



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. 83 / NO. 6

MARCH 2009

A Principal's Perspective

By John Dodig, Principal
Staples High School, Westport

“I was at a dinner recently with about 50 students taking Mandarin, our two resident visiting Chinese teachers, our Mandarin teacher, and some other supportive adults to celebrate the Chinese New Year. During dinner, the topic of conversation among some adults was, of course, what is happening to our economy. We all agreed that we'd love to see Bernie Madoff and a few others paraded in public dressed in orange jump suits and handcuffs. It seems that this conversation erupts spontaneously every time a group of us gathers for anything.

On my way home, I reflected upon the topic of conversation and a statement I had made to the woman sitting next to me: "How can Madoff look at himself in the mirror each morning and then go out and do that to his friends again and again?" This got me thinking about all the times in my life I have heard friends and acquaintances proudly or glibly talk about how they donated clothing to Good Will and put down a figure that far exceeded the value of what was donated. A friend at dinner once told me that by owning his own business he paid only 6% personal income tax while (laughing at me) I paid 24% after deductions. He told me that he included his daughter on the payroll even though she didn't work and he benefited from this somehow. A man I worked alongside washing dishes in my youth had always declared six dependents on his income tax even though he had no children. I bet you know someone who has had a car body repaired and got the owner of the company to jack up the price to offset the deductible on the insurance. How about the woman who proudly declares that she bought and wore an expensive dress

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CAS NAMES 2009 PRINCIPALS OF THE YEAR



DR. JEANNE CAMPERCHIOLI
Middle School Principal of the Year



DR. TIMOTHY BRESLIN
High School Principal of the Year

The Connecticut Association of Schools is pleased to announce the selection of the **2009 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 **Dr. Jeanne Camperchioli**, principal of Bristow Middle School in West Hartford, our *Middle School Principal of the Year*; and **Dr. Timothy Breslin**, principal of Farmington High School, our *High School Principal of the Year*. The *2009 National Distinguished Principal*, which is the equivalent of the elementary principal of the year, will be named in April.

Jeanne Camperchioli, Bristow M.S.

Dr. Jeanne Camperchioli, principal of Bristow Middle School (BMS) in West Hartford, has been named the 2009 CAS Middle School Principal of the Year. She was nominated by her superintendent, Dr. David Sklarz, and selected by her fellow administrators through a statewide search process conducted by the Connecticut Association of Schools. "I am honored and humbled to have been chosen by CAS for this award," said Jeanne upon learning of her selection.

A graduate of Southern Connecticut State University, Jeanne is a 23-year veteran administrator who began her professional career in 1974 as a third grade teacher in the New Milford Public School District. She steadily progressed from

continued on page 6

Timothy Breslin, Farmington H.S.

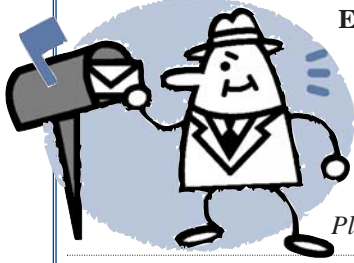
Dr. Timothy Breslin, principal of Farmington High School (FHS), has been named the 2009 CAS High School Principal of the Year. Nominated for the award by colleague Michael Galluzzo, principal of East Farms School in Farmington, Tim was selected for his insistence on high standards and his single-minded drive to ensure success for every student in his care. Says Superintendent of Schools Dr. Eileen Howley, "Dr. Breslin is without question one of the most superior educators that I have known in my over twenty years in public education."

Upon notification of his award, Tim remarked, "I am honored to represent my colleagues in Farmington and in Connecticut, and I am delighted to be recognized

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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>](mailto:legalmailbag@casciac.org)

Q. Dear Mailbag: As a new principal, I am trying to maintain a convivial atmosphere at my elementary school. I let my teachers decorate their rooms as they see fit, and it has been great. Some teachers display posters of their favorite teams, and the Red Sox/Yankees rivalry has been the source of a lot of good-natured fun. Other teachers have posters of national parks, rock bands, you name it. However, recently some teachers have gotten carried away, and one of them put up some posters that are troublesome. "May God Shed His Grace on Thee" is the caption of one of them, and "National Prayer Day" is another. Can I sneak into his classroom some night after school and take them down? Must I?
- *A God-Fearing Woman*

A. Dear Fearing: I dare say that sneaking into a classroom and taking down posters would not promote that convivial atmosphere you prize. Of greater concern, such action could well violate the constitutional rights of the teacher. Your situation actually raises two separate but related issues under the First Amendment. First, when you decided to let teachers display personal posters in their classrooms, you created a forum for free speech. Once you created that forum, teachers have free speech rights you have to consider. Second, government action should neither advance nor inhibit religious speech. If it is clear that the classroom displays are the personal speech of the teacher, you must be careful not to treat speech with religious content with special disfavor.

Q. Dear Mailbag: As I was getting ready to leave school today, one of the teachers in my building looked quite upset. Being the friendly sort, I asked him what the matter was. He told me that his colleagues had raked him over the coals at the monthly union meeting because of his volunteering for extra duties. In fact, the steward warned him that he'd better knock it off in the name of union solidarity. Subtlety is not the steward's strong suit, and the teacher was still shaken up when he spoke to me. I was terribly upset that the union steward would treat any of my teachers in that way, and at my first oppor-

tunity, I got the union steward into my office for a private "chat" to set him straight and warn him not to be so critical of his colleagues. I admit I was direct, but I didn't hit him or anything. Nonetheless, now I am being charged with interfering with union rights? Are they kidding?
- *No Laughing Matter*

A. Dear No: When it comes to employer interference, unions do not kid around. While your concern for the staff member was laudable, you had no business arguing with the steward (or any other union member) over what went on at a union meeting. Such meetings involve the exercise of protected rights of the union and its members, and they are not your concern. You must keep your nose out of those meetings. Period.

Q. Dear Mailbag: A student came in to history with a digital recorder, and turned it on at the beginning of class. The teacher walked over and told her to turn it off. The student explained that she preferred recording to note-taking, and that she would in fact leave the recorder on. The teacher freaked out at her impertinence, and he confiscated the recorder. Now, the mother is all over both the teacher and me. She wants the teacher to hand back the recorder, which I don't have a problem with. But she also insists that her daughter has every right to record the class, and she is threatening to sue both the teacher and me over this "egregious violation" of her daughter's rights.
- *Off the Record*

A. Dear Off: Teachers have the right to establish reasonable rules for their classroom, and no recording can be one of them. Such recordings are invasive both of the teacher's right to teach without distraction (worrying over every word being recorded for posterity) and also of the rights of the other students, whose classroom discussion would perform also be recorded. To be sure, a child with a disability may need to record classroom discussion if such recording is a necessary accommodation, and teachers must be flexible in that regard. However, students may not record classroom discussion simply because they want to.

ct news & notes

ATTENTION HIGH SCHOOL PRINCIPALS...

Because of a scheduling conflict beyond our control, we have had to change the date of the High School Arts Recognition from April 7th to April 8th. The time and location are the same: 6:00 p.m. at the Aqua Turf Club. Please notify all people involved in the evening of the change in date. We regret any inconvenience this might cause.

■ Congratulations to Jeremy Bui of Enfield and Jack Sullivan Simsbury who were selected as Connecticut's winners of the 2009 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. Jeremy, aged 17 and a senior at Enfield High School, co-founded the Viet-Sun Foundation and has raised nearly \$2,000 to fund scholarships for poor children in the Phan-Rang area of Vietnam. Jack Sullivan, aged 12 and a seventh-grader at Henry James Memorial School, sold more than 1,000 pink soccer balls to raise \$5,000 for breast cancer research and support. Four distinguished finalists from Connecticut were also named. For more information on the Prudential Spirit of Community Awards state honorees and distinguished finalists, visit <http://spirit.prudential.com>.

SAVE THE DATE

The 57th CAS Annual Meeting

May 22nd

8:30 a.m. / CAS Conference Center



...more ct news & notes

■ Ten Connecticut magnet schools have been singled out for recognition by Magnet Schools of America (MSA) for their commitment to high academic standards, curriculum innovation, successful desegregation/diversity efforts, and the consistent delivery of quality services to all school stakeholders. Two categories of awards have been established by MSA: the top category is the *Magnet School of Excellence Award* and the second category is the *Magnet School of Distinction Award*. The 2009 award winners will be honored at the MSA national conference in Charlotte, NC next month. Congratulations to the following:

2009 Magnet Schools of Excellence

- Breakthrough Magnet School
Hartford
Principal: Norma Neumann-Johnson
- Connecticut International Baccalaureate Academy
East Hartford
Principal: Arthur C. Arpin
- East Hartford-Glastonbury Elementary Magnet School
East Hartford
Principal: Glen Peterson
- John C. Daniels School of International Communication
New Haven
Principal: Gina Wells
- Rotella Interdistrict Magnet School
Waterbury
Principal: Gina L. Calabrese
- The Metropolitan Learning Center
Bloomfield
Principal: Anne McKernan

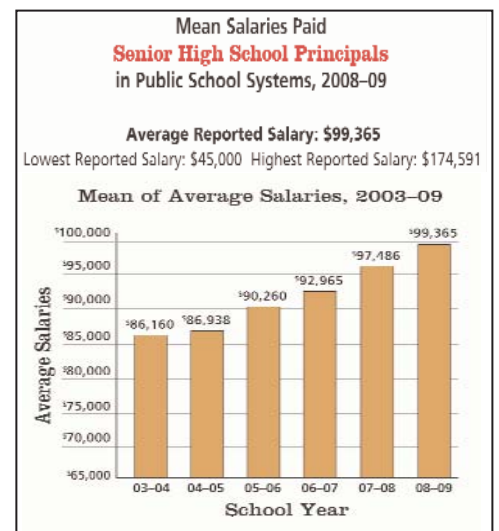
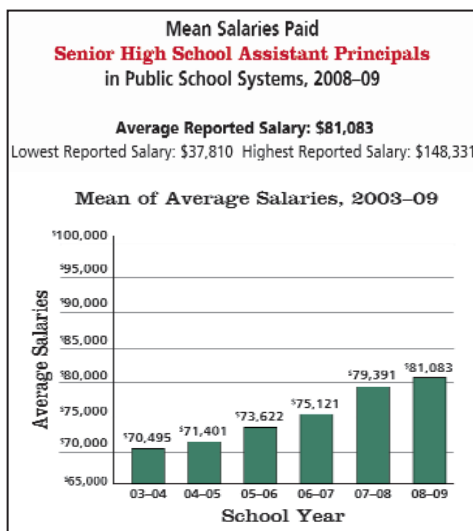
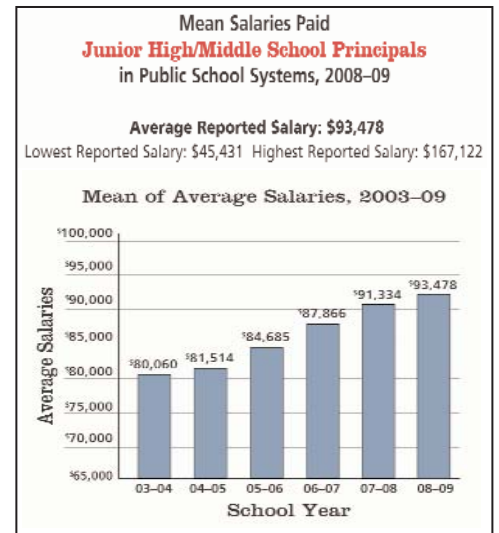
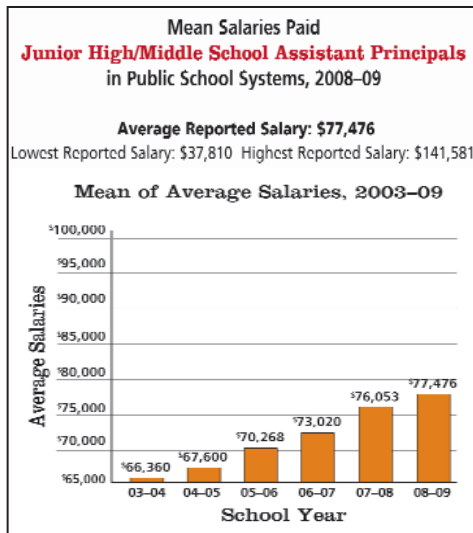
2009 Magnet Schools of Distinction

- Classical Magnet School
Hartford
Principal: Timothy J. Sullivan, Jr.
- Richard J. Kinsella Magnet School of Performing Arts
Hartford
Principal: Pamela Totten-Alvarado
- Sport & Medical Science Academy
Hartford
Principal: John Laverty
- Waterbury Arts Magnet School
Waterbury
Principal: Elizabeth S. McGraths

national news & notes

■ According to the newly-released *MetLife Survey of the American Teacher: Past, Present, and Future*, there's encouraging news: today's teachers feel more satisfied in their careers, more respected, and better prepared than teachers in the past. They also view academic standards and curriculum as stronger, and students as better prepared. The survey reveals that a majority of today's teachers (62%) are very satisfied with their careers, compared to 40% in 1984. Two-thirds (67%) of teachers think that the training and preparation teachers receive does a good job of preparing them for the classroom, compared to 46% in 1984. Not all of the news is good, however. The comparison to the past also reveals that some longstanding challenges have increased, including a lack of student facility in English, the mixture of student learning abilities in the classroom, and poverty. The survey is the 25th in an annual series commissioned by MetLife. This year's survey results, as well results from prior years, can be accessed at <http://www.metlife.com/teachersurvey>.

■ In the heart of one of the country's worst economic crises, it may come as no surprise that in 2008–09, salary increases for secondary school administrators fell below the Consumer Price Index (CPI). However, despite the hit taken in purchasing power, middle and high school principals and assistant principals did see a measurable increase in their wages over last year, according to an annual survey compiled by Educational Research Service (ERS). The 2008–09 average salary for senior high school principals, for example, is 1.9% higher than that for 2007–08. Compared to an increase of 3.9% for the CPI, the small gain results in a loss of purchasing power—on average—for these principals. See tables below.



... more national news & notes

Report Reveals Increase in College Course Completion by High School Students

A report released last month by the College Board revealed that a small but growing percentage of high school students have passed at least one college-level course before they graduate. However, participation and pass rates among some minority groups remain disproportionately low. A state-by-state assessment suggests that performance improves when state policymakers provide incentives that encourage schools to make AP part of their curriculum. Among the findings of the report:

- Maryland achieved the highest percentage (23.4%) of students scoring at least a 3.
- Maine had the largest single-year increase in high school graduates who scored a 3 or higher.
- Vermont, Maine, Maryland, Arkansas, Washington and Oregon had the highest five-year gains.
- Maryland, New York, Virginia, Connecticut, Massachusetts and California saw more than 20% of students graduate from high school earning at least one score of 3 or higher.
- Alabama has seen the largest five-year increase in black students scoring a 3 or higher.
- In no state did black students pass exams at a rate proportionate to their representation in their graduating class. Latinos achieved a proportionate rate in 18 states; American Indians in 16.

The Fifth Annual AP Report to the Nation can be downloaded at http://www.collegeboard.com/html/aprtn/pdf/ap_report_to_the_nation.pdf (Source: *usatoday.com*, February 4, 2009)

■ Foreclosures and job losses have led to an alarming rate of child homelessness, according to a report released by the National Center on Family Homelessness—and states are ill-equipped to address the issue. Currently, 1 in 50 U.S. children experience homelessness, and that number is predicted to rise by the end of the year. Homeless children are far more likely than others to experience hunger, suffer chronic health problems, repeat a grade in school, and drop out of high school, the report affirms. The report ranked states based on the number of child homelessness per capita, child well-being, risk for child homelessness, and state policy and planning. It gave the highest marks to Connecticut, New Hampshire, Hawaii, Rhode Island, and North Dakota. Ranking at the bottom were Texas, Georgia, Arkansas, New Mexico, and Louisiana. (Source: MSNBC, 3/9/09)

■ According to the *Star-Ledger* in Newark, NJ, the U.S. Supreme Court has denied an appeal from the East Brunswick High School football coach who was banned from bowing his head during student-led team prayers. The nation's highest court ended Marcus Borden's efforts to overturn a township board

of education decision that as a public employee, Mr. Borden cannot mix religion with his work as a coach. The decision leaves intact a federal appeals court's April decision that Mr. Borden's desire to bow his head and take a knee during team prayer is an endorsement of religious activity at a public school.

"[P]ublic school officials simply may not engage with students in religious activity," said Todd Simmens, president of the East Brunswick Board of Education.

"The board of education and district officials have, throughout this case, made certain no school employee supervises or otherwise participates in any type of prayer with our students." (Source: Newark Star-Ledger, 3/2/09, By Sue Epstein)

■ According to new Census data, roughly one-fourth of the nation's kindergartners are Hispanic, evidence of an accelerating trend that will see minority children become the majority by 2023. Overall, Hispanics make up about one-fifth of all K-12 students. The country's changing demographics, most evident in the West, will likely dominate political debate on topics from jobs to immigration to education in the years to come. (Source: USA Today, 3/5/09)

5th Annual Principals' Summer Institute

June 30 - July 1, 2009 at the Heritage Hotel, Southbury, CT

Sponsored by the Connecticut Association of Schools (CAS), with support from the Connecticut State Department of Education (CSDE) and the State Education Resource Center (SERC)




When principals can't do it all, what should they be doing to raise achievement and close gaps?

Tuesday, June 30, 2009 – Day Session
RAISING ACHIEVEMENT AND CLOSING GAPS:
Lessons from Schools on the Performance Frontier and Implications for Principals
Kati Haycock, President of the Education Trust



Ms. Haycock is one of the nation's leading child advocates in the field of education. She currently serves as President of the Education Trust. Established in 1992, the Trust does what no other Washington-based education organization seeks to do—speaks up for what's right for young people, especially those who are poor or members of minority groups. The Trust also provides hands-on assistance to educators who want to work together to improve student achievement, pre-kindergarten through college. Kati's focus will be on strategies principals can use for reducing the achievement gaps that exist within and among Connecticut's schools and districts.

Tuesday, June 30, 2009 – Evening Session
LESSONS FROM AN UNCOMMON JOURNEY:
What One Leader Learned by Returning to His Classroom Roots
Loi Fearon, Education Consultant, Connecticut State Department of Education



Loi Fearon is a consultant in the Bureau of District and School Improvement, Connecticut State Department of Education. His journey to this present position is an uncommon one. After 24 years in school administration with the last 5 spent as a school district superintendent, Loi returned to the classroom as a first grade teacher. For the following 6 years, he busied himself with planning lessons, assessing and teaching six year olds, preparing for field trips, meeting with parents, attending faculty meetings and, most importantly, cleaning tables after snack. Loi's presentation will discuss his return to the classroom and how his experiences in leadership impacted on his ability to be "just a teacher."

Wednesday, July 1, 2009 – Day Session
RAISING ACHIEVEMENT AND CLOSING GAPS:
Improve Teaching and Learning
Kim Marshall, author of "The Marshall Memo"



Kim Marshall is the author of the Marshall Memo, a weekly publication that keeps principals, teachers, superintendents, and others well-informed on current research and best practices in the field. Drawing on his experience as a teacher, principal, central office administrator, and writer, Kim lightens the load of busy educators by serving as their "designated reader" and provider of a rich vein of ideas and resources that can help them to be more effective. His focus here will be on those high leverage activities connected to assessment, supervision, and evaluation that principals can use to improve the quality of teaching and learning in their schools.

To register visit: www.casciac.org/register

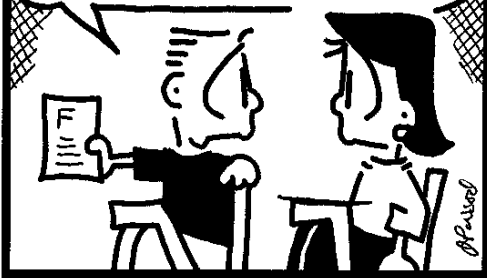
**“The brain can be hired.
The heart and soul have
to be earned.”**

(source unknown)

SCHOOLIES

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**LIKE THE FAILING INVESTMENT
FIRMS AND BANKS, I'M JUST
HOPING FOR SOME KIND OF
GOVERNMENT BAILOUT.**



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THE BULLETIN

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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 www.casciac.org/legalerts.shtml for a complete list of pending legislation.

SB01014 AN ACT CONCERNING THE ELECTRONIC CORRESPONDENCE OF STUDENTS

To prohibit school authorities from suspending or expelling students for the content of electronic correspondence transmitted off school grounds and using personal equipment or devices when such correspondence does not pose a threat to students, personnel or the school. (NOTE: This is one of two bills on this issue currently before legislature.)

coursework that high school students may take for credit towards high school graduation requirements.

SB00059 AN ACT ESTABLISHING A UNIFORM START DATE FOR CONNECTICUT SCHOOLS

To establish a uniform school start date after Labor Day for Connecticut schools, commencing in 2010.

SB00470 AN ACT CONCERNING THE SHARING OF INFORMATION BETWEEN POLICE DEPARTMENTS AND SUPERINTENDENTS

To facilitate and foster the sharing of information between police departments and school officials.

SB00480 AN ACT CONCERNING STUDENTS WITH TERMINALLY ILL PARENTS

To provide two hours of home instruction to students with terminally ill parents.

SB00104 AN ACT CONCERNING THE INCLUSION OF STUDENTS ON LOCAL AND REGIONAL BOARDS OF EDUCATION

To allow students to voice their concerns and share their opinions on matters effecting their education.

HB05452 AN ACT CONCERNING ASSAULT OF A SCHOOL TEACHER

To enhance the penalty for assaulting a school teacher on school property.

HB05705 AN ACT DELAYING THE IMPLEMENTATION OF THE IN-SCHOOL SUSPENSION REQUIREMENT UNTIL 2012*

To delay the implementation of the in-school suspension mandate. (NOTE: This is one of more than a dozen proposed bills seeking to postpone or repeal the implementation of the in-school suspension requirement.)

SB00128 AN ACT CONCERNING RETIRED TEACHERS TEACHING IN SUBJECT SHORTAGE AREAS

To allow retired teachers to collect full salaries for longer than two years for returning to service in subject shortage areas.

HB05708 AN ACT PROHIBITING THE PRACTICE OF DISSECTION IN THE CLASSROOM

To prohibit the use of dissection in the classroom.

SB00350 AN ACT PROHIBITING SEXUAL ACTIVITY BETWEEN SCHOOL SECURITY PERSONNEL AND STUDENTS

To provide that sexual activity between school security personnel and students constitutes the crime of sexual assault.

HB05715 AN ACT ESTABLISHING A RECIPROCIITY CERTIFICATION PROGRAM FOR TEACHERS AND ADMINISTRATORS

To allow Connecticut to expand its educational workforce.

SB00437 AN ACT CONCERNING THE TEEN DRIVER LICENSE RESTRICTION PROGRAM

To allow a sixteen or seventeen year-old driver to have a passenger, provided such driver and passengers are siblings traveling to or from school.

HB05726 AN ACT CONCERNING THE RECRUITMENT OF MINORITY TEACHERS

To continue programs and increase funding for those programs established to retain and recruit minority teachers.

SB00468 AN ACT CONCERNING LATER HIGH SCHOOL START TIMES

To increase overall productivity among high school students.

HB05746 AN ACT CONCERNING THE AGE FOR KINDERGARTEN

To require all kindergarten students to have reached the age of five by September first.

SB00947 AN ACT CONCERNING HIGH SCHOOL CREDIT FOR APPROVED ONLINE COURSEWORK

To require local and regional boards of education to adopt policies for the approval of online

HB06370 AN ACT CONCERNING A MIDDLE COLLEGE SYSTEM

To establish the Middle College System by consolidating the regional vocational-technical high schools with the community-technical colleges.

Principal's Perspective, continued from page 1
to an important function only to return it for a full refund shortly after wearing it? Or the man who said to me as I was waiting in line to pick up a rental car that he always complains about something (winking at me) when renting a car and always gets the price reduced to some degree because of it. I just read today that the Girl Scouts of America has asked parents NOT to sell their cookies at the office and then let their daughters take credit for the sale. The examples don't stop coming.

I could go on and on relating similar conversations I've had throughout my life that were really about decisions made that were unethical if not illegal. Each time something like that is said by an adult and overheard by a child, it plants the seed for similar behavior which manifests itself in school often in the form of cheating, plagiarism, or lying when signing a personal Code of Conduct. Although we have a standing Academic Integrity Committee made up of students, parents, and administrators, the problem at times seems overwhelming. How can a small group of people working on this matter and a school policy printed in our Handbook counter what our students see every day on television and in the newspapers? The answer is we cannot.

At the last meeting of TEAM Westport, we talked about possibly using the current economic crisis to our advantage and starting a campaign in Westport to promote the benefits of ethical behavior. We even talked about hanging a banner across Main Street that says something like: "Welcome to Westport; full of people who live their lives in an ethical manner." Until we all start talking about these LITTLE, every day kinds of ethical lapses that we all engage in occasionally, it will be impossible to counter the message our students are getting from the greater American society which at times says it is OK to lie and to cheat in order to get ahead. It is OK to lie on your resume in order to get the job you want. It is OK to have someone write your college essay for you. It is OK to dent someone's car in the parking lot and just drive away. We left our meeting thinking that this is precisely the time to make Westport even more unique than it already is and, at the same time, helping to make a dent in the problem of cheating at school.

One thing I have learned by working with thousands of teenagers throughout my life is that they DO listen to adults and remember just about everything we say and, more importantly, everything we do. They start watching us at a very early age and store everything away for later use. Changing behavior is difficult but by providing lots of really good examples for our children from the time they are infants we will make a difference.

4th Annual Connecticut Data Conference
... to recognize and replicate our best practices

May 13, 2009
Holiday Inn, Waterbury

Register online at <http://registereastconn.org/ds/>

Keynote Speaker: Nancy Love
Director of Program Development, Research for Better Teaching

Sponsored by the Connecticut Association of Schools,
the Connecticut State Department of Education, and the RESC Alliance.

Times
Registration 7:45am - 8:45am
Conference 8:45am - 2:45pm

Fees
Full registration fee \$60.00
(fee waivers will be applied during registration)

Breslin, continued from page 1

for work in a career that has brought me so much joy."

After graduating from Mount Saint Mary's University in 1969, Tim earned a master of liberal arts degree and a doctor of philosophy degree from Johns Hopkins University and Duke University, respectively. He has amassed a long and distinguished record of service to public education in Connecticut which includes almost thirty-two years as a school administrator.

Upon his arrival at FHS in 1997, Tim set about building a cohesive school community guided by one unifying purpose: to prepare each and every student to be an honest, responsible, caring, educated, and contributing member of society. According to Kelly Lyman, principal of Irving Robbins Middle School, what makes Tim an outstanding leader is "his commitment to ensuring that each student leaves high school not just educated in the academic skills necessary for a productive life but also knowing what they must do to be good people for the remainder of their lives."

Highly visible and wholly immersed in the lives of his students, Tim has worked with his staff to develop a personalized learning environment where each student can feel connected and engaged. Known for his walks through the halls during every passing period, he creates opportunities for meaningful interactions with his students, endeavoring to understand and appreciate their experiences, expectations and needs. Says Lyman, "He makes it a point to come to know every student by the end of their senior year. He knows what excites them, the areas in which they excel, and the sources of their struggles."

The hallmark of Tim's leadership is his firm belief that high student achievement is the direct result of high standards. During his tenure, he has consistently promoted policies and practices that challenge students to higher levels of learning. FHS consistently ranks highest in the state in the proportion of its students enrolled in AP courses. Each year, more than 60% of graduates have taken at least one AP course during their high school careers. In addition, high level courses are open to any student who is willing to do the work necessary to succeed; those courses are not limited to just the top-performing students.

A respected leader in public education in Connecticut, Tim has been an active member of CAS and the Connecticut Principals' Center since 2001. He currently serves as chair of the CAS Career Principals' Committee and as a member of the Principals' Center Board of Control. Says CAS Executive Director Mike Savage, "Tim has been an intellectual and reflective leader, one who has a strong sense of personal purpose and who focuses on a wholistic approach to meeting the needs of students. A founding member of the Principals' Center, he has helped our association grow through his belief in the importance of the work of the school leader and through his ability to instill that belief in others."

AMERICAN RED CROSS & BOB'S OUTREACH HIGH SCHOOL SCHOLARSHIP PROGRAM

There's an exciting new scholarship program out there and it's a life-saver!



Every two seconds, some one in America needs blood. The American Red Cross, in partnership with Bob's Discount Furniture's charitable extension, Bob's Outreach, has developed a new scholarship program to recognize Connecticut high school seniors for their outstanding leadership, as demonstrated by their commitment to the Red Cross blood program.

On any given day in our country, about 38,000 units of blood cells are needed to treat accident victims, children and adults undergoing surgery, and patients receiving treatment for cancers and other diseases. High schools that sponsor Red Cross blood drives make a vital contribution to the community and play an integral part in replenishing the community blood supply. High school students' participation in the blood program fosters community involvement, volunteerism and commitment to service, which are values that make for a well-rounded young adult. The students involved in the blood program can feel proud of their contributions to society and the fact that they will help save lives in the process! The American Red Cross and Bob's Outreach High School Scholarship Program is designed to celebrate the dedication and civic contributions of high school seniors who better their community by helping to ensure that blood is available to hospital patients in need.

Bob's Outreach will award \$100,000 in scholarship money to high schools in Connecticut and Massachusetts as a representation of their dedication to the youth in our community and their long standing commitment to the Red Cross and its blood donation program. Scholarships will be awarded to high school seniors who demonstrate a high level of dedication and leadership in support of the Red Cross blood program during the 2009-2010 academic year. The highest achieving schools in Connecticut will be awarded up to \$10,000 in scholarship money to be divided among high school seniors who achieve the greatest contribution to the blood supply. High school seniors that host at least two high school blood drives per year and achieve an annual participation rate of at least 30% will be eligible to win a base scholarship of \$250 (participation rate is determined by dividing the total units of blood collected throughout the school year by the total age-eligible student population).

Schools that achieve the base scholarship requirements plus the highest participation rates and collect at least 100 units of blood during the academic year are eligible for the Grand Prize Scholarships: Grand Prize - (10) \$1,000 scholarships awarded to one school; 1st Prize - (5) \$1,000 scholarships awarded to one school; 2nd Prize - (5) \$500 scholarships awarded to two schools; 3rd Prize - (2) \$500 scholarships awarded to 12 schools.

For further information regarding this exciting new scholarship program, contact Adrienne Henning, Director Recruitment at 860-678-2833.

middle school news

Announcing . . .

The 8th Annual Arts in the Middle Conference

May 19, 2009

• University of Hartford •

Send a team of students and an art teacher for a day of hands-on, creative art activities in eleven different media.

Details will be available on the CAS website: www.casciac.org

Camperchioli, continued from page 1 teacher to reading consultant to supervisor of elementary education and, ultimately, to middle school assistant principal. In 1990, Jeanne relocated to New York to become principal of the Bedford Hills Elementary School in Mount Kisco where she worked for seven years before returning to Connecticut as principal of West Hartford's Whiting Lane Elementary School. Her successes at Whiting Lane led to her selection as principal of BMS, which Assistant Superintendent Dr. Karen List calls a "unique and coveted appointment." BMS is a choice school open to all middle school students in West Hartford. BMS' lottery-based admissions system ensures that the student body is as diverse as the greater West Hartford community.

Jeanne was appointed principal of BMS in 2005, seven months before the school opened. She used that time to hand-pick her staff, research best practices, and create a vision for a high-performing, student-centered school. Dr. List describes Jeanne as "hardworking, creative, thoughtful, intelligent, conscientious and organized."

During her four years as BMS principal, Jeanne has distinguished herself as a reform-minded, progressive and innovative leader. Among her many accomplishments, she is credited with designing a school schedule that provides opportunities for teachers to work, plan, and reflect together; using test data to refine curricula and improve student achievement; increasing parental support for and involvement in school programs; and creating academic support programs for at-risk students. She also spearheaded the *Discipline with Love and Logic* pro-

gram and implemented the practices of the *F.I.S.H. Philosophy* – Play, Be There, Make Their Day and Choose Your Attitude – which have served to dramatically decrease the number of student detentions and suspensions at BMS.

A model of collaborative leadership, Jeanne has fostered an open, collegial working environment where all stakeholders - teachers, parents and students alike - enjoy a shared responsibility for the governance of the school. She strives to create what she calls a "unified voice to further the goals of the school and district." Says Assistant Principal Steven Woznicki, "It has been said that an organization's climate is a function of the level to which its members believe that their opinions matter. I believe that Bristow's positive climate is largely a function of Jeanne's involvement of others in the decisions that matter to them. She routinely seeks advice from staff, parents, and, yes, our students. Many of our school's most successful practices have been the result of someone coming to Jeanne with a 'great idea.'"

Jeanne is respected by her staff as an indefatigable leader who is relentless in her pursuit of excellence for all students. Says Woznicki, "Currently in our fourth year of operation, it is clear to all who know our school that Jeanne has realized her vision of guiding Bristow from its early form when it existed only conceptually into its present status of being a high-achieving, student-centered school. This remarkable accomplishment is the result of Jeanne's steadfast effort that is always directed toward first identifying what is best for our students, then doing whatever is necessary to make it happen."

MEET THE NAESP CANDIDATES . . .

The NAESP elections are right around the corner. Get a glimpse of the candidates who are running for president-elect!

The Voice of Advocacy for a Challenging Future

“I am proud to be an elementary principal! I have the honor and privilege of working in this profession to serve our children and communities. This awesome responsibility deserves an amazing support system which enables us to do this uniquely fulfilling job. NAESP provides the foundation upon which principals stand and our advocacy allows us to have a strong voice for our children and their future. I am passionate in my commitment to serve children and to work to further strengthen our association to support principals in every corner of our country. I seek the position of president-elect of NAESP in order to focus my passion and commitment as we use our voice on Capital Hill to create powerful, common sense changes to policies that impact our children's lives and to openly embrace the challenges that lie ahead. As a current member of the Board of Directors, I have the knowledge, background and experience, and a strong foundation developed through our recent creation of Vision 2021, to meet those challenges.

“Collectively, we stand poised on the edge of the most exciting and unique times in education. Seeking and welcoming the challenges and opportunities that lie ahead, while standing firmly on the foundation of our visions and resolutions will be a hallmark of my leadership. Collaborative, inclusive outreach options to members throughout our country will enable our association to use its collective expertise to influence positive change. Through NAESP, I believe we can capitalize on our collective strengths and learn from our unique diversity, to create an environment where all children can access a strong and equitable education. In widely diverse communities, with the common focus of powerful learning opportunities for children, we can direct the winds of change. We can be the focal point of energy, challenge, and hope, with an open door to all those individuals we serve.

“I believe that NAESP is the preeminent voice for elementary and middle level principals, with a mission of advocacy and leading our learning communities through Vision 2021. I believe this is the time to take the lead as the voice of advocacy, policy development and establishment of common sense parameters in accountability. As president-elect of NAESP I would seek those opportunities to advocate for improving the experiences and legislative decisions that impact our children's lives. We are the hope, the leaders to whom our communities look for answers and, collectively, we are the light that shines brightly into a very challenging future. Our task is to stand on our firmly established foundation, take our place at the table as the voice of our profession and to clearly articulate our vision and our beliefs.

“It would be my honor and privilege to serve as president-elect of NAESP. I ask for your support and your vote for president-elect. Together we can create a bright future for our profession and for the children and communities we serve.”

Barbara Chester

Principal, Cherry Park Elementary, David Douglas School District, Portland, Oregon



BARBARA CHESTER

Principals Make a Difference Every Day!

“Elementary and middle-level principals are the best hope for providing children with the richest educational experiences possible. Today we are faced with many issues that include, but are not limited to, high-stakes testing, principal shortages, expanding technology, school safety, ever-changing curricula, and mandates that are partially funded or not funded at all. It is important that we, as a profession and an association, remain strong and diligent advocates for the children in schools across America. For too long we have been on the defensive end of the media's negative portrayal of public education. With a new U.S. president and other elected officials, we must seize the opportunity to help the public see what is right and good in the world of public education. Additionally, we must provide the necessary support for children, step forward to address the professional needs of staff, and continue to develop the strategic needs of our association.

“Principals make a difference every day by providing the children they serve with a quality educational experience. We must speak with a united voice for legislation to help bring about funding for important educational issues. We are the leading voice as we advocate for principals and the children in their schools. I strongly believe that NAESP is able to meet these challenges. We must maintain our commitment as an organization where excellence prevails as we face the challenges before us. The latest publication, *Leading Learning Communities*, provides our members with the direction necessary to meet the needs of today's and tomorrow's principals.

“I strongly believe that NAESP is a “we” not “me” organization. We cannot meet the needs of children and our members without the strong support of everyone working together. It is only through the joint efforts of all members, at all levels, that we will continue to grow and expand the legacy that has been provided to us. The Vision 2021 strategic framework was created with a great deal of input from many NAESP members and provides an excellent roadmap to our future. My experience serving on the NAESP Board of Directors and my 20 years as an educator have given me a wealth of knowledge and experience that I will use should I be elected to lead our organization. I will work hard to facilitate the collaboration among individual principals, the Board of Directors, NAESP staff, state affiliate leaders, and national educational alliances. I will always be committed to putting the needs of children and principals first while serving our association. I would be extremely proud to convey the stories of how my colleagues make a difference every day in the lives of the children in their schools. It is with energy, experience, pride, and integrity that I aspire to serve my fellow colleagues as NAESP president-elect and I humbly ask for your vote.”



Thomas Sigafos

Thomas Sigafos

Principal, Maple Glen Elementary School, Maple Glen, Pennsylvania

SECOND ANNUAL UNIFIED SPORTS YOUTH LEADERSHIP SUMMIT

By Bob Deasy, Assistant Director of Unified Sports®

Tick-tock, tick-tock. March is here. Can spring be far behind? The school year is almost over! But before the students run out the doors for summer, we want you to mark your calendars and save the date for our Second Annual Youth Leadership Summit to be held Thursday, May 28, 2009 at Wesleyan University.

Building and growing upon the success of our initial youth leadership summit last year, we are planning an even larger and more enriching program this year. We will be selecting 150 students from various middle and high schools -- both those which are involved in Unified Sports® and those which are not -- to participate. This year's summit will once again offer team building and leadership stimulating exercises designed to challenge students to initiate and grow Unified Sports® programming in their respective schools.

Student leaders from existing Unified Sports® schools will be challenging students from non-Unified Sports® schools to take the lead to initiate this type of life-changing program in their schools.

This year's summit will be funded in large part by a Special Olympics Project "UNIFY" Grant directed to and administered by the CAS-CIAC Unified Sports® administrative team.

We have been privileged through our partnership with Special Olympics-CT (SOCT) to have witnessed firsthand the many lives that have been changed because of the relationships formed between our Special Athletes and Special Partners.

We will be featuring a motivational speaker, student led break-out sessions and a special challenging summit ending exercise. One of our goals will be to expand the participation of state athletic conferences that are currently involved in Unified Sports® and to introduce Unified Sports® activities to additional conferences.

Any interested schools should contact Bob Deasy at (203)250-1111 or rdeasy@casciac.org.



LONG TIME CT OFFICIAL SELECTED FOR NFHS HALL OF FAME

George Ford, who is in his 41st season as an outstanding high school swimming and diving official, was recently selected for induction into the prestigious National Federation of State High School Associations (NFHS) Hall of Fame. The induction banquet will be held in conjunction with the summer meeting of NFHS executive directors in Chicago, IL. George is the sport of swimming's most respected and senior official in the state of Connecticut. As the founding father of the Connecticut Swimming Officials' Association, he remains the organization's secretary, recruiter, assigner, rules interpreter and head referee. Joe Tonelli, director of the CIAC Officials' Association, said, "For several decades, George has filled all these roles and much more while demonstrating the highest standards of sportsmanship, ethical conduct, and moral character. He epitomizes the ideal qualities we look for in the very best officials that serve high school sports in this country."



George has served as head referee in more league championships, state championships and dual meets than any other official in the state. He has officiated more than 3,500 swim meets and assigned referees and judges for more than 30,000 meets. George has been an officials' consultant for the Connecticut Interscholastic Athletic Conference Board of Control for many years. Nationally, he served a term on the NFHS Swimming and Diving Rules Committee, as well as the National Federation Interscholastic Officials Association Board of Directors. His stellar career in high school officiating and in Special Olympics has been recognized by many organizations. George has received numerous awards on the local, state, and national levels.

"George's commitment to young people, to the values of sport and to the principles of fair play has continued undiminished throughout his long and prodigious career."
Mike Savage, Executive Director, CIAC

"George is stern but fair and is always willing to make changes for the best interest of swimming."
John Kuszo, Executive Secretary, Fairfield County Interscholastic Athletic Conference (FCIAC)

"George sets the standard for officiating under all conditions. He works with all skill levels and always takes the time to work closely with coaches and athletes in order to create a positive environment for competition."
State Representative Paul Davis (117th District)

"George has been in the forefront with training and teaching our swim coaches to make sure they themselves are teaching the proper strokes and know what to look for in the various techniques applied to swimming. George Ford is truly the voice and power behind the Special Olympics Connecticut aquatics program."
Beau Doherty, Executive Director, Special Olympics CT

"George's continued service to the sport of swimming in the state has twice earned him the Connecticut Interscholastic Swim Coaches Association (CISCA) Service Award, most recently in 2006. He could, however, be the recipient nearly every year – he is without peer in service to the sport."
Terence Lowe, Boys Swim Coach, Greenwich High School

sports news & notes

■ During the 2008-2009 wrestling season, Jessica Bennett from Montville High School became the first female wrestler in state history with 100 career wins. As if that weren't enough, on February 21, she added to her accomplishments by earning the distinction of becoming the first female in state history to make a state class final. Bennett defeated Brookfield's Jack McKeever, 4-0, in the 103-pound semifinals. She also became the first female wrestler to qualify for the State Open.

■ **Attention Baseball Coaches:** The National Federation of State High School Associations (NFHS) has received numerous inquiries regarding two new baseball bats that are being sold - the DeMarini Vendetta and the Reebok Vector O. The NFHS has found both bats to be rule-compliant for use in high school baseball.

■ **Attention Athletic Directors:** Please be aware of some recent updates to the CIAC Online Eligibility Center: (1) Spring tournament packets have been posted on the site and can be retrieved either from the "downloads" tab in the eligibility center or from each sport's public mainpage; (2) Schools are asked to check their boys and girls lacrosse schedules to be sure they are in compliance with the rule regarding three-game weeks. Schools may only schedule two three-game weeks during the season, and the weeks may not be the first or last week of the season. The weeks may be consecutive. If three games are scheduled during a vacation week, that counts as one of the two allowed. Rescheduled postponements do not count against the limit; (3) Scholar-athlete banquet information can now be submitted directly through the eligibility center via the link under the "Administrative Actions" tab. Previously that data could be submitted only in the member schools login area; however, we are aware that many ADs are responsible for submitting this info for their schools; (4) At the request of several schools, we have changed the way the facility pulldown menu on schedule editing pages is generated. Schools can now choose which facilities should appear as choices in that menu. To manage the items in that list, go to the new "Manage Facility Pulldown Menu" option under the "Schedules" tab in the eligibility center; (5) We have activated the links in the lefthand columns of the Outdoor Track and Golf schedule editing screens to add 2009 CIAC tournament dates to those schedules; (6) If a school has sub-varsity games involving teams at different levels (i.e. one school's JV team plays another school's freshman) the game can now be entered on the correct level for each respective school; then a support ticket must be submitted requesting that we manually link the entries in the system. Doing so will allow schools to process changes to the events directly with their opponents, instead of having to submit a support ticket because the event has no corresponding opponent's entry; and (7) Schools will be able to enter schedule data for Fall, 2009 starting no later than the week of March 23rd. The entry deadlines for Fall are May 8 (initial) and May 15 (final).

CIAC UPDATES NOW AVAILABLE ON TWITTER

The CIAC is now on Twitter. Twitter is a free service specializing in the exchange of quick short updates. Sign up to follow @ciacsports for the quickest updates for results, postponements and information for all CIAC championships as well as other CIAC news. We will also be using this account to tweet decisions by the board of control and sports committees where appropriate.

If you only want updates on particular sports you can follow one or more of the Twitter users below. Note that these accounts are subaccounts of @ciacsports. Therefore, if you are following the main account, following the subaccounts will cause you to receive duplicate tweets.

Baseball - @ciacbase
Basketball (Boys) - @ciacbbb
Basketball (Girls) - @ciacgbb
Cross Country - @ciacxc
Field Hockey - @ciacfh

Football - @ciacfb
Golf - @ciacgolf
Gymnastics - @ciacgym
Ice Hockey - @ciacihoc
Lacrosse (Boys) - @ciaciac
Lacrosse (Girls) - @ciacglac
Soccer (Boys) - @ciacbsoc
Soccer (Girls) - @ciacgsoc
Softball - @ciacsb
Swimming (Boys) - @ciacbswim
Swimming (Girls) - @ciacgswim
Tennis (Boys) - @ciacbtn
Tennis (Girls) - @ciacgtn
Track - @ciactrack
Volleyball (Boys) - @ciacbv
Volleyball (Girls) - @ciacgyb
Wrestling - @ciacwrest

Note that the CIAC tournament e-mail lists are still available. The difference is with Twitter you will get updated each time a score is posted or a change is made. The e-mail list generally sends one e-mail per day during the tournament once all scores for a sport have been posted.

Sports Humor

At one point during a Little League game, a coach said to one of his players, "Do you understand what cooperation is? What a team is?" The boy nodded yes. The coach then asked, "Do you understand that what matters is whether we win together as a team?" The boy nodded again. "So when you're out at first, you don't argue, curse, or attack the umpire. Do you understand that?" The boy said yes. "Good," the coach said. "Now go into the bleachers and tell that to your mother." [askmen.com/daily/jokes]

... more ciac news

Major breakthrough in concussion crisis

Excerpted from an article by Bob Hohler which appeared in the *Boston Globe*, January 27, 2009

In an alarming discovery for the nation's youth football community, clinical researchers reported in January that the brain of a recently deceased 18-year-old high school football player showed the earliest signs of an incurable debilitating disease caused by the kind of repetitive head trauma he experienced on the field.

The discovery represents a major scientific breakthrough in the sports concussion crisis, which threatens athletes from Pop Warner to the NFL as well as other contact sports, according to researchers at the Boston University School of Medicine's Center for the Study of Traumatic Encephalopathy. No scientist had previously documented the degenerative brain disease in a football player younger than 36.

"The findings are very shocking because we never thought anybody that young could already be started down the path to this disease," said Dr. Robert Cantu, a clinical professor of neurosurgery at BU Medical Center and a co-director of the brain study institute. "It should send a powerful message to people at every level of football that they need to care about this issue and treat concussions with respect."

Postmortem exams of the brains of six former NFL players who died prematurely between the ages of 36 and 50 have confirmed they suffered from the disease, chronic traumatic encephalopathy (CTE), the BU team said in a news conference near the site of the Super Bowl in Tampa. The researchers said the disease is caused by multiple head injuries and afflicts individuals similarly to early-onset Alzheimer's.

Only one of the seven brains of deceased NFL players that neurologists have reported analyzing since they began testing for CTE in recent years has not shown conclusive evidence of damage caused by the disease, the study team said.

The BU researchers also released their findings on the sixth player to be diagnosed with CTE, Tom McHale, who played nine seasons with Tampa Bay, Philadelphia, and Miami, and died last year of an accidental drug overdose at 45. The abnormalities in McHale's brain were distinctly similar to those found in the damaged brains of the other NFL football players, said Dr. Ann



THE CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE

February 18, 2009

Mr. Neil Rinaldi, Principal
Ellington High School
37 Maple Street
P.O. Box 149
Ellington, CT 06029

Dear Mr. Rinaldi,

I would like to offer the following letter of commendation for indoor track coach Peter Corbett. At the Class "S" Divisional State Championship Meet this past Saturday, February 14, coach Corbett's girls' relay team was officially awarded a third place finish. Upon hearing the official announcement of the place and time that his team had been reported to have achieved, coach Corbett, without urging or influence, took it upon himself to report an error which eventually moved his team to a lower official position. Coach realized at the time of the announcement that the time that was being assigned to the girls' team was incorrect, as was their order of finish.

The integrity that coach Corbett displayed in doing this is to be commended and recognized. I am offering this letter of commendation on his behalf, and on behalf of the CIAC Track Committee for his honesty in upholding the best ideals of sport. Please place this letter in his personnel file and alert him to its receipt; at the very least he deserves this accolade.

Sincerely,

Dr. Steve Wysowski
Chair, CIAC Indoor Track Committee

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The Connecticut Interscholastic Athletic Conference
30 Realty Drive
Cheshire, CT 06410
Phone: (203)250-1111
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McKee, a neurologist who is director of BU's brain bank and co-director of the study center.

McKee said she has conducted post-mortem exams of thousands of brains. "I have never seen this disease in the general population, only in these athletes," she said. "It's a crisis, and anyone who doesn't recognize the severity of the problem is in tremendous denial."

Researchers also announced that a rapidly increasing number of former NFL players have agreed to fight the disease by donating their brains after their deaths to the Sports Legacy Institute, which collaborates with the study center.

The 18-year-old high school student, whose identity was withheld at his family's request, had suffered numerous concussions playing football and other contact sports, his

parents told researchers. Though his brain showed only the earliest stages of the disease, the findings were "absolutely alarming," McKee said, because they confirmed that the disease can permanently damage an athlete's brain at a significantly earlier age than researchers imagined.

"This should be a wakeup call, especially to parents, coaches and league administrators," said Chris Nowinski, a former Harvard football player and professional wrestler who is co-director of the BU center and author of the book, "Head Games: Football's Concussion Crisis." "We're exposing more than 1 million kids to early-onset brain damage and we don't know yet how to prevent it."

Had the teenager lived, neurologists said, he eventually would have developed early-onset dementia that would have advanced unabated until his death.

VALUABLE RESOURCE AVAILABLE TO ATHLETIC PERSONNEL

By Dr. Robert Lehr, CIAC Executive Staff

Coaches, athletic directors and others interested in relevant and up-to-date research related to coaching have an excellent resource. The United States Olympic Committee produces an e-magazine four times a year that is available free of charge to anyone interested. The electronic resource can be accessed at: <http://coaching.usolympicteam.com/coaching/kpub.nsf>.

Past issues of the *USOC Olympic Coach E-Magazine* are available at that address. The 2009 winter issue features the following research articles, all of which are pertinent to coaching high school and middle school student-athletes:

- *Developing the Self-Reliant Athlete* - an article by Catherine Sellers, USOC Coaching Staff
- *A View From the Top* - an article featuring Pia Sundhage, coach of the 2008 Olympic Games gold medal winning soccer team.
- *Mindsets: Developing Talent Through a Growth Mindset* - an article by Carol Dweck, Stanford University
- *A Three-Step Formula For Competition Readiness: From Preparation to Execution* - an article by Sean McCann, a USOC Sport Psychologist

• *Development, Enhancement and Sustainability of Expert Performance in Sport* - On November 13-14, 2008, the USOC hosted a conference that focused on expert performance in sport. Five of the world's top experts in that subject presented their research findings to coaches and coach educators. This article summarizes the research efforts of those five experts.

An important feature of the e-magazine is "Hot Off The Press," which presents a reading list of books, websites or research journals on a topic or topics covered in the current issue. Resources cited in the most recent "Hot of the Press" column include a website for the English Institute of Sport; several anti-doping websites that are excellent resources for coaches of middle school and high school student-athletes (one of the sites that is mentioned, Thatsdope.org, contains narrative information as well as videos on steroids, stimulants and other performance enhancing supplements); and, finally, a website developed by the Australian Sports Commission which contains a series of templates for coaches - from injury reports to season planners.



INVESTORS IN CT YOUTH

- ★ Baden Sports ★
- ★ Bearingstar™ Insurance ★
- ★ Big Y Supermarkets ★
- ★ Coca Cola ★
- ★ CT Lighting Centers ★
- ★ CT Sun ★
- ★ Dick's Sporting Goods ★
- ★ eEsports ★
- ★ Grynn & Barrett Studios ★
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- ★ IGA / Bozzutos ★
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- ★ Spalding ★
- ★ Subway ★
- ★ Teachers' Insurance Plan ★
- ★ U.S. Army ★
- ★ U.S. Marine Corp ★
- ★ Westfield Corporation ★
- ★ Wilson Sporting Goods ★