



# BULLETIN

The Connecticut Association of Schools  
The Connecticut Interscholastic Athletic Conference



Affiliated with: National Federation of State High School Associations • National Assoc. of Secondary School Principals • National Middle School Assoc. • National Assoc. of Elementary School Principals

VOL. 82 / NO. 6

MARCH 2008

## CAS NAMES 2008 PRINCIPALS OF THE YEAR

The Connecticut Association of Schools is pleased to announce the selection of the **2008 Principals of the Year!** The winners were chosen by the CAS Awards and Recognition Committee, a selection committee consisting of active and retired principals and assistant principals. Congratulations to **Sheryl Kempain**, principal of Killingly Intermediate School, our Middle School Principal of the Year; and **Donald Macrino**, principal of Waterford High School, our High School Principal of the Year. The 2008 National Distinguished Principal, which is the equivalent of the elementary principal of the year, will be named in April.



**SHERYL KEMPAIN**  
Middle School Principal of the Year



**DONALD MACRINO**  
High School Principal of the Year

Read about Sheryl and Don on pages 8 and 6, respectively.

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## CANDIDATE • NAESP ZONE 1 DIRECTOR

Dear Colleagues and Friends:

*“As advocates for children and the principalship, we are facing challenging times. There are powerful demands for accountability for increasing achievement for all students. At the same time, the resources are diminishing. Working collaboratively through NAESP to raise the profile of school principals and to increase the levels of support for public schools are vital missions. It is imperative that we advance our work on the following goals: to increase the level of support for public schools and encourage best practices for all students, to elevate the status of the principalship, and to address the shortage of qualified school leaders. In my role as a school principal for 21 years and association leader, I have had extensive experience in planning and developing efforts that address these goals. I would be honored to help chart the future of NAESP as Zone I Director and respectfully ask for your support.”*

- Katharine “Kit” Bishop



### PROFESSIONAL AFFILIATIONS

- NAESP 1988-Present (State Rep., 1999-2005; Nominating Committee, 2004; Delegate, 1996-2007; State Leaders, 1997-2007);
- Connecticut Association of Schools, 1999-Present (Vice-President 2006-Present);
- Elementary and Middle School Principals Association of CT, 1988-1999 (President 1996-1997, various offices 1993-1999);
- ASCD (1988-2003, 2005-Present);
- CT Organization for Professional Development, 1983-1986

### GOALS:

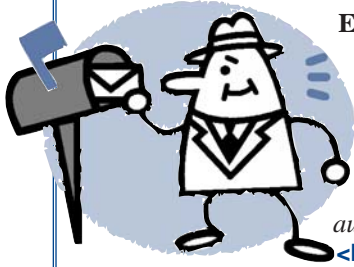
- Increase the level of support for public schools and encourage best practices for all students.
- Be an active voice for children.
- Address the shortage of qualified school leaders.

Please  
Vote!

✓ *Endorsed by the Connecticut Association of Schools*

# LEGAL MAILBAG

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



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

[<legalmailbag@casciac.org>](mailto:legalmailbag@casciac.org)

**Q. Dear Mailbag:** One of the aides at my school often shows up to work late. I have talked with her until I am blue in the face, but the behavior continues. What really galls me, however, is her attitude. She told me to chill out because she is an hourly employee. Since she is not paid for the time she does not work, she claims that I have no right to complain. Can I cut her loose?

- *Ready, Aim, Fire*

**A. Dear Ready:** Your employee is way off base. You have the right to establish the work day and require that employees show up on time, whether they are hourly or salaried. If she does not straighten out, you will have every right to terminate her employment. However, if the aide is in a union, chances are that just cause is required for termination. One of the elements of just cause is providing fair warning and progressive discipline. Before terminating her employment, you should suspend her and give a final warning.

**Q. Dear Mailbag:** As an athletic director, one of the biggest issues I face is the collection of uniforms from student/athletes at the conclusion of the season. In the past, we have withheld report cards until uniforms are returned. However, recently I heard that schools are not permitted to withhold report cards in such cases. Can the school legally withhold a report card (or transcript for that matter) if a student does not return a school-issued athletic uniform? Any advice will be appreciated.

- *Still Waiting*

**A. Dear Waiting:** Your rights in this regard depend upon how Connecticut General Statutes Section 10-221(c) should be interpreted. It provides:

(c) Boards of education may prescribe rules to impose sanctions against pupils who damage or fail to return textbooks, library materials or other educational materials. Said boards may

charge pupils for such damaged or lost textbooks, library materials or other educational materials and may withhold grades, transcripts or report cards until the pupil pays for or returns the textbook, library book or other educational material.

I think that it is fair to consider athletic equipment to be "educational materials." After all, school boards offer sports as some of the "other educational activities as in [their] judgment will best serve the interests of the school district," as provided by Connecticut General Statutes Section 10-220. Unless and until the courts rule to the contrary, you can go ahead and withhold grades, transcripts or report cards until students either return or pay for such "educational materials."

**Q. Dear Mailbag:** The counseling staff is faced with the issue of responding to follow-up questions regarding student suspension or expulsion disclosed on the Common Application used by hundreds of colleges. Are we legally required to respond to this question or is this information confidential? At a recent workshop for counselors many of the attendees stated that they had been instructed by their legal counsel not to respond. Is this correct?

- *Better Safe Than Sorry*

**A. Dear Safe:** Information concerning student discipline is confidential information that is protected by FERPA (the federal statute providing for confidentiality of student records). However, students (or their parents until the students are eighteen years of age or older) may consent to the disclosure of such personally-identifiable student information. Thus, you should carefully review any such applications that the district receives. You can provide the information if the application includes a signed consent for disclosure from the parents (or student aged eighteen or older). Otherwise, you are not at liberty to release the information unless and until the parents or majority-age student consents to the disclosure of such information. When in doubt, your staff members should check with the parents and/or student to see what they want to do.

## ct news & notes

■ In the 2005-2006 school year, a total of 481,688 K-12 students in Connecticut were transported daily to school at public expense. State funding for all public school K-12 transportation was \$60,611,538. A total of 7,030 public school buses were in operation. (Source: *School Transportation News Magazine, Buyer's Guide 2008*)

■ Brenden Gobell of Avon and Erika Sloan of Simsbury were selected as Connecticut's winners of the 2008 Prudential Spirit of the Community Awards, a nationwide program honoring young people for outstanding acts of volunteerism. The national awards program is sponsored by Prudential Financial and the National Association of Secondary School Principals. Brenden, a senior at Avon High School, and Erika, an eighth-grader at Henry James Memorial School in Simsbury, will each receive \$1,000, an engraved silver medalion and a trip in May to Washington, D.C., where they will join honorees from other states. Ten of them will be named America's top youth volunteers for 2008. Brenden has prepared and served thousands of meals to residents of a local homeless shelter over the past four years, conducted two collection drives to supply the shelter with linens and toiletries and organized a miniature golf tournament that raised more than \$1,100 for the shelter. Erika formed a youth volunteer organization that has raised close to \$10,000 for a variety of animal-welfare groups by selling animal-related merchandise. Erika launched "Kids for Paws" with her sister in 2005 after seeing news reports of stranded pets on the Gulf Coast after the devastation of Hurricane Katrina. (Source: *Hartford Courant, March 4, 2008*)

■ While Connecticut's student population is somewhat diverse, with 33.2% of students drawn from racial or ethnic minority groups, Connecticut's teaching force is quite homogeneous. White females represent approximately one-third of the state's student population but over two-thirds of the state's teaching force. Over the last decade, this disparity between the student population and teaching force has grown. During the 1996-97 school year, 66.4% of the teaching force was made up of white women. By 2005-06, that figure had grown by 2.2 percentage points to 68.6%. (Source: *CSDE's Condition of Education in CT, 2007*)



## national news & notes

■ An estimated two-thirds of all high school students admit to "serious" academic cheating, according to a national survey by Rutgers' Management Education Center in New Jersey. A startling 90 percent say they cheat on homework. Up to half of all students don't see plagiarism as wrong — when they copy a few sentences or don't give proper attribution. Half would also deem giving other students a heads-up on exam topics as "semi-innocuous." But 85 percent would see using a crib or copying an entire paper as wrong. (Source: abcnews.go.com)

■ Rep. Darlene Hooley, D-Ore., a co-founder of the Congressional Green Schools Caucus, said studies have found that students attending so-called "green schools" are healthier, with fewer incidents of asthma, colds and flu, and have improved academic performance, up to 18 percent higher. At the same time, building of green schools across the U.S. is expected to save \$30 billion in energy costs over 10 years and cut carbon dioxide emissions into the atmosphere by 33.2 million tons. Hooley said the green schools movement is growing and the number of them — now about 630 in 47 states, the District of Columbia and Puerto Rico — is expected to surge by 2010 and make up more than a quarter of all the green buildings in the nation. While green schools can be more costly initially, over a period of time they end up saving money — an average of \$100,000 a year (per school).

■ Georgia ranks 36th nationally in the percentage of obese residents, and 38th nationally for children ages 10-17. Legislation filed in the Georgia state senate last month would require every public school to measure the body-mass index (BMI) of every child in a school twice a year, report the information to parents and publish the average BMI on a state Web site. Schools that don't comply would be labeled "unhealthy." "We want parents to know what's happening as far as physical education and whether schools comply," said state Sen. Joseph Carter, R-Tifton, who proposed the legislation.

■ Education officials began doling out cell phones to 2,500 students on Wednesday as part of a closely watched experiment to try to change the way teenagers think about doing well in school. The pilot program, at three Brooklyn middle schools and four charter schools, is part of an effort by Schools Chancellor Joel I. Klein to motivate students to perform better academically — and reward them when they do. Each student is receiving a Samsung flip-phone in a package specially designed with the program's logo. The phones come loaded with 130 prepaid minutes. Good behavior, attendance, homework and test scores will be rewarded with additional minutes. Teachers and administrators will also be able to use a system to send text messages to several students at a time, to remind them, say, of upcoming tests and other school information.

■ A coalition of 13 national organizations, including the American Association of School Administrators, has released a guide to help school administrators address sensitive issues involving gay, lesbian, and bisexual students. *Just the Facts About Sexual Orientation and Youth: A Primer for Principals, Educators, and School Personnel* highlights the legal responsibilities of school officials to protect students from anti-gay harassment. The publication also includes guidelines for curriculum as well as the latest information from professional health organizations. Visit <http://www.apa.org/pi/lgbc/publications/justthefacts.pdf>

■ A recent research study by Child Trends examined how multiple dimensions of teens' sexual relationships and sexual partners may influence their contraceptive use and consistency. The study found that 59% of teens reported that they or their partners always used contraceptives in their relationships. However, 24% reported that they did not use any contraceptives at all; and 17% said that they used contraceptives inconsistently. Interestingly, the study found that contraceptive use varied depending on the number of sexual relationships in which teens were

involved. Nearly two-thirds of teenagers who had engaged in only one sexual relationship had used contraceptives all of the time, while about 50 percent of teens who had been involved in five or more sexual relationships since they had become sexually active reported using contraceptives all of the time. The report examined data from the National Longitudinal Study of Adolescent Health, a nationally representative study of adolescents. To view the report in its entirety, visit [www.childtrends.org/Files/Child\\_Trends-2008\\_02\\_20\\_FS\\_ContraceptiveUse.pdf](http://www.childtrends.org/Files/Child_Trends-2008_02_20_FS_ContraceptiveUse.pdf).

■ Despite debates in the media over whether American students are academically overburdened, 85% of parents believe their children are doing the "right amount" or "too little" homework, and three-quarters of students say they have enough time to complete their assignments, according to a survey commissioned by MetLife Inc. and released last month. A perennial parade of authors, newspaper stories, and parents have raised questions over whether the nation's schoolchildren are doing too much homework, or doing it at too young an age, and whether too much of it is busywork. In contrast, the MetLife poll uncovered widespread support for the practice among teachers, parents, and students. According to the survey, 77% of students and more than 80% of teachers and parents say homework is important or very important. Belief in the value of homework is even more prevalent, the survey found, among African-American and Hispanic parents. Members of those racial or ethnic groups were more likely than white parents, on average, to say that homework is important, that it helps students learn more in school, and that the practice will help their children reach their goals after high school.



## How Can I Improve Adolescent Literacy?

### Sixth-grade reading teachers

are invited to participate in an important new study of an interactive software program. The study, sponsored by the U.S. Department of Education, will evaluate the impact of the software on sixth graders' reading comprehension, reading vocabulary, use of reading comprehension strategies, and motivation to read. The study targets schools in Connecticut DRGs H and I that have at least two sixth-grade reading teachers in the same building.

### Benefits of Participation

- Free software (for the school to keep)
- Free online and telephone technical support
- Free professional development and follow-up coaching
- Free microphones, headphones, and paperback copies of novels

For more information contact the study's Principal Investigator, Dr. Teresa Garcia Duncan at [tduncan@air.org](mailto:tduncan@air.org) or 1-866-236-4285.



## ...more national news &amp; notes

## National School Stats: 2007-2008

### ENROLLMENT:

Public pre-K-12 schools:	49.6 million
Private elementary and secondary schools:	6.1 million
Charter schools:	887,000**
Home schools:	1.1 million***
Two-and four-year colleges (full- and part-time):	18 million

### EXPENDITURES:

National public elementary and secondary schools:	\$489.4 billion
Average per pupil:	\$9,969

### SCHOOLS & TEACHERS:

Public school teachers:	3.2 million
Public elementary and secondary schools:	97,000*
Private school teachers:	464,000
Private elementary and secondary schools:	28,000***

\* 2005-06 school year

\*\* 2004-05 school year

\*\*\*2003-04 school year

(Projections from the Institute of Education Sciences for the 2007-08 school year)

■ Never let schooling get in the way of your education, Mark Twain supposedly said. The latest advances in psychology and behavior science take this quote to a new dimension with the advent of virtual reality. Virtual characters and digital tutors are helping children and adults develop social and language skills that can be tough to learn using traditional methods. Justine Cassell of Northwestern University has found that children with autism can develop advanced social skills by interacting with a "virtual child" that they might not have been able to develop through "normal" human contact. In fact, in some aspects, digital teachers work better than humans. Virtual reality allows participants to send only small amounts of non-verbal or facial expressions to the other person, which benefits autistics who often cannot deal with the intensity of face-to-face conversations. This makes virtual learning quite beneficial as it allows speakers to create renderings of themselves that are toned down or abstract. Still, despite the efficacy of digital approaches to education, there is reluctance in society for such tools to become widespread, owing to a general discomfort with the idea that human teachers might be replaced. (PEN Weekly NewsBlast, 2/29/08)

## legal news & notes

■ California parents who don't have teaching credentials no longer can home school their children, according to a recent state appellate court ruling. "Parents do not have a constitutional right to home school their children," Justice H. Walter Croskey wrote in a Feb. 28 opinion for the 2nd District Court of Appeals. Noncompliance could lead to a criminal complaint against the parents, Croskey said. An estimated 166,000 students in California are home schooled. California has allowed home schooling if parents either file paperwork to establish themselves as small, private schools; hire a credentialed tutor; or enroll their child in an independent study program run by an established school while teaching the child at home. Until now, the state has left it up to local school districts to enforce those provisions; however, the districts have done little. The ruling stems from a case involving Phillip and Mary Long, a Los Angeles-area couple whose eight children are enrolled or have been enrolled in Sunland Christian School in suburban Sylmar and occasionally taken tests there. But the children were educated at home by their mother, Mary Long, who does not have a teaching credential. Phillip Long is vowing to appeal to the State Supreme Court. "I have sincerely held religious beliefs," he said. "Public schools conflict with that. I have to go with what my conscience requires me." (Source: AP, March 6, 2008)

■ The U.S. Court of Appeals for the Sixth Circuit has ruled that the use of video surveillance equipment in middle school boys' and girls' locker rooms violated students' Fourth Amendment right to privacy. School officials at Livingston Middle School (LMS) in Overton County, Tennessee had video surveillance equipment installed in the boys' and girls' locker rooms as part of an effort to improve security at the school. Several LMS students sued the members of the Overton County School Board, the superintendent, LMS' principal and the assistant principal, alleging violation of the students' constitutional right to privacy. A federal district court denied defendants' qualified immunity from the suit. The Sixth Circuit affirmed in part and reversed in part, finding that the school board members and the superintendent were entitled to qualified immunity because they did not authorize the locker room videotaping and were unaware of it. On the other hand, it found such immunity did not extend to the principal and assistant principal because they were involved in the decision to install and use the equipment, and viewed and retained the videotapes. However, before reaching the qualified immunity question, the court first had to determine if the installation and use of the cameras amounted to a constitutional violation. The appeals court first explained that the students' privacy claim was subject to analysis under the Fourth Amendment right to be free from unreasonable searches. It pointed out that neither the U.S. Supreme Court

nor the Sixth Circuit "has ever addressed the applicability of video surveillance to the Fourth Amendment's proscription against unreasonable searches." Applying Supreme Court precedent in *Vernonia Sch. Dist. 47J v. Acton* (1995) and *New Jersey v. T.L.O.* (1985), the appeals courts found "the ultimate measure of the constitutionality of such searches is one of reasonableness." It concluded that the purpose of setting up video surveillance was appropriate and not subject to judicial veto but that the scope and manner in which the video surveillance was conducted was subject to Fourth Amendment limitations. While acknowledging that students had a lower expectation of privacy in the school environment, the appeals court concluded it was "satisfied that students using the locker rooms could reasonably expect that no one, especially the school administrators, would videotape them, without their knowledge, in various states of undress while they changed their clothes for an athletic activity." It found that the scope of the secret surveillance constituted a significant intrusion on students' reasonable expectation of privacy, an expectation that trumped school officials' security concerns, especially in light of the fact that "there [was] no history of any threat to security in the locker rooms." (Source: NSBA Legal Clips, February 21, 2008)

### CAS OFFICERS: 2007-2008

President: Michael Rafferty, Old Saybrook M.S.  
 President-Elect: V. Everett Lyons, Bristol Eastern H.S.  
 Vice President (H): Donald Macrino, Waterford H.S.  
 Vice President (M): David Russell, John Winthrop M.S.  
 Vice President (E): Kit Bishop, Daisy Ingraham School  
 Treasurer: Janet Garagliano, Jonathan Law H.S.

### 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  
 Robert Lehr.....CIAC Executive Staff  
 E. Patricia Llodra.....Asst. Executive Director  
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### THE BULLETIN

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



## GOVERNOR RELL: TEACHERS WANTED FOR POPULAR ONLINE HIGH SCHOOL COURSES

Governor M. Jodi Rell is recruiting teachers for the CT Virtual Learning Center, a statewide program that allows high school students to take online courses.

"We are signing up new schools every day and our biggest priority right now is recruiting teachers to teach the courses," Governor Rell said. "We are specifically looking for teachers certified in the areas of Earth Science, Health, U.S. History, Civics, English, Math, Chinese and Forensic Science. About 300 students have signed up so far, and our rolling enrollment ends on February 25. Interested teachers can visit [www.ctvirtuallearning.org](http://www.ctvirtuallearning.org) to fill out an online application."

Dozens of Connecticut high schools from more than fifty districts have asked to participate in the program.

"We want to use online courses to increase access to high quality content so that every student in Connecticut will have access to the courses they need when they need them," said Governor Rell. "In preparing our young people for the 21st century workforce, it is necessary that we employ these same powerful tools to improve access, equity and employment readiness."

Funded by the General Assembly within the 2008 budget, this pilot project is available at no cost to school districts. Students will remain enrolled in their current schools, but will have the option to take online courses that meets their academic needs. (See <http://www.ctvirtuallearning.com> for listing of available courses).

"The state has created a high speed optical computer network, called the Connecticut Education Network that connects all the school districts in the state," said Governor Rell. "The Connecticut Virtual Learning Center will be using this state resource in the delivery of its online content."

The primary focus for the program is twofold:

1. Courses for students at risk of falling behind or failing will be offered in Algebra, Geometry, English, Civics or Health. Students can avoid summer school and recover credit by taking these online courses during the school year.
2. Interesting electives that may not be available at many schools, such as Mandarin Chinese, Biotechnology and International Business.

The curriculum for these dynamic, fully interactive online courses have been approved by the State Department of Education's Bureau of Curriculum and Instruction and will be taught by CT certified teachers.

"Online learning is an option for students that need the flexibility to learn at their own pace," Governor Rell said. "The online experience is relevant and transferable to future opportunities."

The CT Virtual Learning Center is being run by the Connecticut Distance Learning Consortium (CTDLC). Please contact Gretchen Hayden, Project Manager, with any questions about the CT Virtual Learning Center - [ghayden@ctdlc.org](mailto:ghayden@ctdlc.org) / (860)-832-3891.

## In the hopper . . .

The following are just a few of the education-related bills currently under consideration by the Connecticut legislature. Please visit the CAS website at <http://www.casciac.org/legalerts.shtml> for a complete list of pending legislation.

### SB00613 AN ACT CONCERNING A UNIFORM START DATE FOR SCHOOLS

This bill would require all school districts to begin each new school year the Wednesday after the first Monday in September (Labor Day).

### HB05591 AN ACT CONCERNING HEALTHY TEENS

This bill would appropriate \$1 million to the State Department of Education to establish a competitive grant for local and regional boards of education to fund health education for teenagers. This bill has been somewhat controversial because it could pave the way for "comprehensive sex education" covering not only reproduction and puberty but sexually transmitted diseases and pregnancy prevention through abstinence or contraception.

### HB05500 AN ACT CONCERNING ENFORCEMENT OF BULLYING POLICIES AND ESTABLISHMENT OF A SAFE LEARNING ENVIRONMENT FOR CHILDREN AND YOUTH

This bill is designed to examine the effectiveness of school responses to bullying and to develop prevention strategies against cyberbullying and bullying in school.

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### Donald Macrino, *continued from page 1*

Donald Macrino, principal of Waterford High School (WHS) and long-time resident of New London, has been named the 2008 CAS High School Principal of the Year. A 35-year veteran educator, Macrino was nominated for the award by his superintendent, Dr. Randall H. Collins, who describes Macrino as a "loyal, hard-working, intelligent leader who has always given the 'extra' that makes the difference."

Upon notification of his award, Macrino remarked, "I am deeply honored to receive this award, and I share it with my family, my colleagues in Waterford, and the Connecticut Association of Schools, all of whom have made it possible."

Macrino earned his bachelor of arts degree from Eastern Connecticut State College and began his career in education as an English teacher at New London High School. After serving the New London Schools for twenty years – first as a teacher, then dean of students, and later director of the alternative school - he relocated to Waterford to assume the position of assistant principal of Clark Lane Middle School. After three years at Clark Lane, he was appointed principal of Waterford High School, the position he now holds.

Since his arrival at WHS in 1997, Macrino has worked diligently to expand the school's academic and extra-curricular offerings, to enhance the social and cultural climate of the school, and to build a positive, supportive relationship between the school and the greater community. Under his leadership, WHS has established a successful advisory program which has helped to foster healthy, affirming connections between staff and students; developed a number of innovative and diverse course options, including a new Hospitality Academy; and expanded the Service Through Learning program to promote citizenship and community service. Says Collins, "Don has worked tirelessly to create a school environment where his students are safe and can grow personally and academically and become good citizens."

Dennis Curran, former principal of Clark Lane Middle School in Waterford, praises Macrino for his ability to build a cohesive learning community with a sense of family, where students and teachers know one another well and feel safe and supported. "Perhaps the best thing Don has done in his ten years at Waterford High School is to create a positive culture in the school," says Curran. "Don has always made it a priority to know his staff and students personally." Adds mathematics teacher Patricia Jordan, "As a father figure, Don works to make us safe and encourages us all to be the best that we can be."

Respected by his staff for what Jordan calls his "diplomacy, strength of character and caring spirit," Macrino is supportive, open-minded, and responsive, as ever ready to learn and listen as to guide and instruct. His warm personality and sense of humor combined with a seriousness of purpose and a strong professional focus inspire and energize all those with whom he works. As Curran notes, "Don brings an energy to his job that is contagious. In spite of the many difficult challenges he faces as a school principal, he enjoys walking through the doors every day and he faces those challenges head on."

Despite the myriad demands of the principalship, Macrino has given generously of his time and considerable talents to numerous educational associations, including CAS, the New England Association of Schools and Colleges (NEASC), and the National Association of Secondary School Principals (NASSP).

## No college degree required

What do Microsoft founder Bill Gates, Oracle CEO' Larry Ellison and entertainment mogul David Geffen have in common? Huge bank accounts and no student loans. These industry leaders are some of the most successful people in business, and none of them has a college degree.

The belief that you need a college education to have a well-paying and rewarding job is quickly fading. A four year degree definitely has its benefits in the business world, but it's not the only path to a successful career. In fact, according to the U.S. Bureau of Labor Statistics, eight of the 10 fastest-growing occupations through 2014 don't require a bachelor's degree. And these jobs, which include health technology, plumbing, firefighting and automotive repair, are less vulnerable to outsourcing. After all, if a fire breaks out, you need the fire department to be a few blocks away, not halfway around the world.

While the educational requirements for many good jobs have risen, many occupations still don't require a four-year degree. Several of these positions require vocational training or an associate degree. All of them require some on-the-job training or an apprenticeship.

Here are 25 of the top-paying jobs that don't require a four-year degree and their average salaries, based on data from the BLS and CBSalary.com

1. Air traffic controller: \$102,030
2. Funeral director: \$79,517
3. Operations manager: \$77,839
4. Industrial production manager: \$73,000
5. Transportation manager: \$72,662
6. Storage/distribution manager: \$69,898
7. Computer technical support specialist: \$67,689
8. Gaming manager: \$64,880
9. First-line supervisor/manger of police and detective: \$64,430
10. Nuclear power reactor operator: \$64,090
11. Computer specialist: \$59,480
12. First-line, non-retail supervisors/manager: \$59,300
13. Nuclear technician: \$59,200
14. First-line supervisor/manager of fire fighting and prevention worker: \$58,920
15. Real estate broker: \$58,720
16. Elevator installer and repairer: \$58,710
17. Sales representative, wholesale and manufacturing, technical and scientific products: \$58,580
18. Dental hygienist \$59,790
19. Radiation therapist: \$57,700
20. Nuclear medicine technologist: \$56,450
21. Power plant distributor and dispatcher: \$57,330
22. Fashion designer: \$55,840
23. Ship engineer: \$54,950
24. Detective and criminal investigator: \$53,990
25. Commercial pilot: \$53,870

## middle school news

### MIDDLE LEVEL SYMPOSIUM EXAMINES SECONDARY REFORM

By: Earle G. Bidwell, Assistant Executive Director

On February 12th and 13th, middle level school leaders and state policy makers from the six New England states gathered in Hampton Beach, New Hampshire for the Third Annual New England Middle Level Symposium. Sponsored by the New England League of Middle Schools in collaboration with the National Middle School Association, the event was designed to discover ways that effective middle level education can be supported by policy that informs and influences local district decisions. In addition, the symposium was intended to help identify priority areas in each state and to study and recommend actions to positively influence the education of young adolescents.

Connecticut's delegation was headed by Commissioner Mark McQuillan and included Curriculum and Instruction Bureau Chief Barbara Westwater and K-8 Math Consultant Charlene Tate Nichols. CAS representatives included President Michael Rafferty, Middle Level Board Chair Joseph Scheideler, principals Sally Biggs from Hartford Magnet Middle School and Donna Schilke from Smith Middle School in Glastonbury. Assistant Executive Director, Earle Bidwell represented the CAS staff.

The keynote for the first day was a presentation by Executive Director Betty Edwards from NMSA on national policy perspectives and initiative. Ms. Edwards shared some sobering statistics regarding the growing challenge in American education. She stated that less than half the nation's graduates reach the college benchmarks for reading proficiency, that 6,000 students drop out of high school every school day and the national high school graduation rate is only 70%. Far from just a high school problem, eighth grade reading level is the strongest predictor of whether students will eventually graduate from high school. Furthermore, new studies indicate that future dropouts can be predicted as early as sixth grade. Of sixth graders missing 36 days or more days of school, only 17% eventually graduate. Of those failing a math or English course, only 18% graduate. Of those receiving poor final behavior grades, only 20% graduate. Of those with more than one of the above, only 10% graduate on time, and 20% a year later. With such early predictors, it is incumbent on middle level educators and policy makers to develop and implement significant interventions for at-risk students in sixth, seventh and eighth grades to prevent high school failure.

Given the indicators, it is disheartening to learn that little attention is being paid to the middle level in federal policy. *No Child Left Behind* (NCLB) provides no provisions for intense interventions for individuals or school reform to turn around low performing schools. Furthermore, while 65% of federal assessments and mandates are directed towards middle level education, only 10% of federal education funding is directed towards this level.

While there is cause for concern and an imperative for action, there is also reason for optimism as there are many American middle schools that have strong instructional programs, engage students in meaningful learning, are staffed by highly trained teachers, and use data to inform instruction. The evidence is there

that schools that fully implement the recommendations of NMSA's *This We Believe*, the Carnegie Corporation's *Turning Points 2000* or NASSP's *Breaking Ranks in the Middle* are successful.

Against this background, state teams examined the structures and practices that affect the learning of young adolescents in New England. Some common threads were summarized by NELMS Executive Director Bob Spear. He stated that..."if we focus on the developmental needs of students, instruction, curriculum and assessment become powerful and that the characteristics of young adolescents dictate the effective creation of the conditions for learning."

The Connecticut delegation spent much of its time focusing on the commonalities found in "Success in the Middle: A Policymaker's Guide to Achieving Quality Middle Level Education" published by NMSA and "The Case for Secondary School Reform in Connecticut," a broad outline of recommendations adopted by the state board of education designed to improve the secondary school experience for students and raise standards of performance.

The symposium was a critical next step in involving the middle level in this important endeavor. It is clear that success in middle school is crucial to success in high school and beyond. The CAS middle level leadership looks forward to continuing its relationship with policymakers in identifying the building blocks to reform in the middle grades that will lead to higher achievement for young adolescents and at the next level.



From Left: Charlene Tate Nichols, Betty Edwards, Earle Bidwell, Barbara Westwater, Mark McQuillan, Bob Spear, Mike Rafferty, Donna Schilke, Joseph Scheideler (missing from picture is Sally Biggs)



## ... more middle school news

### Sheryl Kempain, *continued from page 1*

Sheryl Kempain, principal of Killingly Intermediate School (KIS), has been named the 2008 CAS Middle School Principal of the Year. She was nominated by her assistant principal, Steve Tagen, and selected by her fellow administrators through a statewide search process conducted by the Connecticut Association of Schools. Described by Tagen as "intelligent, purposeful, and principled," Kempain has distinguished herself as a courageous and innovative leader and a passionate advocate of the middle school philosophy.

A graduate of Eastern Connecticut State University, Kempain began her career in education in 1985 as a math teacher at Plainfield High School. A loyal Killingly resident with a vested interest in her town, she was eager to serve the Killingly Public Schools, joining the staff at Killingly Junior High School in 1988. In 1995, she was appointed math consultant for the district and served in this role for six years before being named principal of Plainfield Memorial School. In 2002, she assumed her current position as principal of KIS.

Upon learning of her award, Kempain remarked, "This honor is about our staff and how hard everyone works to teach the children. It is about research and how children learn best, then, going forth to make it happen - with whatever it takes. We take the "team" approach. I may be the captain of the ship, but without the crew paddling in the same direction, together, we wouldn't get far."

Upon assuming the principalship of KIS in 2002, Kempain brought integrity, enthusiasm and innovation to engage the school and community in a united effort to build a high achieving school. She worked alongside the faculty, staff, parents and students to expand and improve the school's educational programs, to create a culture of mutual respect and caring, to strengthen the bond between the school and its community; and to create a professional climate focused on student achievement and educational excellence. Assistant Superintendent Bradford Thompson says, "Since taking over the helm of Killingly Intermediate School in the summer of 2002, Ms. Kempain has demonstrated tremendous poise, perseverance and determination in effecting a commitment to continuous improvement toward high academic standards."

In her six years as principal of KIS, Kempain has been the driving force behind a number of successful initiatives. She secured grants which have allowed her staff to participate in vital professional development programs both locally and nationally; she designed and obtained funding for an After School Intervention Program which provides support for struggling students; she established an Advisory Council to empower staff to share in the governance of the school; she created a monthly principal's newsletter to keep parents abreast of all school-related activities; and she established numerous recognition programs to celebrate the accomplishments of her students and staff.

Kempain 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. Her colleague, Daniel Costello, principal of Killingly High School, praises Kempain for her cutting-edge knowledge of curriculum and pedagogy. "Sheryl demonstrates time and again her intelligence as well as her familiarity with best practices and current research."

Kempain is respected by her staff as an indefatigable leader who is relentless in her pursuit of excellence for all students. Says Thompson, "Ms. Kempain has shown inner strength, conviction and determination as she sees to it that every child has optimal opportunities to succeed."

## elementary school news

### SENATE RAISES BILL TO COORDINATE SERVICES FOR CHILDREN FROM BIRTH TO AGE FIVE

The state senate has introduced SB 00303 which proposes to "create a master contract between the Departments of Social Services, Education, Public Health, Children and Families and the Children's Trust Fund to improve child outcomes by integrating services for children and families from birth to age five." Some of the specifics of the bill are as follows:

1. That the master contract shall seek to achieve the following outcomes: (1) decrease the incidences of low birth weight; (2) increase prenatal care; (3) increase breastfeeding; (4) increase well-child visits; (5) increase early detection and prevention screening and assessment; (6) decrease the incidences of child abuse; (7) decrease the incidences of teen pregnancy; (8) increase educational attainment of parents; (9) increase quality infant, toddler and child care capacity; and (10) increase reporting mechanisms and the sharing of information across agencies.

2. That the following services shall be coordinated into a single system under the master contract to achieve the intended outcomes: (1) System prenatal care; (2) home visitation services; (3) nutrition; (4) lactation counseling; (5) early screening and intervention services; (6) education and literacy services; (7) family safety net services to meet basic needs; and (8) other services deemed necessary to promote the health and well-being of the mother, father and child.

To view the bill in its entirety, visit [www.cga.ct.gov/2008/TOB/S/2008SB-00303-R00-SB.htm](http://www.cga.ct.gov/2008/TOB/S/2008SB-00303-R00-SB.htm).

### Elementary Schools in CT

Total number of elementary schools.....	663
Charter elementary schools.....	6
Full-time magnet elementary schools.....	20

☞ While the overall quality of Connecticut's teaching force remains high, the state has seen a slight reduction in the level of experience of the teaching force. The decrease is more pronounced for elementary teachers. Since the 2001-02 school year, the average number of years of experience for elementary teachers in Connecticut public schools has dropped from 13.7 to 12.8 years.

☞ The percentage of Connecticut elementary teachers with master's degrees or higher has increased from 74.0 percent in 2001-02 to 76.8 percent in 2005-06.

☞ During the 2005-06 school year, Connecticut's public elementary schools devoted, on average, 500 hours (or roughly two hours and 45 minutes per day) to English language arts instruction in Grade 2. While the 500 hours devoted to English language arts instruction is greater than any other subject taught at Grade 2, this is 10 hours less than schools devoted to English language arts instruction in 1996-97.

(Source: CSDE's *Condition of Education in CT, 2007*)



## ciac news

525 South Main Street  
Cheshire, CT 06410  
December 3, 2007

Executive Director Michael H. Savage  
The Connecticut Association of Schools  
The Connecticut Interscholastic Athletic Conference  
30 Realty Drive  
Cheshire, CT 06410

Dear Michael H. Savage,

Hi, my name is Katie Visentin and I am currently a senior attending Cheshire High School. I am actively involved in sports, whether it's competing in track and field, being the manager of the girls cross country team, or being an avid supporter of all our sports teams. I believe that it is very important for all athletes to take care of their bodies. But while getting better at their sport is important, using illegal substances such as steroids to get where they want to be is not the answer. Not only is it wrong but it can hurt their bodies in ways we don't even know about yet. In recent years there have been many high profile role model athletes in professional sports that have been accused of and prosecuted for using illegal substances to enhance their performance. What kind of example is that setting for our youth? What this is saying is that it's okay to use illegal substances to enhance performance as long as you don't get caught. I feel that it is necessary for all high schools to require mandatory random drug testing for all its athletes at least once during each season that they participate in a sport.

Steroid use at the high school level has grown tremendously since 1991. The last national survey taken among high school students about the use of steroids was in 2004. It reported that "3.2 percent of high school seniors admitted to using steroids at least once" (MSNBC). This was a 67 percent increase in steroid use since 1991 and a 17 percent increase since 1999. The growth of steroid use among high school athletes is only going to continue to grow until action is taken towards preventing it. I recently asked one of my friends attending another high school in Connecticut if he knew of anyone taking steroids and he said "everyone does it here, it's crazy." Although he did say that they do have a random drug testing budget, it's clearly not working because these kids are not being caught. As long as we continue to not supply drug testing to high schools, "the number of kids taking the drugs will continue to rise because the upside of cheating - especially when they can't get caught - is incredible" (MSNBC).

Barry Bonds, Mark McGuire, Jason Giambi and Marion Jones (in recent news) are all high profile role model athletes in professional sports who have been accused of using a form of steroids to give them the edge on their competition. What kind of example is this setting for our younger generations who idolize these athletes and call them their heroes? It's setting an example that's saying that it's okay to cheat as long as you don't get caught. As a track athlete myself, Marion Jones was an idol for not only me but the entire track world itself. Whether you were a runner, thrower, or jumper, she was Superwoman. She seemed to have it all, the hard work ethic, and the stream of success and of course the five medals she won at the 2000 Sydney Olympics. Every track athlete on the face of the earth wished that she could some day be as successful as she was. Even I, being a thrower, hoped that some day I could be as great as she was in what I do. But the day she admitted to using steroids to enhance her performance, I lost all respect for her. Everything she had done up until then was a fake and not only did she ruin her image and become less of a hero to many, she also helped to tarnish the American sports world.

I am writing to you today to let you know that this is an ongoing problem in American sports and something needs to be done about it. We need to figure out a way to keep sports fair. I believe that the only way we are going to accomplish this is by getting rid of all temptations to use performance-enhancing drugs in high school athletes. If we want to protect the future of our sports programs and make sports more honest and fair something must be done about the number of athletes using steroids to get ahead of the game. I would like to thank you for taking time to listen to what I have to say and hopefully we can come up with a solution to this matter very soon.

Sincerely,

Katie Visentin

## Bob Kanaby Addresses Legislative Subcommittee Regarding Performance-enhancing Drugs

INDIANAPOLIS, IN - Bob Kanaby, executive director of the National Federation of State High School Associations (NFHS), speaking before a U.S. House of Representatives subcommittee on February 27, said that steroid use not only threatens the integrity of sport, but even more disturbing are the health risks to young adults.

Kanaby was among the leaders of all high school, Olympic, college and professional sports organizations who spoke at the hearing entitled "Drugs in Sports: Compromising the Health of Athletes and Undermining the Integrity of Competition." The hearing was called by a subcommittee of the House Committee on Commerce, Trade and Consumer Protection to explore findings of performance-enhancing drug use among athletes at all levels of competition.

Following are excerpts from Kanaby's testimony before the U.S. House subcommittee.

"According to studies, more than one million young people in the United States have used steroids at least once in their lifetime. Other studies indicate over one-third of high school steroid users do not participate in interscholastic sports. The most recent data released by the National Institute on Drug Abuse in December 2007 reveals a steady decrease in the use of steroids by eighth, 10th and 12th graders since 2004.

"This statistical improvement is hopefully one indication of a growing awareness among student-athletes of the dangerous consequences of steroid use.

"State athletic associations are sovereign entities; they are not subject to the control of the NFHS, and they make their own decisions about steroid testing. In January 2008, the Texas University Interscholastic League announced a two-year program with the National Center for Drug Free Sport, which also conducts testing for the NCAA and two other state associations. Prompted by a \$3 million/year appropriation from the state legislature, the random tests are projected to affect between 40,000 to 50,000 student-athletes by the conclusion of the 2009-10 school year.

"Two other state athletic associations, Florida and New Jersey, have already established testing programs, and both entities also utilize the services of the aforementioned National Center for Drug Free Sport. New Jersey pioneered the testing of high school athletes in 2006-07, targeting five percent of its

*continued on page 12*

## COACHES' CORNER

### *News from the National Federation of State High School Associations*



■ **Gymnastics Rules Changes:** The National Federation of State High School Associations' (NFHS) Gymnastics Rules Committee has adopted 52 rules changes, which will be effective with the 2008-09 school year. Among those changes were:

- Added definition of "angle of lowest body part" to Rule 1.
- Replaced the leap and jump charts in Rules 8-4-4 and 9-4-1 with charts that are easier to use.
- Removed skills that are no longer performed due to changes in equipment, including: Cast Wrap, Eagle Wrap, Pop 1/1 and Double Leg Overshoot.
- Added Hand Placement Mat, Bonus High Superior and Direction Change to list of definitions in Rule 1.
- Increased the number of choices to fulfill the requirement of having eight skills in a routine.
- Adjusted the angle for a handstand to 20 degrees.

■ **Volleyball Rules Changes:** Several rules revisions were adopted by the National Federation (NFHS) Volleyball Rules Committee. A change in Rule 1-6-2 will allow a team to have more than one captain at the pre-match conference. Previously this conference was conducted with only the head coach and one captain from each team. In an effort to reflect current terminology, all references to referee and umpire in the NFHS Volleyball Rules Book will be changed to first referee and second referee, respectively. In a similar type of "name" change, the position of "assistant scorer" will now be referred to as "libero tracker," since the duty of this individual is to track libero replacements and substitutions.

■ **Spirit Rules Changes:** Five revisions related to flyers and transitional stunts were among the changes approved by the National Federation (NFHS) Spirit Rules Committee. The committee recognized the increasing number of loss-of-contact transitional stunts, and revised rules requiring flyers to "maintain hand-to-hand/arm contact with at least one bracer during the entire loss of contact with her bases." This increases the stability of the transitions, which helps minimize the risk to the

flyer. An exception was added to Rule 3-1-6 to allow "Pedini-style dance shoes or others with heels of sufficient height to raise the bottom of the foot off the floor" to prevent injury and disease.

■ **Football Rules Changes:** The National Federation (NFHS) Football Rules Committee approved 17 revisions in high school football rules for the 2008 season. Among them were four changes in rules regarding penalty options for teams that are fouled on scoring plays. In other rules changes, the committee removed the option of carrying over unused second-half time-outs into overtime. The NFHS-recommended overtime procedure continues to provide for one time-out per overtime period with the revisions stipulating that unused time-outs do not carry over to subsequent overtime periods. Six changes were approved by the committee in Rule 1 - The Game, Field, Players and Equipment. References to hip pads, knee pads and thigh guards in Rule 1-5-1 will now state that these required pieces of equipment must not be altered from the manufacturer's original design or production. Also, shinguards, if worn, must meet specifications of the National Operating Committee on Standards for Athletic Equipment (NOCSAE).

■ **Field Hockey Rules Changes:** Effective in 2011, the home team must wear a single solid white uniform top, and the visiting team must wear a single solid black or dark-colored uniform top. According to the committee, it has become increasingly difficult for officials to differentiate between home and visiting teams because of the similarity of uniforms. Revisions were also made to the uniform design, including the position of the team name, decorative accents and side inserts. The committee chose to delay implementation until 2011 to give schools and manufacturers adequate time to update the uniforms. Other rules changes include:

- Rule 1-7-3d was amended to allow the goalkeeper to move the ball away from her body with a stick, protective equipment or any part of her body while on the ground. The change

helps reduce the risk of injury by eliminating the opportunity for attackers to drive the ball into the goalkeeper's body.

- Rule 1-4-3 clarifies that the winner of the pregame coin toss has the choice of the center pass or which goal to attack in the first half. The team that does not win shall have the remaining choice. Both possession and direction will then change at the beginning of the second half.

- Rule 1-6-4 adds that, effective January 1, 2009, a player's stick shall not exceed a bow of 25 mm, which must be visible and permanently labeled on the stick. It shall also not weigh more than 23 ounces and must pass through a two-inch ring.

- Rule 6-1-3 notes that any goal scored when an ineligible player is on the field shall not count, and play will restart with a free hit at the center of the field.

■ **Soccer Rules Changes:** The National Federation (NFHS) Soccer Rules Committee has adopted three rules revisions. Effective with the 2008-09 high school soccer season, players will be penalized (yellow card) for subsequent violations of illegal equipment rules. The first caution (yellow card) for an illegally equipped player is issued to the coach, a rule that was implemented last year. Beginning next season, all subsequent cautions for illegally equipped players will be issued directly to the player and not to the coach. The coach is held responsible for ensuring that each of his or her players is properly and legally (new this year) equipped. Also beginning with the 2008-09 high school soccer season, shinguards must meet the NOCSAE standard. This risk-minimization rule was passed two years ago for implementation in 2007-08; however, the start-up was delayed one year to allow manufacturers another year to supply these types of shinguards to local equipment suppliers.

**For more information on these and other sports rules changes, visit [www.nfhs.org/sports.aspx](http://www.nfhs.org/sports.aspx) and click on the appropriate sport.**

■ Currently before the 2008 General Assembly is **HB05812**, An Act Concerning the Availability of Automatic Defibrillators for Public Use. The proposed bill is designed to "improve the health and safety of those in the state by expanding access to automatic external defibrillators throughout the state." The bill calls for the appropriation of \$250,000 to the Department of Public Health for the purpose of providing grants to municipalities to subsidize the purchase of automatic external defibrillators for public use in buildings and schools under the jurisdiction of the municipality or its board of education. To view HB05812 in its entirety, visit <http://www.cga.ct.gov/2008/TOB/H/2008HB-05812-R00-HB.htm>.

■ In Massachusetts, legislators have introduced a bill that would provide schools and sports leagues across the state with free sportsmanship materials. It would also create a pilot program to help children develop "self-control in an effort to reduce violence, bullying, and other destructive choices" by teaching them how to visualize scenarios they're likely to encounter during a game and how to respond. Grayson Kimball, education director of Getpsyschedsports.com and one of the bill's backers, said he used the method during workshops with athletes and coaches in a Connecticut high school, and the school promptly won the best sportsmanship award in the league.



## . . . more ciac news

## Unified® Sports News

■ **MasterCard Joins as Corporate Partner for 2008:** We are pleased to announce that MasterCard has made a commitment of \$25,000 to support the new CAS Young Athlete Program. We welcome them to our family and look forward to their support for Special Olympics Unified Sports programs with these 3 and 4 year olds! MasterCard has 500 employees living in the Fairfield County area. We are planning opportunities for employee involvement with both CAS and SOCT programs in that county. Active Young Athlete programs are running in Glastonbury, Farmington, Southington, Rocky Hill and New Haven schools. We look forward to more schools joining us in the near future. A demonstration of the Young Athlete Program is currently being planned for June 3 at Nayaug Elementary School in Glastonbury. Time to be determined in the near future. Hatton School in Southington is also planning an "Olympic Day" in the Spring to showcase the progress of the youngsters. Schools or local programs that are interested in getting their pre-K students involved should contact Beth Rasmussen at (203)250-1111 or [brasmussen@casciac.org](mailto:brasmussen@casciac.org).

■ **Unified Sports® has an enthusiastic fan:** Unified Sports® Director Ann Malafronte received this unsolicited e-mail last month.

On 7 Feb 2008 17:58:13 -0600, Ron Kokofsky wrote:

>Hi:

>The other night, I had the privilege to drive the Berlin Unified team to Farmington for their game. It was a real pleasure to have them on my bus and watch the expressions on their faces as we pulled into the parking lot. They were ready to play and couldn't wait to get off my bus.

>Inside, they waited and watch 2 great teams battle it out until half time. Then they and the Farmington players took the court for a quick warm-up and then they played their short game. To watch their faces when they scored, stole the ball from their opponent or dribbled down the court--no money in this world could match this. The people in the gym were going wild, me included, cheering on these great athletes and what they accomplished.

>In a very short, I mean short time, their game was over. I know the other teams need to get their game done at a reasonable hour, but it would be great if you could give these Unified players another 5 minutes. >They and their coaches put their hearts and souls into this.

>I know I'm only a fan and bus driver, but I have watched several games and can't tell you how much I enjoyed them.

>Thank you for your time in reading this.  
>Ron Kokofsky, Berlin NBT, Bus #625

## DOVE® AND COURTNEY MACAVINTA TO PRESENT SELF-ESTEEM WEEK

*Teachers, coaches, nurses, ADs: Register for a special educators' workshop today!*

To empower girls to "get real," the Dove Self-Esteem Fund, in cooperation with the CAS-CIAC, will present a series of assemblies and workshops to teen girls, parents, mentors and educators throughout the state from April 28 to May 2, 2008.

The week-long events will be presented by Courtney Macavinta, co-author of the best-selling book for teen girls, *RESPECT: A Girl's Guide to Getting Respect and Dealing When Your Line Is Crossed*. Courtney is an award-winning journalist, author, speaker and teen coach, who has been featured on CNN, ABC, Fox, National Public Radio, and in USA Today, CosmoGIRL!, Teen People, Teen Vogue, and numerous other media. A devoted girl advocate, Courtney's work is focused on inspiring young women to build self-respect, sisterhood and social change in their lives. She also currently works with national girls' organization including Girls For A Change, Girls Inc. and Girl Scouts of the USA. To learn more about Courtney, go to: [www.respectrx.com](http://www.respectrx.com).

During Self-Esteem Week, Courtney will visit middle schools and high schools to discuss with girls the top three "unREAL(ities)"--from peer pressure to media and perfectionism--that hold them back from being real. Next they'll learn steps they can take to boost their self-esteem and body image. Finally, girls will learn how to create social change by being REAL role models for each other.

A special presentation for adults will be offered as well. "Be a REAL Beauty Mentor," designed for parents and girl advocates, offers strategies for boosting one's body image and self-esteem in order to become more effective role models for girls. Attendees will receive Dove Self-Esteem Fund resources and tools.

If you would like Courtney to visit your school for a one hour assembly for eighth grade or ninth grade girls, please contact Bob Lehr at the CIAC (203-250-1111, ext. 3935). There is no cost for the assembly.



**Courtney Macavinta**

### Building Your and Girls' Self-Esteem

Teachers, coaches, nurses, ADs -- don't miss this opportunity to learn more about the self-esteem issues facing today's youth and to develop the tools to help them cope. For those who attended last year, Courtney will be sharing an entirely new presentation with more tools and resources to empower you to empower girls.

**Thursday, May 1  
10 a.m. to 2:00 p.m.  
CIAC Offices**

There is no cost for this program. To register for the workshop, visit [www.casciac.org/register](http://www.casciac.org/register).

For more information about Dove and the Campaign for Real Beauty including self-esteem activities and resources please visit [www.campaign-forrealbeauty.com](http://www.campaign-forrealbeauty.com).



## . . . more ciac news

### **Kanaby, continued from page 9**

state championship competitors. Although only one of 500 participants tested produced a positive sample, the association has praised the deterrent effects of the program. Florida's policy is 'random' at the individual level, but targets athletes in the sports of football, baseball and weightlifting.

"The Illinois High School Association is the most recent state to adopt steroid testing procedures. In January, its board of directors approved a plan effective for the 2008-09 academic year, and similar to New Jersey, testing will be conducted on participants in state finals competitions. A number of other state associations address steroid use without a comprehensive testing plan. For example, Connecticut adopted a regulation that denies athletic eligibility to student-athletes if their respective local school districts discover steroid use. Many other associations, such as the Iowa High School Athletic Association and Massachusetts Interscholastic Athletic Association, distribute educational resources through their Web sites for parents, coaches and students, and many of these materials are provided by the NFHS.

"As previously mentioned, the NFHS has no authority to demand that state associations implement steroid testing policies. Absent a federally mandated and funded program or some other plan, economic pressures will keep many states from adopting testing programs. The consequences of "false positives" are so severe that only the highest quality testing programs are acceptable. Such programs are very expensive.

"For the aforementioned reasons and as educators, we urge that any help from Congress should be focused on a twofold strategy. The first would be to support the deterrent

that random testing provides. The second, and very critical companion, is a strong educational outreach designed to support the deterrent with accurate and effective educational initiatives.

"There is much to do on a proactive basis. We can assist with both initiatives and stand ready to cooperate as best we can - with Congress, the professional sports represented here today. Thank you for inviting me."

Other sports leaders who addressed the U.S. House subcommittee were Bud Selig, commissioner of Major League Baseball; David Stern, commissioner of the National Basketball Association; Roger Goodell, commissioner of the National Football League; Gary Bettman, commissioner of the National Hockey League; Jim Scherr, chief executive officer of the U.S. Olympic Committee; Donald Fehr, head of the Major League Baseball players union; Paul Kelly, leader of the hockey players association; Gene Upshaw, head of the football players union; Billy Hunter, head of the basketball players association; Myles Brand, president of the NCAA; Travis Tygart of the U.S. Anti-Doping Agency; and Alexander Waldrop, chief executive officer of the National Thoroughbred Racing Association.

The panel is considering introducing legislation that would force anti-doping measures on all sports in the United States.

"It's going to take us a few months to come up with a bipartisan piece of legislation," said Rep. Bobby Rush (D-Illinois), the chairman of the subcommittee. "The contours of the legislation have not been in any way shaped at this time. Not even in a broad sense. The goal is to ultimately have a national standard, as it relates to HGH and also anabolic steroids."



## INVESTORS IN CT YOUTH



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- ★ eEsports ★
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- ★ U.S. Marine Corp ★
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- ★ Westfield Corporation ★
- ★ Wilson Sporting Goods ★

The Connecticut Association of Schools  
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Cheshire, CT 06410

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