy and Management



national news & notes

■ The human race is expected to swell from the current 6.5 billion to 9.1 billion people by 2050, with populations exploding in hungry developing countries and stagnating in rich nations, the United Nations predicted Thursday. The increase of 2.6 billion people is equivalent to the combined populations of China and India today, according to the U.N. Population Division's "2004 Revision" report. The growth is projected to be fastest in poor countries already struggling to feed their people. But the overall trend shows a lower rate of growth than during the past 20 to 50 years, confirming previous estimates that the global population is rising but slowly stabilizing. "The population continues to grow but at a slower pace," said Thomas Buetner, author of the report. "Family planning and lower fertility make the difference," he said. In rich nations, declining birth rates means little or no population growth. An exception is the U.S., which benefits from a relatively high number of immigrants, who have more children in the first generation. Industrial countries as a whole are expected to see little change in their total population of 1.2 billion. In fact, a decline is forecast by 2050 in Germany, Italy, Japan, Russia and other states of the former Soviet Union.

■ Antidepressant use among children declined 10 percent in 2004, after U.S. regulators warned the drugs may be linked with increased suicide risk. Use of drugs including Prozac and Paxil fell 16 percent in the final quarter of the year, a time when use of the medications typically peaks. The drop began when the U.S. Food and Drug Administration in October 2003 cited reports of suicidal attempts among kids on certain anti-depressants. A year later, after intense public debate and high-profile government meetings, regulators ordered makers of all the drugs to slap tough warnings in bold letters -- so-called black box warnings -- on the drugs as a precaution.

■ According to an article published in *Psychology Today* magazine, parents are going to ludicrous lengths to take the bumps out of life for their children. However, parental hyperconcern has the net effect of making kids more fragile; that may be why they're breaking down in record numbers. "Kids need to feel badly sometimes," says child psychologist David Elkind, professor at Tufts University. "We learn through experience and we learn through bad experiences. Through failure we learn how to cope." Messing up, however, even in the playground, is wildly out of style. Although error and experimentation are the true mothers of success, parents are taking pains to remove failure from the equation. As Elkind puts it, "Parents and schools are no longer geared toward child development, they're geared to academic achievement." Read the entire article at <http://cms.psychologytoday.com/articles/pto-20041112-000010.html>

■ A group of Arizona state legislators has introduced a bill that would strip local school boards of the authority to select textbooks. Under the bill, the Arizona State Board of Education would have sole authority to approve a uniform set of books for the state's 1,900 school districts and charter schools. In addition, the state would buy and distribute the books. Senator Robert Blendu believes the bill will end what he characterized as local school districts "experimenting with education." Art Harding, an Arizona Department of Education lobbyist, contends that statewide uniformity of textbooks will ensure that all students are being taught the state's mandatory grade-by-grade learning standards. He said, "We are looking for all kids to work to the same state standards, so why wouldn't we have the same textbooks that match those standards?" Panfilo Contreras, executive director of the Arizona School Boards Association, opposes the bill. He argues that textbook selection is best left to local school boards because local boards have a better feel for their community's needs.

■ Since 1990, pregnancy rates have declined substantially for teenagers aged 15-17 years. From 1990 to 2000, the pregnancy rate decreased 33%, from 80.3 per 1,000 females to 53.5, a record low. The birth rate declined 42%, from its peak at 38.6 in 1991 to 22.4 in 2003. The induced abortion rate peaked in 1983 at 30.7 and decreased by more than half to 14.5 by 2000.

■ A bipartisan panel of state legislators that conducted a year-long study of President Bush's *No Child Left Behind* education law pronounced it flawed last month. Further, the panel characterized the law as a convoluted and unconstitutional education reform initiative that has usurped state and local control of public schools. "Under NCLB, the federal government's role has become excessively intrusive in the day-to-day operations of public education," the National Conference of State Legislatures said in the report, which was written by a task force of 16 state legislators and six legislative staffers. The panel's report said the law's accountability system, which punishes schools whose students fail to improve steadily on standardized tests, undermined school improvement efforts already under way in many states and relied on the wrong indicators. One chapter of the report notes that the Constitution does not delegate powers to educate America's citizens to the federal government, thereby leaving education under state control. The report contends that *No Child Left Behind* has greatly expanded federal powers to a degree that is unconstitutional. Nine state legislatures are considering various challenges to the law, and the Utah Senate is about to vote on a bill, already approved by the Utah House, that would require state education officials to give higher priority to

Utah's education laws than to the federal law. In Illinois, the Ottawa High School district filed suit against the Education Department this month in federal court, arguing that *No Child Left Behind* contradicts provisions of the federal *Individuals With Disabilities Education Act*.

■ Think the teenager in your house can out-surf you? Think again. So says a new study of 13- to 17-year-olds. The study found that, contrary to stereotype, teens as a group are not as adept as adults in navigating the Web. In the study, 38 teens were assigned tasks at 23 websites, operated by Apple, McDonald's, Procter & Gamble and other companies and organizations. At the website of the California Department of Motor Vehicles, teens were asked to make an appointment for a driving permit. At MTV.com, the challenge was to discover when Norah Jones would be in concert in the Golden State. The teens completed such tasks 55% of the time, compared with 66% of adults in a previous study. The results echo other studies. "There is this a notion out there that these amazing multitasking, multigadget kids are running circles around their parents," says Lee Rainie, director of the Pew Internet & American Life Project. "And some of them are. But the out-of-it addled parent is now a pretty Internet-savvy person, by and large." Immaturity and poor reading skills partly explained the youngsters' lackluster performance, the study concluded. So did the teens' weak research skills and unwillingness to tough it out when a site posed design obstacles.

■ Thirteen states that enroll more than one-third of the United States' high-school students announced yesterday that they had formed a coalition to hold schools accountable for graduating students with the skills needed to succeed in college or in the workplace. The 13 states agreed to seek reforms that would raise educational standards in high school, setting math, science and language requirements that would allow students to shift smoothly into college or a demanding job. Students' progress would be tracked through testing, and schools would be held accountable for graduating all students ready for college and work. The states in the coalition are Arkansas, Georgia, Indiana, Kentucky, Louisiana, Massachusetts, Michigan, New Jersey, Ohio, Oregon, Pennsylvania, Rhode Island and Texas. The announcement marked the culmination of a two-day session by the National Governors Association to address what many business leaders and elected officials see as a crisis of low expectations and mediocre results in high-school education. Roughly one-third of students don't graduate on time, just as more jobs are requiring college-level skills and the nation's standing in such fields as math and science is slipping.

... more news & notes

■ The way many high-school students see it, government censorship of newspapers may not be a bad thing, and flag burning is hardly protected free speech. It turns out the First Amendment is a second-rate issue to many of those nearing their own adult independence, according to a new study of high-school attitudes. The original amendment to the Constitution is the cornerstone of the way of life in the United States, promising citizens the freedoms of religion, speech, press and assembly. Yet, when told of the exact text of the First Amendment, more than one in three high-school students said it goes "too far" in the rights it guarantees. Only half of the students said newspapers should be allowed to publish freely without government approval of stories. The students were even more restrictive in their views than their elders, the study says. When asked whether people should be allowed to express unpopular views, 97% of teachers and 99% of school principals said yes. Only 83% of students did. It was also clear that many students do not understand what is protected by the Bill of Rights. Three in four students said flag burning is illegal. It's not. About half the students said the government can restrict any indecent material on the Internet. It can't. The study cost \$1 million and was sponsored by the John S. and James L. Knight Foundation.

■ More than 40,000 teachers in 50 states and the District of Columbia have received national certification. With more than 30 states and the District giving bonuses or higher salaries to those who succeed, it is the single most powerful merit pay system in public education today, educators say. A rival group, the American Board for Certification of Teacher Excellence, is designing its own award, putting more emphasis on classroom results and thus increasing the likelihood of more teachers getting elevated status and more money. As states and school systems become more accustomed to this way of advancing careers, experts say, the teaching profession may evolve into something more like law and medicine, in which the most effective and energetic practitioners often make the most money.

legal news & notes

■ The U.S. Supreme Court has granted review in a Maryland special education case over whether schools or plaintiffs should bear the burden of proof when a party sues under the federal Individuals with Disabilities Education Act (IDEA). The case could have a major impact on millions of parents and their children with special needs. In 1997 the parents of Brian Schaffer, a seventh grader with attention deficit hyperactivity disorder who was attending a private school that lacked special education programs, sought to enroll him in Maryland's Montgomery County Public Schools (MCPS). MCPS offered an individualized education program (IEP) for Brian at one school and, after his parents expressed concern about large class size, at another school with smaller classes. The Schaffers rejected both offers, enrolled Brian in a private school, and requested a due process hearing, available under the act, to seek public reimbursement of the tuition. When the administrative hearing officer ruled that the Schaffers had to prove that the MCPS plan was lacking, they sued, winning a federal district court ruling that MCPS had the burden of proving its plan was adequate. MCPS appealed to the U.S. Court of Appeals for the Fourth Circuit, which ruled that the burden of proof under IDEA rests with whichever party is suing, in this case the Schaffers. They appealed, and the Supreme Court accepted the case.

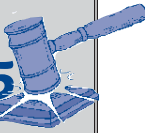
■ Boyd County Board of Education (KY) is facing another lawsuit over how it deals with controversies over issues of homosexuality. This time, those suing are a group of parents and students who object to the mandatory diversity training implemented as part of a settlement of the earlier lawsuit brought by the American Civil Liberties Union on behalf of students seeking to form a now-defunct Gay Straight Alliance club at the high school. The district eventually settled that suit, agreeing to allow the club and to adopt a policy requiring all middle and high school students to attend diversity training. The latest plaintiffs, represented by the Alliance Defense Fund (ADF), claim that students are being forced to participate in training that offends their religious beliefs. Specifically, they say that they are told in the video training that homosexuality is not a matter of choice and that they are prohibited from telling gays that those who engage in destructive lifestyles like homosexuality are wrong. Winter Huff, an attorney who represented the board in the previous lawsuit that led to the training, said in a written statement that nothing in the video training compels any particular belief.

Save the date!

**The 53rd Annual Meeting
of the Connecticut Association
of Schools**

May 12, 2005

*New format, new location -
look for details in the mail!*



NEW CASC EXECUTIVE DIRECTOR APPOINTED

by Mike Buckley, Ph.D.
CT Principals' Center Director

Sarah Jones, student activities director at Manchester High School, has been appointed Executive Director of the Connecticut Association of Student Councils. A doctoral candidate in organizational leadership at Nova Southeastern University, Sarah has a B.S. in Education from the University of Connecticut and a M.Ed. in Experiential Education from Springfield College. She has also studied abroad at the Chelsea School of Physical Education, Recreation and Dance at the University of Brighton. Sarah replaces the recently retired and former director Mary Leger.

At Manchester High School, Sarah supervises the advisors and activities of forty-seven student clubs and organizations; coordinates student leadership development, curriculum and opportunities; serves as a member of the school leadership team, the council of department leaders, and the staff professional development committee (which she chairs); develops and supervises weekend programming for students; supervises bus transportation for students as well as campus parking for staff and students; and develops, implements and evaluates large school special events including graduation.

At CAS, Sarah will chair the Student Leadership Advisory Committee; oversee all student council related activities including support for advisors and participation in NASSP-sponsored regional and national conferences; and develop, implement and evaluate the CAS fall and spring student leadership conferences. She will also contribute to extending and fulfilling the vision of a unified and coherent approach to student leadership development, one of the goals of the CAS Board of Directors for this year. With regard to the latter, Sarah states, "I believe that the single most important function of this position in the coming years is to develop a unified philosophy and practice of student leadership development beyond simply the student council student and extending to all students. The interest of the National Federation of State High School Associations and the leadership activities that they have undertaken coupled with the activities this has sparked at the state level has created a wonderful opportunity to unify student leadership development across the state."

SCHOOLIES

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Pitocco, continued from page 1

teacher intern at the then Arsenal School, he accepted a teaching position at the State of Connecticut's Long Lane School in Middletown, where he worked for two years before returning to Hartford to teach at Burr School. In 1979, after six years in the classroom at Burr, Bob became the Equal Opportunity Administrator for the Hartford Board of Education, a position he held for six years before being named assistant principal at Weaver High School in 1985. Three years later, after seventeen years of service to the Hartford Public Schools, Bob accepted the position of assistant principal of Newington High School. In 1991, he was appointed principal of Suffield High School; and, in 1996, he assumed the principalship of Rocky Hill High School (RHHS), where he is in his ninth year of service.

Since his arrival at RHHS in 1996, Bob has worked tirelessly to, in the words of RHHS history teacher Richard Bruneau, "create a school culture with direction, unity and purpose." Under his leadership, RHHS has significantly expanded its Advanced Placement offerings; established a successful student advisory council; engaged in annual leadership and diversity training programs; developed a number of innovative and diverse course options such as *Engineering By Design*, *We the People*, and *Connecticut River Studies*; and initiated the *Lend a Paw Day* to encourage citizenship and community service.

Relentless in his pursuit of excellence for all students, Bob approaches his work with one guiding principal: "Our challenge is always to be better tomorrow than we are today." "I have been fortunate to be surrounded by teachers and support staff who care about children and recognize that ours is a journey that will never end," says Bob.

Recognizing that the key to successful leadership today is shared decision-making, not the exercise of power, Bob has created a supportive and collegial atmosphere which allows all stakeholders — teachers, support staff, parents, students, and community members alike — to enjoy a shared responsibility for the governance of the school. In fact, the RHHS faculty members have the same voting powers as the principal in matters of hiring new staff.

Described by Bruneau as "possessing that rare blend of integrity, intelligence and intuition," Bob has the unique ability to see past present concerns to future needs. He consistently displays the courage and confidence of a risk-taker, with a can-do attitude that embraces challenge and opportunity. Bruneau credits him with inspiring RHHS to "reach new heights of achievement" by creating a clear vision, working towards implementing that vision, and empowering others to work alongside him.

Visitors to RHHS are immediately struck by the climate of openness, caring, mutual trust and respect that Bob has fostered there. Highly visible and engaged, Bob is a constant presence in the classrooms and corridors. Says Rocky Hill Board of Education Chairman Nadine Bell, "Bob's leadership has transformed RHHS into an environment that acknowledges and embraces diversity, promotes cultural awareness, and maintains a high level of respect between students and staff." "Whether in the classroom, the halls or front office, Mr. Pitocco works tirelessly to reach out, rejuvenate and propel the school's vitality," adds Bruneau.

A respected leader in public education in Connecticut, Bob has been an active and energetic member of CAS since 1991. He currently serves as chair of the Connecticut Association of High School Principals' Board of Directors and is a prominent member of the CAS Board of Directors.

CAS Executive Director Mike Savage describes Bob as a "deeply loyal and committed member of our association." "He has given generously of his time and considerable talents, always acting without pretense and with great passion and a strong sense of purpose," says Savage.

American Red Cross and Department of Education to Honor Top Performing High Schools at May Luncheon

Robert Carroll, Ed. D., Assistant Executive Director

On May 18, 2005, Paul Sullivan, CEO of the American Red Cross, and Betty Sternberg, Commissioner of Education, will recognize the highest performing high schools at a luncheon at ARC headquarters in Farmington based on the following criteria:

- top 5% of high schools for blood collections for the 2004-2005 school year based on the number of productive pints collected verses the school's senior population;
- high school with the largest growth in collections this year over last year;
- high schools hosting three blood drives per year.

The winners will be notified the week prior to the luncheon. The winning high schools' principals and blood drive coordinators will be honored for their distinguished performance. Please contact your American Red Cross account manager if you have any questions.

PRESENTING YOUR STUDENTS

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

How does your high school present students to college admissions offices, employers, and scholarship committees? Last spring, CAS administered the selection process to pick 50 Connecticut high school seniors for Dunkin' Donut Scholarships. During the readings of applications, it became clear that there is a wide disparity among Connecticut high schools in how schools "package" applications. It would be worth the time of high school principals to review the application packets that go out from their schools. Many of the application packets read for the Dunkin Donuts scholarships were very impressive, and some were embarrassing reflections on the schools.

What do I mean by that? Consider the impression that a well-organized, clearly written, well-documented student packet means for a student applicant. Conversely, consider what a negative impression an incomplete, sloppy, poorly written packet means both for the student and the school. The most impressive packets received from schools had these features:

- ✓ a clear, readable transcript that gave grades, explained ranking systems, explained the weightings of grades, noted honors (National Honor Society, Merit Scholars) and listed Advanced Placement courses;
- ✓ a school profile that showed grade distributions by the class and by individual courses;
- ✓ a school profile that gave CAPT, SAT I, SAT II test data for the current class and previous classes;
- ✓ a school profile that listed the colleges that graduates were accepted to over the last few years;
- ✓ a personal letter of recommendation from the student's guidance counselor;
- ✓ completed and signed recommendations from the guidance counselor and teachers;
- ✓ all application items filled out completely and signed.

Make sure that someone in the school checks the applications that go out. Set the level of expectations so that each counselor, secretary, or administrator who sends out applications has the same understanding of how applications should be done. By establishing a consistent and dependable process, the school can be confident that each student is being presented completely and favorably. Accordingly, the school itself presents a professional and caring image to readers.

Collect profiles from neighboring schools to gather information and examine styles and formats. In the competitive world of college admission, scholarship programs, and job applications, students who have worked hard to achieve need to know that their school has done what it can do to present them well.

middle school news

EDUCATORS CHALLENGED TO CLOSE THE ACHIEVEMENT GAP

By Earle G. Bidwell, Asst. Executive Director



Former Commissioner of Education Dr. Ted Sergi was the luncheon speaker at the CAS winter conference.

The over 200 participants at the CAS Winter Conference were challenged by Katie Haycock, Executive Director of The Education Trust, to improve the achievement for all students while closing the gap between groups. In her keynote address, Haycock pointed out that after some notable successes in the '90s, the gap between African Americans and Latinos on the one hand and whites on the other is widening again. Where the gap in reading for 17 year olds was 21 around 1990 as measured on the National Assessment of Educational Progress, it is now 31. Where the gap in math was 20 points, it is now 32. The story is much the same for 13 year olds; reading from 25 to 32, and math from 18 points to 29. The success rates for low income whites are approximately the same as for the aforementioned groups. Among a plethora of sobering statistics were those relating to Connecticut's record. Where affluent whites rank at or near the top of the charts in all subjects in all grade levels, Latinos and blacks fall to the middle of the pack among the fifty states.

Ms. Haycock went on to identify schools, districts and even whole states that are bucking the trend and exhibiting marked success in closing the gap. Despite all odds, in fact, minority and poor students in some situations are far outperforming white and non-poor in other situations. According to her findings, places that are exhibiting improvement have several elements in common. They are:

- They make no excuses. Everybody takes responsibility for student learning;
- They do not leave anything about teaching and learning to chance;
- High performing school, districts insist on rigor all the way up the line;
- They provide extra help to students who need it;
- They know that good teachers matter more than anything else.

continued on page 9

Teens Sing Out On Risky Behavior

By Earle G. Bidwell, Assistant Executive Director

Partnering with the Connecticut Association of Schools and the Connecticut Radio Network and CTnow.com, the Connecticut Department of Public Health asked middle school students to write song lyrics or poetry expressing their concerns about teen sex and other risky behavior. The challenge was accepted by classrooms from around the state and the lyrics were forwarded to a panel of distinguished judges who selected the finalists.

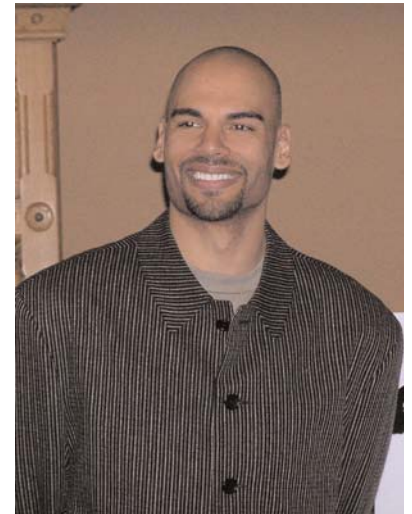
At a ceremony at the state capitol on February 14, 2004 attended by DPH and CAS officials and prominent members of the media, recognition was given to representative of four winning schools. The winning lyrics were written by students from Amity Junior High in Bethany (tie for 1st prize), David Wooster Middle School in Stratford (tie for 1st prize), Joseph A. DePaolo Middle School in Southington (2nd prize), and The Greater Bridgeport Adolescent Pregnancy Program in Bridgeport (3rd prize). The keynote speaker for the event, Martha Okafor, director of the DPH Family Health Division, stated; "Research shows that sexual behavior and other risky behavior is a major concern of middle-school students as young as nine or ten years old." She went on to say that there are two things that teens listen to more than anything else, music and other teens. Therefore, one of the best ways to get the message across is to have the teens themselves deliver the message.

Apparently, some well known musicians agree, as Jay DeMarcus of "Rascal Flatts" and Jason Scheff from the renowned band "Chicago" have decided to collaborate on setting the winning lyrics to music for a statewide Public Service Announcement (PSA).

Connecticut Association of Schools is proud of all the students and teachers who undertook a project that has real significance in the lives of teens in Connecticut.



Keynote Speaker Martha Okafor



CNN's Donnie Marshall



Some enthusiastic student participants in the "Teens Sing Out" challenge

... more middle school news

Dumas, continued from page 1

In her ten years as principal of MMS, Sue has distinguished herself as a passionate advocate of the middle school philosophy. She successfully transformed what was once Mystic Junior High School into an effective middle school which now contains small, caring communities of learning where team leadership is prized and parents are fully engaged in the lives of their students. Upon assuming the principalship of MMS in 1994, Sue undertook a rigorous self-examination and swiftly engaged the students, staff, and parents in a collaborative journey toward improvement. She has worked alongside the faculty and staff to implement new programs, improve student and staff morale, and strengthen the bond between the school and its community. As testimony to the success of Sue's efforts, MMS was named the *CAS Middle School of the Year* in 2002.

Sue considers herself the "lead learner" at MMS and constantly challenges herself and her staff to rethink current practices and explore alternative paths. She vigilantly keeps abreast of emerging trends in education and is always encouraging her staff to pursue personal and professional growth opportunities. As an educational leader, Sue is celebrated for her ability to encourage risk-taking, to generate innovative solutions to old problems and to channel others to discover new ways to achieve goals. Says MMS parent Donald Steinhoff, "Sue has worked tirelessly to encourage innovation, offering alternatives to traditional instructional methods and giving her staff the support and encouragement that professionals need and deserve."

Described as "a model of collaborative leadership" by Stonington Superintendent of Schools Michael McKee, Sue is the type of leader who wants to learn from those around her and who invites others to take ownership and feel involved. Guidance counselor Allison Van Etten, library media specialist Karen Chapman, and social studies teacher James Doherty all agree that, in her position as administrator and building manager, Sue has maintained her understanding of and appreciation for the role of the teacher. "Sue has never lost her 'sense of teacher' when it comes to supporting her faculty," they said. "She welcomes and values ideas and input from her staff, which in turn has allowed teachers to have greater ownership of student success and achievement in their classrooms."

In her tenth year as principal of MMS, Sue continues to approach her work with the same energy and enthusiasm which she displayed upon her appointment to the position in 1994. Her drive for academic excellence and her insistence on both high standards and imaginative engagement have helped to create a culture of learning that is innovative and supportive and that allows students to fully develop and explore their individual talents.

A respected leader in middle level education in Connecticut and New England, Sue currently serves on the CAS Professional Studies Committee and on the New England League of Middle Schools (NELMS) Board of Directors.

CAS Assistant Executive Director Earle Bidwell praises Sue's educational leadership skills. "Mystic Middle School is one of the most dynamic, creative, student-centered middle schools I have had the privilege to visit. For this, I credit Sue Dumas. The faculty is totally involved in and committed to the middle school movement; the students know the mission and vision of the school; and the parents have enormous respect for Sue Dumas. She is a tireless advocate for what is best for the middle level and a credit to the profession."

MIDDLE LEVEL ISSUES

Vol. 5 #1, January, 2005

Student-led Conferences

By Mary S. Childress, Principal of Harwich Middle School (MA), and Robert C. Spear Ed.D., Executive Director of the New England League of Middle Schools

"Schools do not presume to educate children alone. In today's society, genuine family and community involvement are fundamental components of successful schools for young adolescents." Middle level schools provide opportunities for parent involvement through volunteer programs and a variety of informational meetings but a connection with the student is vital. "Research studies clearly link the involvement of both family and other adults in the community with higher levels of student achievement, improved student behavior and greater overall support for schools." One powerful way to create this link and improve communication is instituting student-led conferences.

Student-led conferencing fundamentally differs from the traditional parent-teacher conference. For one, the student presents a portfolio of work to their parents and the portfolio includes student selections of completed work from each current area of study. Teachers help students select the material that is representative of their strengths and weaknesses, a process that enables teachers to work with students to select appropriate material while reviewing, evaluating and discussing student achievement. After selection, students write a personal reflection on each submission that includes what they learned from the assignment and why they put the particular piece in their portfolio. It is helpful when students select two pieces of work from each subject that clearly shows their growth, improvement and/or understanding to their parents.

In addition to the portfolio, the student-led conference includes setting goals for improvement. Goal setting and reflection is an important part of a student's education as they move toward maturity. It is essential to teach students to be responsible for their own learning and to play an active role in their own learning which is one of the most important aspects of the middle level. After the construction of the portfolio, students set two goals for improvement. These goals are presented to their parents at the student-led conference. In addition, the student and his/her parents design a third goal together. Setting goals together encourages a stronger school-to-home partnership, parent involvement, and gives parents a clear understanding of how they can help their child to meet their educational goals.

Students then rehearse their conference with their peers. This helps to "move the role of the teacher into the background so students are free to take the lead in reporting on their own academic progress" and makes them feel more comfortable with their parent. The student partners role-play and devise numerous questions to ask, taking on the role of the parent and assisting their partner to clarify assignments, explain their reflections, and indicate how they plan to accomplish their goals.

The benefits of a student-led conference for students are as numerous as the conference themselves. The benefits include:

- helping them to take ownership for their learning success;
- encouraging them to engage in a process of self evaluation;
- putting them in-charge of their portfolio;
- enabling them to share and discuss their work with their parents;
- assisting them to set goals for their future success in school.

In addition to the student rewards, the student-led conference benefits parents as they look forward to:

- gleaning an understanding of classroom activities and expectations;
- spending time discussing the importance of education with their child;
- seeing their child's work first-hand and what each curriculum offering entails;
- encouraging their son/daughter to accept personal responsibility for their academic performance.

The student-led conference creates an avenue for increased communication. Though the traditional conference should be offered, schools that employ the student-led conference discover that very few traditional conferences are requested and that 100% attendance at the student-led conferences is a reachable goal.

"Achieving high academic performance for every student requires more than just raising standards or gaining an adequate score on a standardized test. It means empowering students to learn, to become intellectually engaged and to behave as responsible citizens. It calls for them to develop initiative and responsibility so they can reach their potential." The student-led conference helps middle school-age students to accept responsibility for learning and creates educational partnerships with parents in an effort to promote high standards and achievement for all middle level students. (For a list of sources, view the full text of the article at http://www.casclac.org/pdfs/Student_Led_Conferences.pdf.)

elementary school news

McDonald's® Active Achievers Introduces Balanced, Active Lifestyles Resources for Schools

In-School Assemblies and Teacher Resources Provide Unique Tools to Help Students Learn To Make Smart Choices

The Connecticut and Western Massachusetts McDonald's Owner/Operator Association and Connecticut Association of Schools are continuing their longtime partnership and introducing new resources and tools for schools focused on promoting balanced, active lifestyles. McDonald's Active Achievers - a public/private partnership between McDonald's, CAS, and the Connecticut State Department of Education - is continuing its mission of bringing teachers and schools programs and materials that support current needs and help achieve student goals.

This month, elementary school principals, health and physical educators and parent organization contacts will receive the new McDonald's Active Achievers packet, which outlines available in-school assemblies, teacher guides and incentives to get students excited about learning.

Under the theme "Go Active!™," schools are introduced to numerous programs and resources to help kids learn to make smart, balanced nutrition choices and develop an interest in being active and staying healthy. These include "Get Moving with Ronald McDonald™", an in-school assembly endorsed by the American Academy of Pediatrics, paired with "Veggies Rule" performed by a local licensed nutritionist and registered dietician. Teachers and students are also being introduced to Willie Munchright®, host of "What's On Your Plate®," a nutritional education campaign that features a teacher guide with fun lesson ideas and activity brochures.

McDonald's Active Achievers also supports reading and literacy goals for K-3 students. Each packet includes copies of K-3 grade specific materials developed by the Connecticut State Department of Education and consistent with Connecticut's Blueprint for Reading Achievement.

Additional McDonald's Active Achievers partners include the Connecticut Library Consortium and WVIT-TV/NBC 30. The Hartford Wolf Pack and New Britain Rock Cats have also lent their support and offer unique incentives to schools such as player appearances, tickets, and other special recognition to students who achieve goals set by their schools and teachers.

For more information or to take advantage of the one of the free resources offered please call (860) 659-0514 Ext. 222 or visit www.mcconnecticut.com.

KATHARINE "KIT" BISHOP

Candidate for NAESP Board of Directors for Zone I

- ★ NAESP State Representative (CT)
- ★ EMSPAC State President
- ★ NAESP Convention (10 years)
- ★ NAESP Nominating Committee
- ★ NAESP Delegate Assembly (10 Years)
- ★ NAESP State Leaders' Conference (8 Years)
- ★ President, Northeast Principals' Council of NAESP
- ★ Board of Directors, Connecticut Association of Schools (6 Years)
- ★ Board Member, Elementary and Middle School Principals' Association of Connecticut (12 Years)



*Together, by Commitment, Caring, and Compassion, we can create a
future of educational excellence*

Working collaboratively with NAESP, State Associations, and our local schools, we can increase levels of support for programs that improve learning for all of our students and elevate the status of the principalship. My 36 years in education have been dedicated to enhancing the learning opportunities for children. I welcome the opportunity to be your voice at the national level and to work collaboratively today to create excellence in education tomorrow.

Achievement Gap, continued from page 7

To achieve success, educators need to have "...courage and creativity to change ...current patterns."

- Change is the responsibility of all stakeholders in schools, administrators, teachers, parents and the community;
- Administrators must not leave important decisions about what students should learn in the hands of individual teachers. Rather these decisions must be institutionalized for all.
- All students must be challenged at the highest levels. The quality and intensity of the curriculum is the biggest predictor of success at the post secondary level.
- For the neediest, it is imperative to double or even triple the time spent on literacy and math.
- Assign the best teachers to the students who need them most. It is estimated that if low income students were to have above average teachers for five consecutive years, the achievement gap could be closed completely.

The enlightening and provocative keynote address (which is available online at <http://www2.edtrust.org/edtrust>) was followed by a dozen breakout sessions by distinguished Connecticut educators on topics such as data driven decision making, improving CAPT scores, shared responsibility for student learning, student adviso-

ry programs and what high school student leaders have to say to school administrators about improving schools. All were fitting sequels to the focus topic. Two forums focused on the affective aspect of education, creating a positive school climate and speaking out against drugs.

The luncheon keynote speaker was the President and CEO of the Connecticut Center for Science and Exploration, Dr. Theodore Sergi. Ever the teacher, former commissioner Sergi admonished educators to raise their expectations for science. He cited statistics that placed the United States "...far behind other countries in awarding degrees in science. At the same time, our state ranks as one of the fastest growing regions of the country for biotechnology and is home to some of the world's leading science and technology countries." He shared the vision of the Connecticut Center for Science and Exploration as a "bold new step to help ensure Connecticut's future as a source for researchers, healers, engineers, and educators." Slated to break ground in October, the center will take the best of well known centers in Boston and San Francisco, to name but two, to become a world class facility.

CAS is indebted to Horace Mann Educated Financial Solutions, a company dedicated to serving the needs of the educational community for their collaboration and support in presenting the Annual Winter Conference.

Bob's Discount Furniture Becomes CAS' Newest Corporate Sponsor

Dr. Robert Carroll, Asst. Executive Director

Bob's Discount Furniture, the fast-growing New England furniture retailer, has an alter ego that defines the company's ubiquitous image. Pitchman Bob Kaufman, president, and his sidekick Cathy Poulin, director of public relations, are known throughout New England for their cult-classic television and radio ads. Off stage Bob's Discount Furniture makes a serious commitment to its local communities by both sponsoring and supporting dozens of charitable events every year. With stores in Connecticut, Massachusetts, New Hampshire and Maine, Bob's holds charitable events in all four states.

In 2005 Bob's has launched a new campaign called *Bob's Cares* to focus on the needs of children and education. The firm has now joined CAS as its newest corporate sponsor. The *Bob's Cares* events started with *Bob's Rockin' Reading Classroom Contest* from February 11 through February 25 in coordination with the national Read Across America campaign that honors Dr. Seuss's *The Cat in the Hat* and promotes literacy. The winning school was visited by Bob's Reading Crew for a day of reading activities and a party in honor of *The Cat in the Hat*. The winning school received two new computers.

Last year a *Bob's Book Nook* was established in each store so children could sit and read while their parents shopped. The *Book Nooks* are now permanent fixtures in each store. Bob's has now teamed up with CAS in planning its annual art scholarship contest in the fall. Three aspiring art students in three different age groups will be rewarded with scholarship money for college.

Bob's sponsors an annual food drive for the local food banks every fall. Other events include The Salvation Army's *Adopt A Family Program*, the Angel Tree campaign where employees adopt families in need during the holiday season and grant their wishes, and The United Way's *Joy of Sharing Toy* drive where stores collect toys during the holiday season. Each May, Bob's sponsors the March of Dimes campaign for preventing birth defects. Bob's involvement ranges from employee donations, to production of television and radio ads for the charities, and paying for airtime.

The Red Cross has a constant need for blood donors. Not only does Bob's hold blood drives twice a year in the majority of its stores, the company produces and runs public service announcements throughout the year to address blood shortages in all four states. "Although the initial contact with Red Cross began with us trying to be a good corporate citizen in 1995, it became extremely personal when my own father was diagnosed with MDS and started requiring bi-monthly transfusions to stay alive, and then my nephew needed transfusions to fight his leukemia in 2003. Only when you see your loved ones go in drained and lifeless and come out with life and vigor, can you understand how important it is to give the gift of life."

Building a better life for others is another theme of Bob's charitable work. This on camera personality is serious about charity. From helping build homes through Habitat for Humanity, to construction of Liberty Safe Haven shelters for the homeless, Bob's is a community leader. When there was an urgent need to transport relief supplies to Tsunami victims, Bob's was the first company to cut a check to the Sisters of Mercy in Connecticut for delivery costs. With so many needs, and so many events, Bob's employs two full time people who work continuously on charitable programs.

Bob's Discount Furniture's Charitable Foundation sponsors an annual golf outing to raise money for hundreds of charities throughout New England. Outing monies are donated to Big Brothers and Big Sisters, Family Aid, Camp Rising Sun for children with cancer, and the March of Dimes. Throughout the year the Foundation also supports a diversity of organizations, including national causes such as the Muscular Dystrophy Association.

"Bob's is unique in so many ways. The company's charity and community giving reveals why we like working here so much," said Poulin. "It's not only about what the company and its owners do. Many of our employees contribute, and we invite members of the community to participate in all our events." CAS is proud to have Bob Kaufman, Cathy Poulin and Bob's Discount Furniture join our family of corporate sponsors. We will work together to accomplish many great things for the students of Connecticut schools.



ciac news & notes

■ Exercise and the resultant sweating that occurs do not increase outbreaks of acne in athletes, contrary to popular myth, according to Stanford University School of Medicine researchers. Their study found that changes in the participants' acne did not correlate with the days exercised, time spent exercising, time sweating during exercise, or the time between exercise and showering, the researchers reported. The study was presented here at the 63rd annual meeting of the American Academy of Dermatology. The study dispels a long-held myth among patients and some physicians that strenuous exercise producing sweat can actually worsen acne, said Alexa Kimball, MD, PhD, director of clinical trials at Massachusetts General Hospital in Boston. "Even though this is a pilot study, it dispels that myth." In an earlier study of football players, researchers coined the phrase "acne mechanica" after discovering a variant of acne vulgaris that occurred in the areas where the helmet or uniform padding rubbed the body. That study left many patients and physicians with the perception that exercise producing sweat could worsen acne, said Dr. Kimball. "Looking at football, the sport did worsen acne, but mainly from a frictional component from mechanical forces on the skin," she said. "There were concerns that the athletes' acne would worsen when they were sweating and dirty." On the flip side, many believe that strenuous exercise and the subsequent sweating rids the body of toxins, said Dr. Kimball.

■ Rhode Island State Senator Roger Badeau has introduced a bill that would fine a pro athlete \$100 if she/he charged a kid under 16 for an autograph.

■ East Carolina University's athletic department has adopted a new attendance policy which will require that all athletes sit out one game after two unexcused absences from class.

■ The tragedy of a seriously injured child may cut down on intoxication and loutishness in sports stadiums. At a 1999 New York Giants game at the Meadowlands, an employee of the concessionaire Aramark served beers to a clearly drunk fan. Driving home, the fan crashed into another car, leaving a two-year-old girl paralyzed. In mid-January, a New Jersey jury ordered Aramark to pay \$105 million in damages. The size of this award has caught the attention of concessionaires, who have been slow to rein in their beer-vending in the past. [Street & Smith's SportsBusiness Journal, 1/24-1/30]

■ The European Society of Cardiology (ESC) issued a statement last month recommending that every young competitive athlete undergo cardiovascular screening. The United States' current protocol calls for a complete physical examination and personal and family medical history for each athlete. The ESC, however, also mandates a 12-lead electrocardiogram (ECG), which has not been required in the U.S. to date. The recent sudden death of a young athlete suggests there may be a need for improved screening. Eastern Connecticut basketball player Antwoine Key died on Jan. 20 after collapsing during the first few minutes of a game at Worcester State. Despite emergency use of defibrillators, Key was pronounced dead after being rushed to St. Vincent's Hospital in Worcester, Massachusetts.

■ Canada's Gross National Product is expected to decrease by \$170 million (Canadian dollars) should the NHL season not be resurrected.

■ 33,199 spectators attended the Syracuse vs. Notre Dame men's basketball game at the Carrier Dome last month -- an NCAA on-campus basketball record.

. . . more ciac news

Basketball Hall of Famer KC JONES named honorary co chair of 13th Annual CIAC GOLF BENEFIT

KC JONES, former star of the Boston Celtics, has agreed to serve as honorary co-chair of the CIAC's 13th annual golf benefit scheduled to take place at the Torrington Country Club on June 27. Jones was a key member of eight NBA championship teams while with the Celts. He later went on to coach the Celtics from 1983-88 and 1990-92. Anyone interested in participating in the golf tournament should contact Bob Ford at bford@casciac.org.

ATTENTION: ATHLETIC DIRECTORS

If your school has a "team of one" in any sport, please take notice of the following CIAC requirements, which apply even if the team practices and/or competes with a team from another school:

- 1) The team must be listed in your list of teams in the Eligibility Center. If you do not see a pull-down menu for the team on your main eligibility center page, you must add the team by selecting the "Add A Team Sponsored But Not Listed Below" option from the "Other Administrative Options" menu near the top of the main eligibility center page.
- 2) You must submit an eligibility list for the team, and any other forms (schedule, results, etc.) required for the sport, regardless of whether or not your athlete(s) is/are going to participate in CIAC Tournament competition. Your schedule form should list the events that your athlete(s) is/are going to participate in.
- 3) If your athlete(s) is/are going to participate in CIAC Tournaments as individuals you need to submit the appropriate entry forms.

Please note that these requirements are for teams of one, not for teams with co-op status. In a co-op situation the host school is responsible for including all co-op team members on eligibility and entry forms. If you have any questions regarding these requirements, please contact Paul Hoey at phoey@casciac.org.

CIAC APPROVES CHANGES TO CO-OP TEAM RULES

At its meeting on February 17, 2005, the CIAC Board of Control approved changes to the CIAC bylaws which affect the Cooperative Team Sponsorship regulations (Article XI). In addition to some minor changes in language, the following substantive changes were adopted:

1. Cooperative teams will not be permitted to add a third team if the total number of players on the existing co-op team exceeds the maximum determined limit in each sport.
2. Three team cooperative programs cannot exceed two (2) times the maximum determined limit in each sport.
3. Decisions to approve or disapprove all cooperative team applications are relegated to the Cooperative Team Committee by the CIAC Board of Control. The Cooperative Team Committee shall consist of the chair person of the CIAC, a minimum of two high school administrators, one representative of CAAD and one representative of CHSCA, all with voting privileges. The Cooperative Team Committee will meet a minimum of three times per year to act on all requests.

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

Eligibility Rule Interpretation

At its February 17th meeting, the CIAC Board of Control approved the following interpretation of its eligibility regulations. The interpretation was necessary due to the growing number of requests for eligibility for students enrolled in school choice programs in Connecticut.

Choice programs housed in a member high school where academic programs and services are shared between the choice program and the member school and, the students who attend said programs receive their diploma from the host school, will be permitted to participate in athletics in the school in which their choice program is located.

The above is not a new eligibility regulation but simply an interpretation of existing regulations as they apply to charter, magnet and other school choice options.

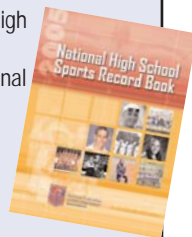
Overuse Injuries More Prevalent

Pediatric sports doctors say they feel like they've found a new childhood epidemic: overuse injury. In the past 25 years it has grown from 10 percent of some doctors' practice to a full 70 percent, and it may be killing the careers of our most promising athletes. Why is it happening? In interviews with more than two dozen sports medicine doctors and researchers, one factor was repeatedly cited as the prime cause for the outbreak in overuse injuries among young athletes: specialization in one sport at an early age. "It's not enough that they play on a school team, two travel teams and go to four camps for their sport in the summer," said Dr. Eric Small, who has a family sports medicine practice in Westchester County, NY. "They have private instructors for that one sport that they see twice a week. Then their parents get them out to practice in the backyard at night." Doctors lament the loss of what has become a cultural artifact: the playground athlete. Two decades ago, sports for children were often unorganized, with pick-up games common in school yards and community parks. "Children might have played baseball, basketball and football all in the same day," said Dr. Lyle Micheli, a pioneer in the field of treating youth sports injuries and the director of the sports medicine division of Boston Children's Medical Hospital. "This was good for their bodies, which developed in balance. Now young athletes play sports supervised by adults who have them doing the same techniques, the same drills, over and over and over. . . and there is no rest and recovery for the overused parts of their body." And the harm is not just physical. "To tell you the truth, the kids usually take [injuries] better than the parents," says Dr. Michael Busch, an orthopedic surgeon in Atlanta. "Many kids are relieved. They can be kids again." A public-service campaign launched this month will highlight overuse injury. Sponsored by the American Academy of Orthopedic Surgeons and the National Athletic Trainers' Association, it will feature a poster of young baseball players celebrating victory, with the legend: "Which will they have longer, their trophies or their

NFHS Publishes 2005 Record Book

The National Federation of State High School Associations recently published the 2005 edition of the National High School Sports Record Book. The 27th edition contains:

- records and top performances in 16 sports for boys and girls — a history of the top achievements of high school greats;
- more than 200 pages of records, including a listing of members of the National High School Hall of Fame;
- several new records and more than 20 new photos of 2003-04 record breakers;
- listings for more than 6,500 teams and individual record-holders.



To purchase a copy, call: 800-776-3462
(\$12.95, plus shipping and handling charges)

. . . more ciac news

COACHES' CORNER

*News from the National Federation
of High School Associations*



■ **Soccer Rules Changes:** Taunting will become a more serious violation in high school soccer as a result of a rule change adopted at the January meeting of the National Federation (NFHS) Soccer Rules Committee. The taunting rule and nine other changes made by the committee were subsequently approved by the NFHS Board of Directors. Rule 12-8-3 (b) was amended so that the violation results in a "hard red card" in place of the "yellow/red card." "Since 1994, if a player was taunting (degrading an opponent in some form), that player would be disqualified with the yellow/red card," said Tim Flannery, NFHS assistant director and liaison to the NFHS Soccer Rules Committee. "Because taunting is increasing, we are making the violation a hard red card." The yellow/red card disqualified the player at fault, but allowed for a replacement. The hard red card disqualifies the player at fault and does not allow a replacement, forcing the team to play down one person. Other revisions addressed at this year's meeting include requiring head coaches to attend pregame meetings, as well as several changes in penalty rules.

For additional rules changes, visit www.casciac.org/pdfs/NF_Soccer_Rules_Changes.pdf.

■ **Field Hockey Rules Changes:** Several risk-minimization rules in high school field hockey, including reducing the bow of the stick and establishing a maximum height of grass on fields, were approved by the National Federation (NFHS) Field Hockey Rules Committee at its January meeting. All 15 rules changes and clarifications were subsequently approved by the NFHS Board of Directors. Effective January 1, 2007, the player's stick shall weigh no more than 23 ounces and not exceed a bow of 25 millimeters. "Reducing the bow of the stick will reduce the possibility of lifting the ball off the ground, which is always a concern from a risk-of-injury standpoint," said Elliot Hopkins, NFHS liaison to the Field Hockey Rules Committee. To ensure a more consistent and uniform playing surface, which, in turn, should minimize the risk of injury on field hockey playing fields, the rules committee stated that the grass should be cut to a maximum height of 1½ inches. In another risk-minimization move, Rule 1-6-5c was changed to state that if protective eyewear is worn, it must meet the ASTM standard.

For additional field hockey rules changes, visit www.casciac.org/pdfs/NF_Field_Hockey_Rules_Changes.pdf.

Bob's Stores-Title Sponsor for CAS Unified Sports™ Program

by Ann Malafronte, Unified Sports™ Director

Special Olympics Connecticut and Connecticut Association of School are very proud to announce a brand new partnership! Bob's Stores will now be the Title Sponsor for the CAS-CIAC Unified Sports™ program!

This program brings youngsters with intellectual disabilities and their non-disabled peers together to learn the skills of sport activities and participate with their classmates. By offering this activity within the school environment, participants represent their school and wear the uniform as a school team. This helps to develop school spirit and assists with making friends in the process.

Bob's Stores will give financial support to the CAS program through its foundation and plan to involve its employees as volunteers at various Unified Sports™ tournaments across the state. Additionally, a fall campaign is planned in each of the Bob's Stores to raise additional funds and to attract new athletes to Special Olympics.

We welcome Bob's Stores and its employees to the Special Olympics CAS Unified Sports™ family!

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 ★
- ★ US Marines ★
- ★ Westfield Corporation ★

Save the date!

Summer Principals' Institute *School Leadership Inside & Out* June 28 ~ June 30, 2005

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