



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

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ASSISTANT PRINCIPALS BUILD CONNECTIONS

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

The 29th Annual Assistant Principals Conference convened on March 27, 2006, at the Connecticut Convention Center in Hartford. Over 125 assistant principals and colleagues from their schools heard keynote presenter Mark Scharenbroich urge school leaders to find ways for their schools to connect with students. He provided humorous and compelling reasons why school administrators have to build personal relationships so that each student feels a part of the school. He cited the positive benefits for school and student performance.

Conference attendees had a choice of two workshop sessions to hear current and best practices from a number of presenters. Mark gave a breakout presentation on "101 Concrete Examples to Improve School Climate" using photos he had collected from around the country on how schools have made themselves more inviting, welcoming, and attractive. Other topics included "Technology Tips for
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Mike Savage Honored as CASCD's "Educator of the Year"



On March 24th, Executive Director Mike Savage received the "Educator of the Year" award from the Connecticut Association for Supervision and Curriculum Development (CASCD). Mike was recognized at the association's spring conference where President Annie Sweeney called him "the exemplar of the modern leader."

RUBIN NAMED CT's 2006 NATIONAL DISTINGUISHED PRINCIPAL

The Connecticut Association of Schools is pleased to announce that **Loretta Rubin**, principal of Farm Hill School in Middletown, was selected as CT's 2006 *National Distinguished Principal!* Nominated for the award by faculty members Roberta Avery and Lynn Della Ventura, Loretta was chosen for her extraordinary instructional leadership and her single-minded commitment to high levels of student learning. Middletown Superintendent Dr. Michael Frechette describes Loretta as "a true instructional leader with a deep love and care for students."

A 34-year veteran educator, Loretta began her professional career in 1972 as an elementary teacher at Davis Street School in New Haven. After twenty-four years of service to the New Haven Public Schools, as both a teacher and staff developer, Loretta was appointed principal of Irving School in Derby. In 1999, after three years at Irving, she assumed her present position as principal of Farm Hill. Loretta earned her bachelor of arts degree at Clark University (MA); her master of science degree at Southern Connecticut State University; and her sixth year certificate at University of Connecticut, Stamford.

Upon learning of her award, Loretta stated, "I am honored to be named as this year's National Distinguished Principal. It is a privilege to represent the dedicated educators of Middletown and those across the state, who work hard each day to build a community of learners."



LORETTA RUBIN
Principal, Farm Hill School

Farm Hill is described as a "vibrant learning community;" and the energy and vitality that permeate the school building are a direct result of Principal Loretta Rubin's passion for educational excellence. According to Dr. John Hennelly, assistant superintendent of Middletown Public Schools, Loretta's love of learning is infectious. "Loretta's ability to work with adults and to get them to share her enthusiasm for improving students' achievement and interest in learning are what she does best," says Hennelly.

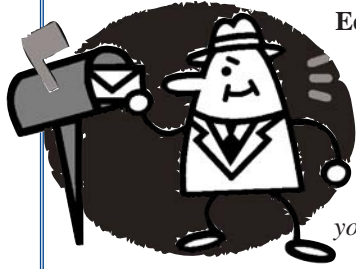
Says Carol Parmelee-Blanca, recently retired superintendent of schools in Middletown, "Loretta is a creative, high energy person who leads by example and has made student performance the number one priority for her school."

Loretta, in her seventh year as principal of Farm Hill, is

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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: Our high school student/parent handbook clearly states that requests for student early dismissal must be in writing unless the parent comes in to school. We also accept e-mails and faxes. However, we invariably have parents (and sometimes imposters) who call us on the telephone with requests to let a student leave early. My position is that without something in writing, we are subject to suit if the student leaves and is harmed in any way. Also, we feel that we are entitled to be given a valid reason such as a medical appointment that cannot be scheduled after school, as our handbook states. Where do we stand legally on this issue?

- By the Book

A. Dear Book: You have the right to enforce the requirements of the handbook. When students attend your school, they are subject to your reasonable rules, and it is certainly reasonable to require that a parent either personally pick up the student or provide written documentation (including by fax or email) of the request to pick up the student. It is also reasonable to require some valid reason for leaving early; even parents do not have the right to determine unilaterally whether and when their children can leave school early. However, I do not think of this as a liability situation (at least at the high school level), because any harm that would befall the student would not be caused by your granting permission to leave.

Q. Dear Mailbag: At our middle school, we want to offer appropriate activities for students after school. One idea that has appeal is intramural sports for students. However, the only teachers who are interested in supervising this activity do not have coaching permits. Can we leave the fine points of the games to the students themselves, and consider that the teachers are only responsible for supervising, not coaching? By taking the position that these teachers are not "coaching," we hope to avoid requiring the coaching permit.

- Why Not?

A. Dear Why: While I admire your entrepreneurial spirit, you would be putting the school district at risk. Section 10-145d-423 of the certification regulations provides that a coach of intramural or interscholastic athletics in kindergarten through grade 12 is required to hold a coaching permit. We note that the regulations do not define what constitutes service as a "coach" and there may be some wiggle room. However, we also note that the requirements for a coaching permit (or a temporary emergency coaching permit) include a standard first aid course as well as CPR training. Since the definition of "coaching" could be construed broadly to require that trained personnel are on hand to protect children, we suggest that you seek a ruling from the state department of education if you wish to pursue this further.

Q. Dear Mailbag: A group of parents thinks that some of the books in our elementary school library are inappropriate. They even object to the Harry Potter series, because they claim that these books glorify the dark forces. I don't mind a reasoned discussion concerning what should and should not be in the library. However, they are trying to bully me with talk of constitutional litigation. Can they force me to clean out the library?

- Standing Tall (So Far)

A. Dear Standing: The "reasoned discussion" that you mention is a good approach that would be made even better by adopting a more formal process. A clear process for receiving such complaints and appointing a review committee to make recommendations is advisable because removing books from the library can raise constitutional issues. For example, in 2003 a federal district court in Arkansas ruled that a school district violated the First Amendment when it required parent permission for elementary school students to check Harry Potter books out from the library. In any event, school officials have broad discretion in deciding whether to retain or to remove books from school libraries; you need only show that your actions are based on legitimate pedagogical interests. Conversely, the courts have uniformly rejected efforts by parents who have sought to require removal of material in the curriculum or in the library that they find offensive. Parents may have valid points, and their concerns should be carefully considered. However, you should not be intimidated by those parents who want to push you around

ct news & notes

REVISED TESTING TIME BILL BECOMES LAW

SB384, the bill which repeals the statute regarding start time limitations for state mastery examinations or tests mandated by the federal *No Child Left Behind Act*, passed both the Senate and House, and was signed by the governor on April 21. It becomes P.A. 06-8 and takes effect July 1, 2006.

ATTENTION: Member High School Principals

CAS is pleased to announce that a copy of the state-compiled report on the 2006 High School Graduation Requirements is now available on the CAS website. If you would like to see what high schools in Connecticut are requiring, please visit the members-only section of the website. Once you have logged in, simply click on the "Download HS Graduation Requirements Report" option on the pull-down menu. CAS has worked in conjunction with the state department of education to make this information available to our member schools and would like to acknowledge the efforts of Ann Gaulin and Fran Rabinowitz.

GRYNN & BARRETT COMES TO CT!

Grynn & Barrett Studios, formerly the Greniers Photographers, announces the opening of its new office in Rocky Hill. On June 5th, Grynn & Barrett's second studio will open at 632 Cromwell Avenue in Rocky Hill. At its Rocky Hill location, Grynn & Barrett, CAS' official photographer, will offer high school seniors mid-range and high-end photography experiences. Visit www.grynnandbarrett.com to see the exciting offerings and read all the news. Senior sessions for the Class of 2007 will begin at the Rocky Hill location on June 19th (by appointment). Family portrait sessions in the fall and winter will also be scheduled at the Rocky Hill address. Appointments can be made by calling Grynn & Barrett at (800) 639-2104.

national news & notes

■ A California senate committee has approved a bill that would require textbooks to address the contributions of gays, lesbians, bisexuals, and transgender persons to California and U.S. history. The bill now goes to the full senate. Senator Sheila Kuehl, the state's first openly gay legislator and the bill's sponsor, says, "Our community is invisible in all of the teaching material, so that our students are never, ever given any information about the fact that somebody who did something good was a gay person. That changes the way you feel about someone." According to bill supporters, gay and lesbian students are less likely to feel isolated and drop out of school if they see themselves represented in the material they learn at school. However, opponents say the bill encourages homosexuality.

■ Several forms of child maltreatment showed a marked decline nationwide, according to a recent study published by the U.S. Department of Health and Human Services. "Child Maltreatment 2004" showed that rates of substantiated sexual abuse dropped by 6 percent in 2004 compared to the previous year, capping a 49 percent total decline since 1992. Rates of physical abuse declined by 11 percent from 2003 to 2004, making for a total 43 percent reduction since a peak in 1992. Neglect also declined 6 percent over the one year period. David Finkelhor, professor of sociology and director of the Crimes against Children Research Center at the University of New Hampshire, who has been studying these declines, says that other sources of data have shown parallel declines, and other related indicators like running away, delinquency, and teen suicide have also improved. Finkelhor thinks that the declines are related to a variety of social changes that have occurred in the last generation. He cites more awareness about child maltreatment, improved parenting practices, and more effective treatment for family and mental health problems, including psychiatric medications. To view the study, visit www.acf.hhs.gov/programs/cb/pubs/cm04/index.htm

■ The Florida legislature has given final approval to a bill that requires high school students to declare a major, similar to college students. Under the bill, which was

part of Governor Jeb Bush's "A-Plus-Plus" plan to bring Florida's public school system into the 21st century, high school students would be able to major in subjects such as humanities, English, communications, math, science, history, social studies, arts, foreign languages and vocational skills. They also would have to declare a minor. Some educators support the plan, but others fear it will deprive students of a broad liberal arts education and put more pressure on young people.

■ According to two recent surveys conducted by the U.S. Centers for Disease Control and Prevention, about 300,000 school-age children in the United States have been diagnosed with autism. The surveys also revealed that boys were four times more likely to be diagnosed with autism than girls; and, the prevalence of autism was higher among children ages 6 to 11, among non-Hispanic whites, in households where at least one member had education that went beyond high school, and in families whose income was more than twice the federal poverty level. The different prevalence rates suggest that, even though autism can be diagnosed for children as young as 18 months, most children are diagnosed with autism when they enter school, CDC officials said.

Parent-Reported Autism

A survey by the U.S. Centers for Disease Control and Prevention shows that the prevalence of autism per 1,000 children is:

| | |
|----------------------|-----|
| TOTAL: | 5.7 |
| BY GENDER: | |
| Male: | 8.8 |
| Female: | 2.4 |
| BY RACE: | |
| White, non-Hispanic: | 7.0 |
| Black: | 5.2 |
| Hispanic: | 2.9 |

| | |
|---|-----|
| BY FAMILY INCOME: | |
| Less than twice the federal poverty level*: | 5.7 |
| Greater than or equal to twice the poverty level: | 7.1 |

*Poverty level was derived from household-income level on the basis of U.S. Department of Health and Human Services guidelines.

(SOURCE: U.S. Centers for Disease Control and Prevention)

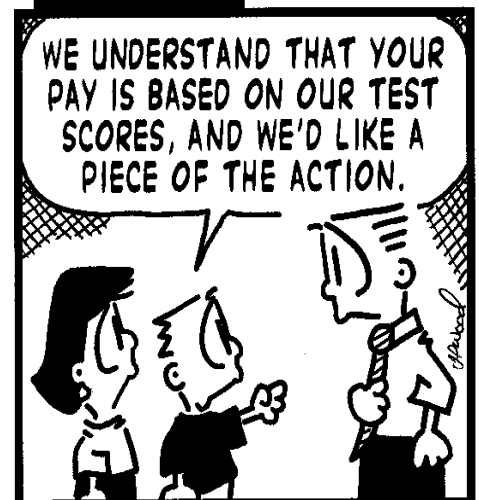
MTV CONDUCTS STUDY ON YOUTH ACTIVISM

MTV has just released the results of *Just Cause*, a research study which examines how youth perceive "activism" and explores the motivating factors and barriers in their decision to become involved in social causes. The study, which involved more than 1200 young people nationwide, found that:

- 62% say that the issues that really matter to them are the ones that have personally touched them or someone they know
- 70% of involved middle-school students said their parents' encouragement played a big role in getting them to volunteer
- 75% of involved youth say wanting to help others is what drives them
- 71% of involved youth say enjoying volunteer activities played a big role as well
- 43% of involved youth say that organized religion played a big role in getting them to volunteer
- Respondents identified busy work schedules (51%), lack of encouragement (35%), personal identity (18%), desire to hangout with friends (15%), lack of time(14%), and not knowing how to get started (14%) as among the top roadblocks to getting involved.
- Better resources to find out about opportunities (12%), having more time/more convenient activities (14%), and opportunities to volunteer with friends (15%) were the three most frequently mentioned factors that young people said would get them more involved.

For more information, visit <http://www.mtv.com/thinkmtv/research/>

SCHOOLIES © 2006 by John P. Wood



. . . more national news & notes

■ In a deal announced early this month by the William J. Clinton Foundation, the nation's largest beverage distributors agreed to stop selling non-diet sodas to most public schools, where childhood obesity has become an increasing concern. Under the agreement, public high schools would still be sold diet soda, but elementary and middle schools would be sold only unsweetened juice, low-fat milk and water. The agreement should reach an estimated 87 percent of the school drink market. Industry giants Cadbury Schweppes PLC, Coca-Cola Co. and PepsiCo Inc. -- all members of the American Beverage Association-- agreed to the changes. The deal follows a wave of regulation by school districts and state legislatures to cut back on student consumption of soda amid reports of rising childhood obesity rates. Soda has been a particular target of those fighting obesity because of its caloric content and popularity among children.

■ At a time when record fuel prices threaten to siphon money from school budgets, school bus manufacturer IC Corp. has partnered with the Enova Systems, a developer of electric, hybrid, and fuel-cell digital power management systems, to build what the companies are calling the nation's first hybrid diesel-electric school bus. A prototype of the hybrid vehicle is scheduled to be delivered to an undisclosed school bus customer this spring, with widespread production on the model expected in 2008.

■ The U.S. Department of Education has granted North Carolina and Tennessee approval to use growth-model assessment systems to meet NCLB's requirements for showing adequate yearly progress. These are the first states granted approval, under the growth model pilot program, to change the way they determine adequate yearly progress. They will be allowed to measure individual student achievement from one year to the next, instead of measuring an entire grade of different students. Growth models give schools

credit for student improvement over time. Fourteen states applied to use the growth model for the 2005-2006 school year, but only two were ultimately approved. Six states, Alaska, Arkansas, Arizona, Delaware, Florida, and Oregon, have been offered the chance to revise their proposals and resubmit for the 2006-2007 school year. The remaining states were rejected because their models did not ensure that all students would reach proficiency by 2014.

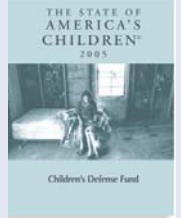
■ According to NetDay's third annual "Speak Up" survey, sponsored by Dell Inc. and the BellSouth Foundation, 97 percent of teachers now say they use e-mail on a weekly basis to communicate with colleagues, administrators, and the parents of their students--and 35% say they use e-mail to reach students themselves. But at the same time teachers are becoming more comfortable with using e-mail, students have largely moved on to another, more sophisticated form of communication, the survey suggests: instant messaging (IM). About 65% of students in grades 6-12 taking the survey said they use e-mail or IM every day. But a closer look at the survey results reveals that students are much more likely to use IM to communicate with each other than e-mail.

■ Students of teachers who hold certification from the National Board for Professional Teaching Standards achieve, on average, no greater academic progress than students of teachers without the special status, a long-awaited study using North Carolina data concludes. The study—conducted by William L. Sanders, the statistician who pioneered the concept of "value-added" analysis of teaching effectiveness—found that there was basically no difference in the achievement levels of students whose teachers earned the prestigious NBPTS credential, those who tried but failed to earn it, those who never tried to get the certification, or those who earned it after the student test-score data was collected. The full report can be viewed at www.nbpts.org/pdf/sas_final_report.pdf.

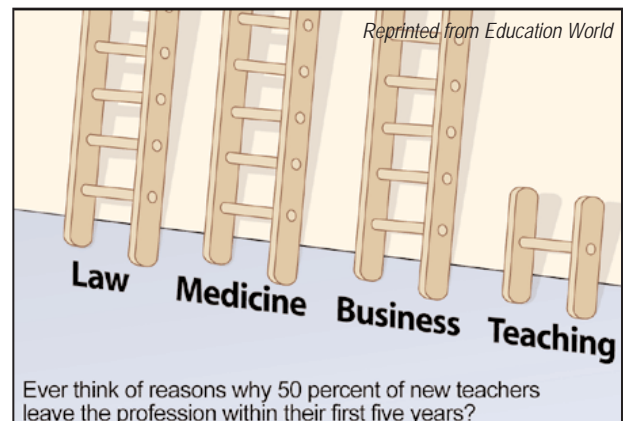
THE STATE OF AMERICA'S CHILDREN

The Children's Defense Fund has released "The State of America's Children® 2005," its annual report chronicling the pressing education-, health- and welfare-related concerns of the nation's children. Chapter four of the publication, which can be downloaded at www.childrensdefense.org/publications/greenbook, examines a number of compelling education issues (including NCLB, school funding, high-stakes testing and zero tolerance policies) and includes powerful statistics such as:

- Those with less than a high school diploma saw their mean family income decline by 14% between 1979 and 1995, but college graduates' mean income rose 14%.
- Those with a college degree will earn nearly twice as much over their lifetimes as those with a high school degree; people with professional degrees earn almost four times as much.
- People with bachelor's degrees were twice as likely as those without high school diplomas to report being in excellent or very good health.
- Unequal educational opportunities are linked to social problems, such as drug abuse, crime, and lack of access to medical care.
- High school dropouts are three times as likely to be welfare recipients as are high school completers who do not go to college.



■ According to a new study from the National Education Association, half of new U.S. teachers are likely to quit within the first five years because of poor working conditions and low salaries. The study also found that the average teacher is a married, 43-year-old white woman who is religious. Teachers are more educated than ever before, with the proportion of those holding master's degrees increasing to 50 percent from 23 percent since the early 1960s. Only 6 percent of teachers are African American, and 5 percent are Hispanic, Asian or come from other ethnic groups. Men represent barely a quarter of teachers, which the association says is the lowest level in four decades.



... more national news & notes

■ Not a single state will have a highly qualified teacher in every core class this school year as promised by President Bush's education law. Early this month, the education department ordered every state to explain how it will have 100 percent of its core teachers qualified belatedly in the 2006-07 school year. In the meantime, some states face the loss of federal aid because they didn't make enough effort to comply on time. They are Alaska, Delaware, Idaho, Iowa, Minnesota, Montana, Nebraska, North Carolina and Washington, plus the District of Columbia and Puerto Rico. In grading the states on compliance with the "highly qualified teacher" provision of NCLB, the department found that 29 have made substantial progress. They must improve but do not face looming sanctions. Twelve other states are still under review and haven't been rated: Colorado, Connecticut, Indiana, Maryland, Massachusetts, Missouri, Oklahoma, Pennsylvania, Rhode Island, Virginia, West Virginia and Wisconsin. No matter which category they are in, all the states must submit a new plan of action. (Source: ABC News)

■ Nearly half of the nation's children under 5 are racial or ethnic minorities, and the percentage is increasing mainly because the Hispanic population is growing so rapidly, according to a new census report. In some suburban communities, government officials face a cultural generation gap as they weigh demands from older white residents for senior-citizen centers, transportation and other aid against requests from younger, mainly minority residents for translation assistance, preschools and other services. Experts say immigrant families are becoming more concerned with the quality of their children's early education, aware that it can affect their future academic success. The new statistics offer a preview of future demographic shifts, with broad implications for the nation's schools, workforce and Social Security.

■ Governor Sonny Perdue of Georgia has signed a law that requires the state's public schools to spend 65% of their budgets on classroom expenses. Eligible "in-classroom" expenditures include teachers' salaries and benefits; instructional materials and supplies; and costs for field trips, physical education, music, art, and other classroom activities. In addition, tuition paid to out-of-state systems and private schools for special needs students

also qualifies. A study by Georgia State University economics professor Ben Scafidi found that local school districts in Georgia that spent more than 65% of their budget in the classroom had scores averaging 73 points higher on the SAT and 6 to 14 points higher on the Criterion Referenced Competency Test than districts that did not. Governor Perdue admits that he was not an early fan of the 65% standard, but that the data convinced him of the measure's effectiveness.

■ For decades, it has been a commonly held belief that high school students planning to go to college need to take more rigorous coursework than those going directly into the workforce. More recently, however, many employers have suggested that, in the growing global economy, entry-level workers need much the same knowledge and skills as college-bound students. Until now, these claims have been based on anecdotal rather than empirical evidence. Results of a new ACT study provide empirical evidence that high school students need to be educated to a comparable level of readiness in reading and mathematics whether they are planning to enter college or workforce training programs after graduation. In the study, ACT looked at the types of occupations that offer a wage sufficient to support a family of four, as well as potential for career advancement, but that do not require a four-year college degree. These occupations—which include electricians, construction workers, upholsterers, plumbers, etc.—typically require some combination of vocational training and on-the-job experience or an associate's degree. For more information, visit <http://www.act.org/news/releases/2006/05-08-06.html>.

■ America may be the world's superpower, but its survival rate for newborn babies ranks near the bottom among modern nations, better only than Latvia. Among 33 industrialized nations, the United States is tied with Hungary, Malta, Poland and Slovakia with a death rate of nearly 5 per 1,000 babies, according to a new report. Latvia's rate is 6 per 1,000. The U.S. ranking is driven partly by racial and income health care disparities. Among U.S. blacks, there are 9 deaths per 1,000 live births.

“THE WORLD IS FLAT”: CHINESE AND AMERICAN EDUCATION

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

When Connecticut educators engage in discussions on needed changes in our schools to prepare students to live in the world of this century, consider the remarks presented recently in Beijing to this year's Principal Shadowing Program participants. Thomas Freidman's book, *The World is Flat*, describes how developed and developing countries are sharing the same issues.

Dr. Yang Jin, Deputy Director-General of the Ministry of Education's Department of Basic Education, outlined the major challenges facing China's schools, which now hold 20% of the world's total student population. While the phrasings or statistics may be different, note how similar his concerns are to those we have.

- *Challenge 1:* Up to the end of 2005, there were still 176 counties (mostly in the western regions) that have not yet achieved the goal of universalizing the 9-year compulsory education requirement.
- *Challenge 2:* In some places, the dropout rate is substantially high, and some students from poor families have difficulties attending school.
- *Challenge 3:* There are about 6.5 million migrant children who have moved from the rural areas to the urban areas with their parents with an annual increase of 1.5 million and 22.9 million "left behind" children in the rural areas. Some of the migrant children and the left behind ones have difficulties in receiving compulsory education.
- *Challenge 4:* The enrollment rate of pre-school education for 3-6 year old children is relatively low. The current pre-school education cannot suit the demand for early childhood development.
- *Challenge 5:* On average, less than half of 15-year-olds in the country can progress to the upper secondary level of education, and the ratio between vocational education and general education is imbalanced.
- *Challenge 6:* Insufficient funding exerts great constraints for the development of education. In 2003, the budgetary educational funding only constituted 3.3% of China's GDP, which is still behind the average level for developing countries.

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- *Challenge 7:* There are substantial inequities between education in the rural areas and urban areas, between the eastern and western regions and between schools.
- *Challenge 8:* There is a great shortage of qualified teachers in some areas, and the competence of many teachers cannot meet quality requirements of teaching and learning.
- *Challenge 9:* There are only 5.6% of primary schools and 20.4% of junior secondary schools that have installed internet connections and the use of technology is limited.
- *Challenge 10:* The concepts and ideas of education need to be innovated, teaching methods and curricula need to be improved, and the quality of teaching and learning needs to be up-graded.

As the eleven principals in the group learned when visiting their partner schools in Shandong Province, the problems facing school administrators in China and the U.S. are remarkably similar: the need for change, the need for professional development, the use of technology, the inequities of opportunities, and

accountability for progress.

The participants in the Principal Shadowing Program on the April trip to China were: Spencer Clapp, principal, Connecticut International Baccalaureate Academy; Jeff Cryan, principal, Mansfield M.S.; Robert Hale, principal, Westbrook H.S.; Mark Johnson, principal, Oakdale Elementary School; Edward Lazaroff, principal, Horace W. Porter School, Columbia; Mark Nolan, principal, Pine Grove School, Avon; Thomas Reale, principal, New Britain H.S.; Catherine Richard, principal, Danbury H.S.; Ronald Stancil, principal, West Haven H.S.; Lynette Tinacci, principal, Driscoll School, Wilton; and John Vecchitto, principal, Nonnewaug H.S..

The CT State Department of Education, the CAS Principals' Center, the China Exchange Initiative, and the Freeman Foundation have supported the Principal Shadowing Program in establishing school partnerships between Connecticut and Shandong Province. Dan Gregg of the state department of education has been successful in developing Chinese partnerships with fifty Connecticut schools.

Assistant Principals, continued from page 1

Administrators," "The Transition to the Principalship," a *Breaking Ranks II* high school from Maine, "Professional Learning Communities," and "Drug Update."

The luncheon speaker for the conference was Thomas Mooney, partner at the law firm of Shipman and Goodwin. Tom shaped his always-popular legal update on the topic of "What Are the Rules for Making School Rules?" He outlined the historic development of legal authority from in loco parentis to present developments on such issues as random drug testing for athletes.

The CAS Assistant Principals Committee, chaired by Sally Biggs of South Windsor High School, organized the conference. Chair of the conference planning committee was Donna Hayward of Rocky Hill High School. Teachers Insurance Plan was the corporate sponsor of the conference.



The CAS Assistant Principals' Conference Planning Committee

High School Graduation Requirements Analysis (2002-2006)

| Districts with High Schools | Number of Credits (minimum) | Basic Skills Needed For Graduation (Duplicated Count) | Assessment of Basic Skills (Duplicated Count) | Alternative Course of Study to Meet Basic Skills | Unique Graduation Requirement(s) (Duplicated Count) |
|-----------------------------|-----------------------------|---|--|--|---|
| 131 | 20-25 credits (84%) | Reading (97%) | CAPT 3 or higher (79%) CAPT 4 or higher (12%) District Performance Task (2%) Other (4%) | Varies District By District | Technology (31%) |
| | 26-29 credits (9%) | Mathematics (93%) | CAPT 3 or higher (76%) CAPT 4 or higher (11%) District Performance Task (2%) Other (6%) | | Computer Literacy (8%) |
| | 40-48 credits (2%) | Writing (95%) | CAPT 3 or higher (78%) CAPT 4 or higher (12%) District Performance Task (2%) Other (4%) | | Career Education Portfolio (7%) |
| | Other (5%) | Health and Fitness (5%) | Meet-Exceed CT Fitness Test (4%) Fitness Plan – Portfolio (2%) | | Oral Communication (2%) |
| | | Science (43%) | CAPT 3 or higher (37%) CAPT 4 or higher (4%) District Performance Task (2%) Other (0%) | | Senior Project (5%) |
| | | Social Studies (10%) | Varies District By District | | Internship (Less than 1%) |
| | | Art (5%) | Varies District By District | | Job Shadowing (2%) |
| | | World Languages (2%) | Varies District By District | | College Credit (2%) |
| | | | | | Academic Portfolio (2%) |
| | | | Community Service (18%) | | |
| | | | Social Civic Responsibility (5%) | | |
| | | | Personal Fin. Mgt (Less than 1%) | | |
| | | | Specific Individual Courses (2%) | | |
| | | | Performance Standard Credit (Less than 1%) | | |
| | | | Research Paper (Less than 1%) | | |
| | | | Senior Writing Portfolio (Less than 1%) | | |
| | | | Lifelong Learning Skills (Less than 1%) | | |

Source: CT State Department of Education

2006 FLANAGAN GRANTS ANNOUNCED

Janet Garagliano, chair of the CAS Student Activities Board of Control (SABC), is pleased to announce on behalf of CAS and Big Y World Class Markets the 2006 *Thomas R. Flanagan Memorial Grant* award recipients. The following outstanding student activities have been selected for awards this year:

- **Branford High School** - *Project Connect* provides help to elementary school students by placing trained high school students as facilitators in elementary school science classrooms once a week for the entire school year. A total of 610 elementary students benefit from the developed sets of learning activities created by Branford High School students.

- **Connecticut International Baccalaureate Academy**, East Hartford - *Memorial Walk*. The entire student body of the school will participate in a walk on May 20, 2006, in memory of former principal, Michael Abelon, who passed away from cancer. Proceeds will go to PanCan, the Pancreatic Cancer Action Network and the Michael Abelon Scholarship Fund.

- **Holy Cross High School**, Waterbury - *We Care Connection*. For the entire school year students from Holy Cross visit the Waterbury Extended Care Facility, a nursing facility for 110 patients. Each month students decorate a six-foot artificial tree with a seasonal theme. A different club or committee attends each month and also creates an activity for residents based on the holidays or special events celebrated during the month.

- **Newtown High School** - *The High School Speech and Debate Team* began this school year as a new activity for students. In the first year of operation, 35 students have participated in 15 Lincoln-Douglas style debates that emphasize research, organization, speaking, critical thinking, reading, persuasiveness, and writing skills. Team members have also met weekly at Newton Middle School to assist its debate team.

- **Simsbury High School** - *The Multicultural Club* dedicated each month to a diverse population represented by students in Simsbury High School, including Chinese New Year for the Year of the Dog and Black History Month in February. Club members expect to broaden the scope and number of activities for next school year.

- **Bernie Dover Jackson Middle School**, New London - *The Martial Arts Club* was begun by a New London Police Officer, Carl Brisson-Lopez, to change the social

dimension of students in the school community. Emphasis is on using the martial arts to build interaction skills, self-control, tolerance to frustration, and improve self-image.

- **Catherine McGee Middle School**, Berlin - *The Wellness Club* aims to provide a Wellness Center in the school that will use cardiovascular and weight resistance equipment to develop students' self-esteem, self-improvement, and self-motivation. The center will also be open for use by staff members, parents and community members.

- **Dodd Middle School**, Cheshire - The grant will support *The Heritage Scrapbook*, which has been an enrichment program that will now be a co-curricular activity. Students create a scrapbook of family and community history. The project teaches research skills to students as well as producing a heritage album containing unique personal memorabilia.

- **Suffield Middle School** - *The Leadership Symposium* is an event planned for May to have over 150 middle school students from Suffield and surrounding towns participate in leadership development. Held prior to student government elections, the symposium builds understanding of the commitment required to be a leader and the value of community service.

The purposes of the Flanagan awards program are to stimulate the growth and improvement of student activities and to provide recognition for outstanding student activities. The award recipients were recognized at a reception at the CAS Conference Center on May 10, 2006.

Thomas Flanagan was the former principal of Waterford High School. A member of the CIAC program, basketball, and football committees, Tom was most closely identified with the SABC during its years of transition and growth. He was also a highly respected member of the NASSP Standing Committee for Student Activities. The Thomas R. Flanagan Student Activities Memorial Grants are dedicated to his legacy.

Big Y has been a dedicated corporate partner of CAS since 1997. In addition to sponsoring the Flanagan Memorial Grants, it produces a highly acclaimed nutritional newsletter mailed to all CT students and funds the prestigious Governor's Scholars Program. Big Y was founded in 1936 and currently employs over 8,500 people in fifty-two locations in Massachusetts and Connecticut.

middle school news

TWO NEW MIDDLE LEVEL PUBLICATIONS TO LEAD REFORM

By Earle G. Bidwell,
Assistant Executive Director

Two new middle level publications have come on the scene this spring that show promise as exceptional resources in leading middle level reform. The first is a National Association of Secondary School Principals' (NASSP) publication entitled *Breaking Ranks in the Middle: Strategies for Leading Middle Level Reform*. The second is a National Middle Schools Association (NMSA) tome entitled *NMSA Policy Guidebook*.

Following on the heels of the high school book *Breaking Ranks II: Successful Strategies for Leading High School Reform*, the NMSA work is very closely aligned with signature middle level reform efforts including *Turning Points 2000*, NMSA's *This We Believe*, and the "Schools to Watch" criteria. "Conscious of the need for middle level leaders to receive a single, authoritative message on improving middle level schools, NASSP seeks to align its agenda with that of other organizations by actively participating in the National Forum to Accelerate Middle Grade Reform..."

Breaking Ranks in the Middle is a tool designed to help principals and teachers lead their schools through a process of school improvement. It is organized into nine cornerstone strategies dealing with academics, teaming, common planning time, advisory, instructional and assessment strategies, flexible schedules, leadership program alignment and professional development.

As was the case with *Breaking Ranks II*, the Connecticut Association of Schools will be taking a leadership role in providing training modules for principals and teachers interested in implementing the middle level reform model.

The *NMSA Policy Guidebook* is designed for policymakers "... at every level of government-federal, state, and local-to ensure that all young adolescents fulfill their potential. This guide shows the steps necessary to implement a coordinated and strategic plan for raising academic achievement and supporting 10- to 15-year-olds as they move through the exciting but challenging transitions of adolescence." Decision-makers at each level of government are provided with sound, research-based, information to guide in the formulation of policies and procedures that will:

- "Ensure that all middle level students participate in challenging, standards-based curricula, and engaging instruction, and that their progress is measured by appropriate assessments that result in continuous learning and high achievement.
- Support the recruitment and hiring of teachers and administrators with strong content knowledge and the ability to use research-based instructional strategies and assessment practices

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... more middle school news

SELECTIVE HIRING PROCESSES

by Ann M. Richardson, Ph.D. and Robert C. Spear, Ed.D.

A selective hiring process; who has the time? It is a fact that the single most important thing any educational leader can do is hire well. If you, as a leader, do not have a clear vision of where you want to take the school and have the ability to hire staff to carry out the mission of the school, it will be a difficult step to make change and positively affect student achievement.

This process is particularly difficult for middle level educators as few colleges or universities in New England have middle level preparation programs to adequately prepare middle level teachers. For teachers who have experience and may want to change positions, they may not have practiced their profession in a middle level school that promotes research-based organization and instructional practices.

This challenge is exacerbated for Superintendents who want to hire middle level leaders to build or sustain quality middle level schools. Nationally, only a handful of higher education institutions prepare leaders for middle level. Far too often, superintendents and hiring committees take a compromise position and hire a person they think has leadership qualities but who may not understand, much less have the capacity to lead a middle level school with all the complexities inherent in such a position. Oftentimes these folks are effective assistant principals or principals from the elementary or high school levels who are seeking leadership positions and a position becomes available at the middle level.

Often superintendents and middle level leaders hire people who have the potential to be great middle level educators and enter into the process knowing that professional development dollars will need to be spent to have newer teachers learn the skills of teaching and working in a middle level school. Unfortunately, these well-intentioned action steps get lost in a transition process and/or a lack of funding to support this kind of "retraining." Therefore, establishing and fine-tuning a quality interview process is critical to selecting the right candidate. Several pieces of research point to suggested processes to decrease costly mistakes of hiring the wrong person.

Some of these helpful strategies are listed below:

- Write a targeted job description in an ad
- Canvas areas to develop possible candidates
- Send ads to a variety of media
- Conduct paper screening
- Review resumes quickly and determine yes, no, or maybe candidates. Narrow your interview pool

- Develop non-discriminatory interview questions and scoring techniques
- Establish/train interview committee. Clearly explain interview scoring techniques
- Ask interviewees to complete writing sample and describe quality lessons
- Narrow pool
- Check references - be certain to read between the lines
- Do background check/fingerprint
- Ask final two or three candidates to teach a lesson in an actual classroom of students using current curriculum
- Present an offer to the most qualified and send letter/call persons to gently reject other candidates
- Don't be afraid to re-open your search/do not settle for second best (Rothman, 2004)

With respect to conducting a rigorous personnel interview, be certain to include tough questions that provide reliability in establishing the fact that the candidate has the skills necessary to move the school forward. All too often interview committees focus on who the person knows or how personable the individual comes across. Additionally, include questions relating to the applicant's ability to communicate thoughts, set and accomplish goals, work as a team member, and possess all skills necessary for the job.

The fatal flaws of any hiring process are; poor recruitment and selection processes, low reliability to job match, high turnover, and high potential for grievances. "Credentials and years of work experience do not ensure success on the job," (HR Strategy, 2005). Experience and a quality resume may get someone in the door, but it does not mean the individual has the skills to move the organization ahead. It is up to the hiring committee to tease out the specific information from candidates that match the qualities the group is looking to bring to the job.

On a final note, it cannot be emphasized enough, a selective hiring process is the most important task any employer has at hand. One caution should be mentioned at this time; be aware the number of interviews and delays in the process can cause confusing and conflicting information that lead to the loss of quality candidates. To be certain that this doesn't happen, try not to interview every candidate that applies. Research has shown that 60% of the interviewees should not have been taken through the interview process. (HR Strategy, 2005)

It is the purpose of this article to provide salient points and strategies about a selective hiring process. While the problem of quality and qualified candidates runs deeper than the process, particularly for effective middle level educators, NELMS hopes to highlight a snapshot about the employment hiring process. Look for more information on www.Google/SelectiveHire.com.

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- Dr. Ann Richardson is the principal of the Bennet Middle School in Manchester, Connecticut.
- Dr. Robert C. Spear is Executive Director of the New England League of Middle Schools, Topsfield, Massachusetts.

Publications, continued from page 7

that are appropriate for educating middle level students.

- Support organizational structures and a school culture of high expectations that enable both middle level students and educators to succeed.
- Develop ongoing, school-initiated family and community partnerships to provide a supportive and enriched learning environment for every middle level student.
- Facilitate the generation, dissemination, and use of research that is needed to identify and implement effective practices that lead to continuous student learning and high achievement in the middle grades."

This publication, hand delivered this month to Education Secretary Spellings in Washington and Commissioner Sternberg, will be available through the Connecticut Association of Schools and the New England League of Middle Schools.

As Connecticut and the nation continue to struggle with issues of meeting adequate yearly progress, attracting and retaining highly qualified teachers and closing the achievement gap, these two publications will be welcome additions to the growing array of research-based resources to aid in school improvement.

elementary news

Rubin, continued from page 1

known for her selfless and uncompromising dedication to her students and school community. Rachel Gritzuk, Farm Hill PTA president, reports, "Loretta arrives well before school opens and is always the last to leave. You may drive by on the weekend at any given time and see her car in the parking lot."

Loretta has been uniquely successful in raising the academic achievement of her students while at the same time enhancing the social and cultural climate of the school. Says fifth grade teacher Joanne Smith, "Loretta is an enthusiastic, passionate principal whose vision for all students is a high degree of academic and social success." Under Loretta's leadership, the Effective Behavioral Support (EBS) and Four-Step Committees have been established to meet a broad range of students' educational and behavioral needs. These initiatives, among others, have helped to dramatically decrease rates of student suspension; and, over the past seven years, they have served to reduce the identification of special education students from 19% to 7%.

A gifted instructional leader, Loretta is actively involved in all aspects of curriculum development at Farm Hill. She closely monitors the instructional program, reviews and analyzes test data, and works with her staff to make the changes necessary to operate an effective educational program. She vigilantly keeps abreast of new research and emerging trends in education and is always presenting new information for the staff to consider and digest. Loretta has worked tirelessly to promote cooperation and respect for the educational process and to create an atmosphere conducive to learning, enrichment, improvement and progress.

One of Loretta's many strengths is her focus on data-driven decision making. Due in large measure to her leadership in using assessment data as a tool to accelerate student learning, Farm Hill was one of ten elementary schools in the state to be recognized by the State Department of Education for its growth in reading achievement on the Connecticut Mastery Test. Says Mark Proffitt, principal of Spencer Elementary School in Middletown, "Her school continues to be a beacon within our community for posting impressive gains in student achievement, both on state mandated assessments and assessments completed within the district."

Determined to ensure that no child "slips through the cracks," Loretta has worked with staff to design and implement varied academic assistance programs for both regular and special education students. "We work together to help each child reach a high standard of performance," says Loretta. She has focused much of her energy and resources on assisting at-risk populations such as English Language Learners and students with disabilities. According to Dr. Hennelly, it was Loretta's efforts in restructuring the district's ELL program that has led to its tremendous success. "Despite the fact that our ELL population has grown from 34 students to 138 in three years, with no staffing increase, Loretta's reconfiguration and attention to ELL make it an engaging and effective program for students and parents alike. Each year, we see these students making greater academic progress and successfully exiting the program more quickly."

Farm Hill also houses the district's Talented and Gifted Program as well as one of two district family resource centers which engage and educate parents, grandparents and pre-schoolers in the many health, civic and social services available through the school and municipality.

Proffitt praises Loretta's ability to generate parental support for and involvement in school programs. "Family-oriented events and parent involvement are thriving at Farm Hill School under Loretta's leadership," says Proffitt. And, notes, Hennelly, "Some schools struggle with getting the community into the school; Farm Hill struggles with finding sufficient parking to accommodate all the parents and visitors."

Loretta will be honored by CAS at the "Celebration of Distinguished Administrators" to be held on October 19th at Saint Clements Castle in Portland. On October 26th, she will travel to Washington, D.C. to participate in a two-day national recognition event along with National Distinguished Principals from each of the other forty-nine states, the District of Columbia and the Virgin Islands.

NAESP Update

News from the National Association of Elementary School Principals

■ Dues and Special Categories Increase For 2006-2007

On April 4, 2006, during NAESP's Annual Convention, the Delegate Assembly passed a \$20 dues increase for active membership. This is the first dues increase in four years and is based upon the increasing costs of the Legal Benefits Program premium, health and retirement benefits, printing and postage, changing economic times, technology needs, and the investment in new programs and products for NAESP members.

The following dues structure will be effective June 1, 2006 (Members can renew at the current rate until May 31, 2006):

NAESP MEMBERSHIP DUES, 2006-2007

| Category | Current Dues | Proposed Dues |
|----------------------------|--------------|---------------|
| Active | \$ 195 | \$ 215 |
| Institutional Active | \$ 235 | \$ 260 |
| Institutional Subscription | \$ 125 | \$ 140 |
| Associate | \$ 105 | \$ 115 |
| Aspiring | \$ 65 | \$ 70 |
| Emeritus | \$ 98 | \$ 108 |
| Retired | \$ 50 | \$ 55 |
| International Associate | \$130 | \$ 145 |

■ New Web Site Offers Exciting Products and Services Especially For Educators

School administrators are often asked to make purchasing decisions for their schools, but don't always have the time to sift through multiple Web sites and catalogues searching for products and services. NAESP has created a new, comprehensive Web site that offers one-stop online shopping for all education leaders. EdUMarket (www.edumarket.org) is devoted solely to providing information and links to a variety of exciting products and services. Whether educators are purchasing school furniture, developing a fundraising program, or looking for high-quality professional development materials, visiting EdUMarket allows them to easily shop and search vendors' Web sites for resources that will help them enrich their schools.

This user-friendly site is free to use and access and features leading vendors-all approved by NAESP-including Highlights for Children, Target, Mentoring Minds, Office Depot, and many more. Resources on the site are organized by category (i.e., furniture) or alphabetically. New services and products will be added and updated on an ongoing basis.

“Sportsmanship is when a guy walks off the court and you can’t tell if he won or lost.”

- Jim Courier, tennis player

■ The percentage of children in the United States who are overweight or obese has doubled during the past three decades, and the incidence of childhood obesity has tripled, a report concludes. The report—published in the spring 2006 issue of *The Future of Children*, a publication of the Woodrow Wilson School of Public and International Affairs at Princeton University—says that since the 1970s, the percentage of overweight or obese children grew from 15 percent to almost 30 percent. Over the same period, the incidence of childhood obesity increased from 5 percent to 15 percent. To address the problem, the report recommends programs that involve both children and parents, efforts to improve nutrition and physical-activity standards in schools, limits on children’s exposure to advertising, and an improvement in preventive care and treatment for obesity and related diseases. “Childhood Obesity” is available from The Future of Children at www.futureofchildren.org/ usr_doc/obesity_intro.pdf

■ SB00204, AN ACT PROMOTING THE PHYSICAL HEALTH NEEDS OF STUDENTS, has been signed by the governor and is now P.A. 06-44. The purpose of the law is to encourage exercise and student wellness in schools by requiring local and regional boards of education to adopt guidelines to coordinate services and programs in order to address the physical, mental, social and emotional needs of students. For the full text of the bill, visit: www.cga.ct.gov/2006/ACT/PA/2006PA-00044-R00SB-00204-PA.htm.

■ A new report from the Center for Information and Research on Civic Learning and Engagement shows that young people who are involved in sports report higher levels of voting, volunteering and news attentiveness than their peers who do not participate in sports. The “Participation in Sports and Civic Engagement” study involved more than 850 young people ages 18 to 25. According to data gathered, young people who participated in sports were more likely than non-sports participants to have volunteered (32% vs. 21%), registered to vote (58% vs. 40%), voted (44% vs. 33% in 2000), and followed news closely (41% vs. 26%). Female athletes were more likely to volunteer than male athletes (36% vs. 28%), but the males watched more news, especially sports news (37% vs. 42%). The researchers were not able to draw any direct conclusions as to why student athletes were more engaged in their community, and considered the possibility that people who choose to do sports might naturally be more inclined to participate in civic affairs. “However, I think that sports participation helps to develop a set of civic skills that are transferable to other areas,” says Research Director Mark Hugo Lopez. “For example, being part of a group, and learning to work with other people could lead to a lifetime of group membership.”

ALERT -

Last month, the U.S. Department of State published the final rule for the J-visa secondary school student exchange programs. The final regulations include provisions for criminal background checks for all adult members of the host family; changes in incident reporting requirements — immediately to state, to local authorities in accordance with local statute/regulation, and a change in proximity of local reps to 120 miles. Also, all staff and volunteers must be vetted through a criminal background check.

To read the full text of the Federal Register announcement, visit the CSIET website at: http://data.memberclicks.com/site/cosfiet/J-Visa_Final_Rule.pdf

■ For adolescent girls, sports such as soccer—which combines weight-bearing exercise with repetitive impact from running and jumping—have the greatest effect in increasing bone density, thus reducing the lifelong risk of osteoporosis, reports a study in the April 2006 issue of the journal *Pediatric Physical Therapy*. “Beyond the basic premise that kids need exercise, our study suggests that weight-bearing exercise with skeletal impact needs to be promoted during youth to preserve future bone health,” comments James W. Bellew, P.T., Ed.D., of Louisiana State University, Shreveport. Dr. Bellew and coauthor Laura Gehrig, M.D., compared bone mineral density (BMD) in three groups of adolescent female athletes: 29 swimmers, 16 soccer players, and 19 weightlifters. Of the three groups, the soccer players had the highest BMD levels. Bone density was somewhat higher in weightlifters than in swimmers, although the difference was not significant. The differences in BMD reflect differences in the characteristics of the three sports. Soccer and weightlifting are “weight-bearing” activities—the extra load placed on the skeleton promotes bone development. In contrast, swimming is a “non-weight-bearing” activity, because the body’s weight is supported by the water. In addition, soccer places repetitive impact on the skeleton, further promoting bone development. The greatest gains in bone density—and the greatest reductions in osteoporosis risk—are likely to be produced by sports that combine weight-bearing with repetitive impact loading, according to Dr. Bellew. “Like other sports that involve a lot of running and jumping, soccer is definitely a good sport to consider for building bone strength. Lacrosse and field hockey are other good examples of sports that place a continuous load on the skeleton.” (Source: *Child Development Research*)

Notes from the CIAC Sports Committees . . .

■ The CIAC Football Committee has adopted a “Score Management” policy to be in effect beginning with the 2006 season. At the conclusion of any regular season or tournament game at any level of play, if a team wins by a differential of 50 points or more, the designated head coach for the season of the offending team will be disqualified from coaching in accordance with the CIAC disqualification rule. This will be considered an act of unsportsmanlike behavior by the head coach.

Disqualification Rule: *When a coach is ejected from a contest for unsportsmanlike behavior, the coach is ineligible to participate in the next contest at the same level of play (even if the next contest does not occur until league or CIAC tournament play or next year). If one or more different level contests are scheduled prior to the next contest at the same level of play, the coach shall be ineligible to participate in the next (but no more than one) contest at all other levels of play.*

■ The CIAC Boys Soccer Committee has adopted a forty percent (40%) winning percentage for tournament qualifying beginning with the 2006 season.

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COACHES' CORNER

News from the National Federation of High School Associations



■ **Wrestling Rules Changes:** A change in the overtime procedure and an increase of 10 pounds in the 275-pound weight class are among the revisions in high school wrestling rules for the 2006-07 season. A total of 14 rules revisions were approved by the NFHS Wrestling Rules Committee. After successful experimentation in several states last year, a potential of one additional minute was added to the overtime period. Beginning next season, if no score occurs in the sudden-victory period, two 30-second tiebreakers will take place. Scoring in these two tiebreakers will be conducted as in a regular match. If the score remains tied at the conclusion of the two tiebreakers, one additional 30-second period will be conducted, with the first person scoring declared the winner. If no points are scored, the offensive wrestler wins the match. Previously, only one 30-second tiebreaker was conducted after the one-minute overtime period. The new rule provides for one additional 30-second tiebreaker and another 30-second period if the score remains tied after the tiebreakers. For the first time since 1987, the limit on the heavyweight class was increased from 275 to 285 pounds. Jerry Diehl, assistant director of the NFHS and rules committee liaison, said student-athletes are bigger than they were when the limit of 275 pounds was established 19 years ago. He said the committee made the change to encourage additional high school athletes to compete in wrestling.

■ **Basketball Rules Changes:** Beginning next season in high school basketball, only one warning will be given for any of the four delay situations before a technical foul is assessed, including the newly approved delay situation for water on the court following a time-out. This change was one of five rules revisions approved by the National Federation Basketball Rules Committee. In addition to the new delay situation for water on the court following a time-out, the other delay situations in Rule 4-47 are for throw-in plane violations, for a huddle by either team and contact with the free thrower, and for interfering with the ball following a goal. Previously, a team could receive a warning for each of the other three delay situations before a technical foul was assessed and two free throws awarded to the opposition. In another major change, the exact time observed by the referee may be placed back on the clock when an obvious mistake is made by the timer in starting or stopping the clock.

■ **Ice Hockey Changes:** The NFHS Wrestling Rules Committee approved eleven rules changes for the 2006-2007 season. Among them was Rule 6-1-11, which was revised to increase the penalty for racial/ethnic/gender slurs and obscene language and gestures from a misconduct to a game misconduct. The committee also added awarded goals to three situations where an action prevents an obvious and imminent goal. Rule 6-9-3 was amended to say "If this illegal act prevents an obvious and imminent goal, a goal shall be awarded." The committee felt that the former penalty rewarded an illegal act with the opportunity of preventing a goal, while the new rule automatically awards a goal. Infractions of Rules 6-36-1 (throwing the stick on the ice) and Rule 6-39-3 (tripping) formerly called for a penalty shot even when the goalkeeper was removed from the ice. Since those penalties called for the goalkeeper to come back on the ice and rewarded the team committing the foul, the committee upgraded the penalties for both to an awarded goal.

For additional information on any rules changes, visit www.nfhs.org and click on the "Sport and Rules Information" link.

Editor's Note: The following remarks were made Coca-Cola Sales Manager Jay Margnelli at the May 7th Scholar-Athlete Banquet. Coca-Cola has been a long-time friend of CAS-CIAC; its generous support of our programs and activities have helped to promote and expand educational and athletic opportunities for the students of our state. We felt his comments deserved repeating.

“On behalf of the nearly 1,000 employees and associates of your local Coca-Cola Bottling Company, welcome to tonight's banquet and congratulations on your accomplishments throughout the year.

When presented with the offer to speak today, my first reaction was to see this as both a special opportunity, and a forum, to get our message across that we are not this evil company that you may have been hearing about in the course of your daily lives. As our industry and our company continues to come under question, I wanted to tell you not to believe everything you hear or see ... and that Coca-Cola is not going to walk away from the youth of today; and it remains steadfast in our commitment to the schools of Connecticut ...

But then I took a step back and realized that I would only be preaching to the choir ... because those of you in this room today "Get it". You understand what it means to make the right choices; what it means to maintain balance ... in your school, in your sport, and in your life.

So, I then thought that I would tell you all about the programs, the activities, the scholarships, the funding and all those things that we as a company do for education ... but then I realized it is all listed right there in your program ... so in between courses, (and there will be several) I encourage you to take a look at just a few of the things we do.

With those two ideas scrapped, I thought ... hmm; maybe I should say something motivational or inspirational ... or simply read some quotes. But then I looked at the program and realized who you are fortunate to have here today ... (and it is not about me!) We have our Commissioner of Education ... and our guest speaker, the former player, and now great coach of the University of Hartford women's basketball team ... so I opted to leave that task to them ...

This left me back to square one ... on just what message and greetings I wanted to deliver to you today ... Then I thought ...

You will hear many congratulatory statements and well wishes over the course of the evening, and over the next several weeks ... but there are two words that we probably won't hear often enough, so I thought it was only appropriate to say THANK YOU.

THANK YOU ... for all you've done for your school, your community, your family and yourself.

THANK YOU... for being responsible, and taking responsibility

THANK YOU ... for your dedication, hard work and the commitment both in the classroom and on the field

THANK YOU ... for the sacrifices you've made, and the commitments you've upheld

THANK YOU ... for the leadership you've shown and will continue to display as you enter the next chapter of your personal development.

And as you do:

THANK YOU in advance ... for insuring that personal responsibility and accountability does not get compromised or replaced by litigation and legislation.

THANK YOU ... to all of you, for your continued and valued support through the years.

We hope that you will continue to support us in the years to come. For it is only through this support that allows us, as a company and concerned corporate citizen, to reinvest back into our schools, our communities and the scholar/athletes of tonight and tomorrow.”

Savor the memories, don't lose sight of your goals, enjoy an awesome meal ... and THANK YOU for allowing Coca-Cola to touch your life and to be a part of your evening tonight. Congratulations and best wishes.

. . . more ciac news & notes

IRV BLACK INDUCTED INTO HIGH SCHOOL HALL OF FAME

Reprinted from the NFHS News / April 2006



Irv Black (left) and Assistant Executive Director
Tony Mosa

Legendary track coach Irving Black has been inducted into the 2006 National High School Hall of Fame.

It is doubtful that anyone has given more to the sport of track and field the past 60 years than Irving Black. Whether as a high school athlete, college athlete, high school coach, meet director, finish line official or Masters athlete, Black's accomplishments are second to none.

Black's journey in track and field began at Mt. Pleasant High School in Providence, Rhode Island, where he developed an expertise in the hammer throw. He was Providence city champion two times and won the state championship in 1948. He held the school record in the hammer throw from 1948 to 1974.

At Boston University, Black won the hammer throw at the Eastern Intercollegiate Championships, qualified for the Olympic trials and set the school record in the hammer throw and 35-lb. weight throw.

In 1953, Black began a highly successful 35-year tenure as track and cross country coach at New Britain (Connecticut) High School. During that time, his teams won an amazing 656 meets, losing only 34 times, with two ties, and claimed 28 state open and class championships. His teams also won three New England championships and he coached 108 individual champions.

Black coached the New Britain cross country teams from 1962 to 1982, compiling a superb 315-27-1 record with three state class championships and two state open titles. Since his retirement from New Britain, Black has coached at Trinity College in Hartford, Connecticut, and currently at the age of 75 coaches the Trinity throwers.

Black's contributions to the sport as an official are equally impressive. He was meet director of the Connecticut Interscholastic Athletic Conference state track meet from 1964 to 1984. He has officiated road races, cross country and track meets at the high school, college, world and Olympic levels since the mid-1970s. Black was an official at the 1996 and 2000 Summer Olympics, as well as three Pan American Games.

In addition to his coaching and officiating exploits, Black continued his athletic pursuits to the age of 50. He was U.S. National Masters champion in the hammer throw from 1971 to 1980, and he placed fourth in the world in 1975, third in 1977 and fifth in 1979.

In 1978, Black created a state-of-the-art, electronic photo finish timing system that he took to competitions throughout the United States. Black also started a high school track meet in 1969 that became one of the largest invitational meets in the Northeast and was renamed the Irv Black Invitational last year.

Among his honors, Black has been inducted into the Connecticut High School Coaches Association Hall of Fame.

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- ★ IGA Supermarkets ★
- ★ Kaestle-Boos ★
- ★ Konica ★
- ★ Kukulski Bros ★
- ★ Liberty Mutual ★
- ★ Martin Screen Printing ★
- ★ McDonald's ★
- ★ NBC-30 ★
- ★ Pure Tech Water ★
- ★ Rawlings ★
- ★ Spalding ★
- ★ Sports Image ★
- ★ Subway ★
- ★ Teachers' Insurance Plan ★
- ★ U.S. Army ★
- ★ U.S. Marines ★
- ★ Verizon Wireless ★
- ★ Westfield Corporation ★