



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

VOL. 81 / NO. 8

MAY 2007

MIKE BUCKLEY HONORED BY UCONN

By Earle G. Bidwell, Assistant Executive Director

At the Neag School of Education's Annual Honors Day Celebration, CAS Associate Executive Director Michael Buckley was presented with the prestigious *Excellence in Leadership Award*. The award is given by the University Council for Educational Administration, a membership association of higher education institutions that promotes excellence in continuing higher education. The award recognizes the extraordinary commitment to and support of improved preparation of school administrators.

In his presentation remarks, Neag School of Education Dean Richard Schwab praised the work of the Connecticut Association of Schools and, more particularly, Dr. Buckley for partnering with Neag in creating a nationally recognized principal preparation program. He stated that a recent report produced by Stamford University rated the

University of Connecticut Principal Preparation Program (UCAPP) as one of the best in the nation. He also noted with pride that Dr. Buckley was "one of our own," having earned his PhD in educational administration from UConn.

The CAS – UCAPP partnership begun by former CAS Principals' Center Director Tom Galvin flourished under Mike Buckley and has expanded to provide quality internship experiences for over one hundred UCAPP students in seven cohort groups with experienced, first-class CAS school administrators. Under Mike's leadership, CAS clinical supervisors work closely with UCAPP professors and mentor principals to provide clinical experiences that are seamless and meld theory and practice. Mike has also had a leadership role in co-authoring the syllabus for several of the course offerings, aligning

continued on page 5

DICK'S SPORTING GOODS PARTNERSHIP BENEFITS SCHOOLS

The CIAC is pleased to announce a new partnership with Dick's Sporting Goods that will provide exposure for the #1 sports and fitness retailer to all high school athletic directors and coaches. Dick's currently operates eight stores here in Connecticut and over 300 in the United States! Stores in Connecticut are located in Milford, Waterford, Meriden, Plainville, Newington, Canton, Manchester and Enfield.

Dick's Sporting Goods believes that sports play a vital role in teaching children fundamental values such as teamwork, good sportsmanship, and responsibility. Supporting organizations like the CIAC and many others that make youth sports possible is the best way to promote those values. "Being involved in the communities in which we do business and especially with the kids in those communities is a fundamental part of who we are as a company," said Jeff Toler, Community Marketing Manager. "Through our partnership with the CIAC, we hope to continue this initiative."

As part of Dick's agreement, it will

serve as a sponsor of this year's CIAC Sportsmanship Conference which will attract over 800 athletic directors, coaches and students from Connecticut.

How Dick's Sporting Goods Can Help Your School

Dick's offers "Team Packets" year round to all high school and middle school athletic programs that include special discount



coupons for coaches and athletes on all their equipment needs for the season. The packets are also available to teachers as a special thank-you for all of their services. Dick's also invites schools with basketball and football programs to take advantage of its team shoe and apparel discount programs and makes many donations to Booster Clubs for golf tournaments, game programs or other fundraising activities.

For more information on Dick's community programs and to learn how your school can become involved please contact Jeff Toler at (800) 690-7655 x.4157 or jeff.toler@dcsq.com.

CAS NAMES 2007 NATIONAL DISTINGUISHED PRINCIPAL



GINA WELLS

John C. Daniels School, New Haven

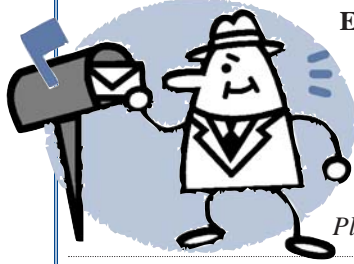
The Connecticut Association of Schools is pleased to announce that Gina Wells, principal of John C. Daniels School in New Haven, was selected as CT's 2007 *National Distinguished Principal!* Nominated for the award New Haven Superintendent Dr. Reginald Mayo, Ms. Wells is described as a "creative, innovative and highly motivated educator" and a "jewel" of the New Haven Public School System.

Ms. Wells earned a bachelor's degree from Saint John's University in Queens (NY), a master's degree from Southern Connecticut State University in New Haven (CT), and sixth-year certificate from Sacred Heart University in Fairfield (CT). A 38-year veteran educator, Ms. Wells has served the New Haven school system and its community for her entire professional career. She began teaching in 1969 at the then Horace Day School. After fourteen years in the classroom, twelve as a first grade teacher at Hill Central School, she ascended to a variety of positions within the district, including reading consultant, curriculum staff developer and assistant principal, before being named principal of Welch Annex School in 1994. For several

continued on page 9

LEGAL MAILBAG

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



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

Q. Dear Mailbag: What's the matter with kids today? Almost every day, we hear new stories about embarrassing pictures taken in school with camera cell phones. I reached the end of my rope, however, when a student posted a picture of a classmate getting undressed for gym class on his MySpace.com page. Are we really helpless because the posting of these images occurs off-campus?

- *Enough is Enough*

A. Dear Enough: Happily, no. You can take action against such students. Although the posting of the images may occur off-campus, the taking of the pictures occurred at school. One may reasonably argue that taking covert videos or embarrassing pictures is per se disruptive of the educational process. However, you would stand in a stronger position if you adopt school rules prohibiting such conduct. Conn. Gen. Stat. Section 10-233j provides that schools can prohibit paging devices and even cell phones, as long as you consider "the special needs of parents and students." If you don't want to adopt such a dramatic prohibition against cell phones, you may certainly adopt a school rule against taking pictures or video of students or staff members without their knowledge (and/or posting them on the Internet). Then, if you can figure out who posted the images (such as the student with the MySpace.com page), you can go ahead and impose discipline.

Q. Dear Mailbag: Recently, you have answered a couple of letters concerning parent complaints. My question is a variation on the theme. One of the parents in my school has filed a complaint against a teacher, and he is insisting that we suspend the teacher during our investigation. Frankly, we are not sure what we will find when we investigate, but we don't want to escalate the situation unnecessarily. We are concerned that, if we suspend the teacher now, students and parents will infer that the teacher did something wrong. On the other hand, this parent calls me every day to complain that I am not taking appropriate action. Should I go ahead and suspend the teacher anyway?

- *Weighing my Options*

A. Dear Weighing: To start, only the superintendent or the board of education can suspend a teacher. The Tenure Act provides, "Nothing herein contained shall deprive a board of education or superintendent of the power to suspend a teacher from duty immediately when serious misconduct is charged without prejudice to the rights of the teacher as otherwise provided in this section." Thus, the superintendent may, but need not, suspend a teacher if serious misconduct is alleged. The only time a teacher must be suspended is when allegations of child abuse are substantiated by DCF. Otherwise, this decision rests with the superintendent based on his/her judgment as to the seriousness of the allegations and the risk, if any, to students if the teacher continues to work. In short, I can only tell you the rules; your superintendent must decide whether the teacher should be suspended.

Q. Dear Legal Mailbag: Recently, after the board of education eliminated some paraprofessional positions, I assigned some teachers bathroom duty. You would have thought that I asked them to clean latrines. I expected some pushback, but they surprised me by claiming that this "new" assignment was an illegal "unfair labor practice" because it was a change in past practice. Before I made the assignment, I'd checked with other principals, and they assign bathroom duty to teachers at all of the other elementary schools. Can't I just follow suit? I certainly don't have time to do bathroom duty myself every day.

- *Little Patience*

A. Dear Little: Before answering your question, we should establish the general premise. When school boards and unions negotiate over wages, hours and conditions of employment, it is impossible to reduce everything to writing. Accordingly, the general rule is that conditions of employment that are not included in the contract continue on as "past practice" unless the employer negotiates a change in the practice. Since the union represents all employees in the bargaining unit, however, the State Board of Labor Relations has ruled that this concept of "past practice" applies to the unit as a whole. If teachers in your district generally do bathroom duty, there is no "past practice" at your school to the contrary, and you can go ahead and make the assignments.

ct news & notes

■ Based on data collected in October 2006, the following endorsement areas will be designated as teacher shortage areas for the 2007-08 school year:

- Bilingual Education, PK-12
- Music, PK-12
- Comprehensive Special Education, 1-12
- Science, 7-12
- English, 7-12
- Speech and Language Pathology
- **Intermediate Administrator**
- Technology Education, PK-12
- Library Media Specialist
- World Languages, 7-12
- Mathematics, 7-12

■ Based on data collected during the 2005-2006 year, the Connecticut State Department of Education reports the following:

- While the number of teaching vacancies to fill decreased from the previous year, the number of positions remaining vacant after the start of the school year because no qualified applicant could be found has increased for the last three years, from 201 (3.9% of all positions) in 2004 to 292 (5.7% of all positions) in 2006.
- Connecticut's large urban districts continue to struggle with the hiring of qualified staff members. The vacancy rate in these districts due to a lack of qualified applicants is 15.1%, compared with 5.7% at the state level.
- The largest numbers of durational shortage area permits were issued in mathematics, science and special education.

■ The following findings are from a survey of students who graduated from the state's vocational agriculture and aquaculture centers five years ago (Class of 2000).

- 87% of the respondents have participated in postsecondary and advanced learning;
- 99% of the respondents would recommend the program to others;
- over the last five years, an average of 94% of respondents reported having been employed.

The enrollment in Connecticut agriculture education programs increased from 2,550 in 2000 to 2,964 in 2005.

(Source: *The Board Report, February and March 2007*)

national news & notes

■ The 2006-2007 average cost of a four year private college is \$22,218 per year (up 5.9% from last year).

■ School buses and other vehicles are being equipped with wireless internet access in an emerging trend to transform what is often a dull ride into another opportunity for learning. In one example of this trend, a Vanderbilt University professor is helping rural students with long commutes to school by turning their buses into mobile classrooms. Billy Hudson, a professor of medicine and biochemistry, returned to his hometown of Grapevine, Arkansas to launch a three-year pilot initiative called the *Aspironaut Initiative*. Students who have chosen to participate in the program received video iPods they will use to view educational videos and podcasts related to science and math instruction. A select group of 15 students received laptop computers that will allow them to have a back-and-forth exchange with Vanderbilt professors who are designing individualized lessons for them. Hudson's goal is not only to improve rural education, but also to counter the decreasing number of scientists, mathematicians, and engineers the country produces by inspiring students with a dynamic curriculum. (*eSchool News online*)

■ After a female student was nominated for prom king, administrators at Fresno High School (CA) reversed a district protocol that limited the competition to males only. "I would never have run for anything if I had to wear a dress," said Cinthia Covarrubias, who considers herself transgender, and who planned to wear a tuxedo to the prom, just like the other six boys vying for the title. Gay youth advocates called it a landmark victory for campus gender expression and said they believe it's the first time in the United States that an openly transgender student has run for prom royalty. (www.cnn.com)

■ Outside of a handful of Asian nations, the typical eighth grader in many foreign countries would not meet "proficient" levels on U.S. tests of mathematics and science, according to a re-analysis of international achievement data by the American Institutes for Research (AIR). The idea of AIR's chief scientist, Gary W. Phillips, was to statistically "link" scores from two well-known testing programs: the Trends in International Mathematics and Science Study, or TIMSS, which is given every few years to students in more than three dozen countries, and the National Assessment of Educational Progress, a con-

gressionally mandated program known as the "nation's report card." By Mr. Phillips' estimate, of the eighth graders from 46 nations who took TIMSS mathematics tests in 2003, only students from Hong Kong, Japan, Singapore, South Korea, and Taiwan, would reach the proficient level, on average, if they were to take the eighth grade NAEP test in that subject. On the NAEP science tests, the analysis shows, only two of the TIMSS countries -- Singapore and Taiwan -- would have students who score, on average, at that level. (www.edweek.org)

■ England's eight top symphony orchestras are jointly promising to give every school-child free entry to a classical music concert. The goal is part of a 10-year plan to promote classical music, which includes a prize for budding composers. The organizers fear that with a crowded curriculum and tight budgets, attention easily gets diverted away from music education. They say it enriches children's lives, teaches the value of sustained effort and can help disruptive youngsters. A spokesperson for the Department for Education and Skills said that as well as being a worthwhile activity for its own sake, music is "a powerful learning tool which can build children's confidence, teamwork and language skills." "A better musical education

for pupils can also help them hit the right note in their studies," he said. Among other things, the government has announced significant new funding to boost music education, especially school singing, both in and out of school hours. (BBC News online)

■ The nation's big-city school districts continue to improve in reading and mathematics on state-mandated tests, with evidence of racial achievement gaps narrowing and low-performing students making gains, according to a new study. Students in 67 major city school systems in 37 states posted substantially higher test scores in 2006 than in 2002 in fourth- and eighth-grade mathematics and reading on state assessments, according to "Beating the Odds: A City-by-City Analysis of Student Performance and Achievement Gaps on State Assessments" by the Council of the Great City Schools. Although urban school achievement is advancing, it still lags behind state averages. However, 20 percent of big-city school systems scored at or above their respective states in fourth-grade math, while 16 percent did so at the eighth-grade level. The new report also indicates that racial gaps in math achievement in urban schools appear to be narrowing. For more information, visit <http://www.cgcs.org/publications/achievement.aspx>.

SURVEY REVEALS REASONS FOR TEACHER TURNOVER

The Center for Teacher Quality at the California State University conducted a study to better understand the factors that contribute to teacher attrition and turnover. Close to 2,000 current and former California public school teachers participated in an online survey.

The central findings were:

- 8% of teachers who participated in the survey said they entered the profession because they wanted to make a difference for children and society. This overwhelming number indicates that teachers want above all to be effective teachers.
- Many teachers leave schools long before retirement because of inadequate system supports such as too little time for planning, too few textbooks, and unreliable assistance from the district office.
- Bureaucratic impediments (e.g., excessive paperwork, too many unnecessary meetings) were cited frequently by leavers. The data also showed that teachers were not asking to be left alone but instead wanted efficient and responsive bureaucracy that supported their teaching.
- Better compensation matters to teachers, but unless their classroom and school environment is conducive to good teaching, better compensation is not likely to improve teacher retention rates.
- Teachers willingly stay because of strong collegial supports and because they have an important say in the operation of the school; they also seek strong input in what and how they are allowed to teach.
- Special education teachers are most likely to leave special education because of inadequate system supports as well as an all-too-often hostile teaching environment created by parents and student advocates. In addition, they leave because of too little time for the complex and constantly changing IEPs (Individualized Education Programs) they are required to write. Many leave because of dysfunctional professional relationships with their colleagues in general education.
- Many teachers (8%) who have left teaching before retirement would come back if improvements were made to teaching and learning conditions. Monetary incentives alone would be less effective in luring them back.

For more information visit: www.calstate.edu/teacherquality/documents/possible_dream_exec.pdf.

... more national news & notes

■ Banning baseball caps during tests was obvious -- students were writing the answers under the brim. Then, schools started banning cell phones, realizing students could text message the answers to each other. Now, schools across the country are targeting digital media players as a potential cheating device. Some students use iPod-compatible voice recorders to record test answers in advance and then play them back. Others download crib notes onto the music players and hide them in the "lyrics" text files. Henry Jones, a teacher at San Gabriel High School (CA), confiscated a student's iPod during a class and found the answers to a test, crib notes and a definition list hidden among the teen's music selections. And yet, school officials acknowledge that these tools of technology can be used to enable and expand learning opportunities. Duke University began providing iPods to its students three years ago as part of an experiment to see how the devices could be used to facilitate learning. "Trying to fight the technology without a dialogue on values and expectations is a losing battle," said Tim Dodd, executive director of Duke's Center for Academic Integrity. (www.boston.com)

■ For lesbian, gay, bisexual, transgender and queer (LGBTQ) teens, school can be a battleground. In fact, LGBTQ students are the most common targets of harassment at school. That harassment can reach its most fevered pitch in middle school. Every two years, the Gay, Lesbian and Straight Education Network (GLSEN) gauges the treatment of LGTBQ students in its National Campus Climate Survey. In 2005, 64% of middle school students reported anti-gay bullying and name-calling as major problems in their schools -- 18 percentage points higher than what was reported by high school students. Anti-gay harassment has prompted the widespread growth of gay-straight alliances. Commonly called GSAs, these student-run clubs create safe spaces for gay youth and their allies. High school GSAs have existed for more than a decade; at the end of 2005-2006 school year, more than 3,000 GSAs were listed on GLSEN's high school roster. Middle school GSAs are less common, but they're growing. Three years ago, there were fewer than two dozen middle school GSAs. Today, at least 500 exist -- serving one out of every 20 middle and junior high schools nationwide. The growth can be attributed, in part, to the prevalence of the Internet and the fact that in general, students feel more comfortable discussing issues of sexual orientation at an earlier age than in generations past.

"I am your public school, a 200-year-old experiment that has given America the strongest economy in world history. We are 88,000 buildings in more than 14,000 districts. And we are as diverse as this great country. Last fall I embraced more than 48 million children. For most of them, I am their only hope for future success. Thanks to the vision of our forebears, America had a 100-year head start on every other nation in creating universal free public education. Today, even with all its flaws, it is the finest system in the industrial world. I leave no child behind, but some of you would dim my lights, leaving in the shadows the poor, the blind, the lame and the developmentally disabled. The Government Accountability Office says a third of my buildings are in desperate need of repair. A third of my buildings lack wiring sufficient to teach computer science, yet no help is forthcoming. Rather, some would use public school dollars to construct new forms of theocratic education. Do as you will, but as for me, I will stand proudly in my neighborhood, America's last egalitarian institution, my arms embracing the finest educators, administrators and support personnel in the world -- dedicated to helping our children realize the American dream."

- Excerpt from "The Public Schools Speaks," an article written by renowned public education advocate Frosty Troy for AASA's The School Administrator magazine.

■ If the typical stay-at-home mother in the U.S. were paid for her work as a housekeeper, cook and psychologist, among other roles, she would earn \$138,095 a year, according to new research. This reflected a 3% raise from last year's \$134,121, according to Salary.com Inc. The 10 jobs listed as comprising a mother's work were housekeeper, cook, day care center teacher, laundry machine operator, van driver, facilities manager, janitor, computer operator, chief executive officer and psychologist. The study indicated the typical mother puts in a 92-hour work week, working 40 hours at base pay and 52 hours overtime. Salary.com compiled the online responses of 26,000 stay-at-home mothers and 14,000 mothers who also work outside the home. (Source: PEN Weekly Newsblast, May 11, 2007)

■ The American Association of School Administrators (AASA) has released a new code of ethical conduct for school leaders. The AASA Statement of Ethics for Educational Leaders outlines 12 key standards for school system leaders. The document affirms that the educational leader: (1) makes the education and well-being of students the fundamental value of all decision making; (2) fulfills all professional duties with honesty and integrity and always acts in a trustworthy and responsible manner; (3) supports the principle of due process and protects the civil and human rights of all individuals; (4) implements local, state and national laws; (5) advises the school board and implements the board's policies and administrative rules and regulations; (6) pursues appropriate measures to correct those laws, policies and regulations that are not consistent with sound educational goals or that are not in the best interest of

children; (7) avoids using his or her position for personal gain through political, social, religious, economic or other influences; (8) accepts academic degrees or professional certification only from accredited institutions; (9) maintains the standards and seeks to improve the effectiveness of the profession through research and continuing professional development; (10) honors all contracts until fulfillment, release or dissolution mutually agreed upon by all parties; (11) accepts responsibility and accountability for one's own actions and behaviors; and (12) commits to serving others above self.

■ According to a recent study, a child's academic success may depend on whether he/she believes in his/her own ability to grow smarter. Researchers divided poorly performing middle-school students into two groups and arranged for kids in both groups to receive intense, remedial instruction. However, those in the second group also were taught to understand intelligence as an expanding opportunity, rather than an unchangeable destiny. After several months, testing revealed slightly improved scores in the first group, but soaring success among students in the second. The results showed that student confidence can predict scholastic achievement. Tackling the rigors of an advanced curriculum requires kids to be active learners who are convinced that their intelligence can grow and that their capacity for learning is enhanced even as they learn. On the other hand, students who assume their intellectual abilities were fixed at birth approach education passively, coming to school with the attitude and expectations of detached observers.

legal news & notes

■ A state trial court in New York has upheld the New York City Department of Education's policy prohibiting students from bringing cell phones to school without permission. The lawsuit was brought in 2006 by parents who charged that the policy violates students' constitutional rights. The suit argued that a ban on use, not possession, of cell phones in school would be sufficient and appropriate, but that the outright ban lacked a rational basis for purposes of a state law and violated parents' and children's rights under state and federal constitutions to communicate with each other between school and home. The court found that the policy did have a rational basis. A system focusing on use rather than possession would require a higher level of enforcement that would involve teachers in addition to security personnel and would be detrimental to the schools' pedagogical mission, the court found. These burdens constitute a rational basis for the policy. The court found an additional rational basis for the policy in the rapidly changing nature of cell phone technology, which makes it hard to devise narrower policies that attempt to address particular types of disruption. The policy does no more than ban cell phone possession "without authorization," the court pointed out, and school officials have the authority under the policy to allow a student to carry a cell phone based on a special need or to students in general to possess cell phones where they might not be disruptive of certain after-school activities on school grounds, such as football games. The court noted that there is no state or federal "constitutional right to bear cell phones."

■ A McHenry County (IL) high school senior's essay containing violent imagery has led to his arrest on disorderly conduct charges and his removal from the general student population and placement in a separate building to continue his education. The student says he has been told he could face expulsion from school. When asked by a teacher to write an essay about anything he wanted, Allen Lee made references to violence, drug use, and a dream about a shooting spree where he had sex with dead bodies. According to a criminal complaint signed by Cary-Grove High School Principal Susan Popp, the essay also included the line "as a teacher, don't be surprised on inspiring the first CG school shooting." Allen, who says he has a 4.2 grade-point average, wrestles on his high school team, and plans to join the Marines, claims that he wrote the entire essay as a joke. "Blood, sex and booze," he wrote, according to the complaint. "Drugs, drugs, drugs are fun. Stab, stab, stab, stab, stab, s ... t ... a ... b ..., puke. So I had this dream last night where I went into a building, pulled out two P 90s and started shooting everyone, then had sex with the dead bodies. Well, not really, but it would be funny if I did." With graduation a month away, Allen could be sentenced up to 30 days in jail and a \$1,500 fine if convicted, and might not get to finish the year at Cary-Grove. Tom Carroll of the county prosecutor's office says in light of recent events, particularly the recent Virginia Tech shooting and the 1999 Columbine tragedy, the statements made in the essay were inappropriate. "Ten years ago, maybe a statement wouldn't raise as much comment or concern," says Mr. Carroll, "but you have to factor in the world and the fact that these tragedies had happened." School District 155 Superintendent Jill Hawk says the school's response was appropriate. She notes Allen is still being supervised and receiving an education. "Concern doesn't just come from a mention of violence," she says. "It's a continuum of a combination of factors from what is written in the essay." She adds, "I think it's appropriate that we do everything possible to make students safe."

"A life spent making mistakes is not only more honorable but more useful than a life spent doing nothing."

~ George Bernard Shaw

DO YOU REMEMBER WHY YOU BECAME A PRINCIPAL?

by Mike Buckley, Director, Connecticut Principals' Center

It's easy to forget. For many of us the decision point that started us down this path has faded or disappeared. It's about all principals can do to think about what has to be accomplished today or tomorrow let alone in a career. Indeed, goals for a month smack of strategic planning. Yet I've been reminded recently in a powerful way that there's merit in reflecting on our choice of work. Over the past six weeks, I've been interviewing candidates for the next class of UCAPP (University of Connecticut Administrator Preparation Program) aspirants. I come away from this process uplifted, even inspired, by their responses to the question, "Why are you interested in becoming a school leader?" While the candidates' motives varied, almost all were desirous of doing important work and making a difference in the lives of teachers and their students. Many have been inspired by school leaders who are accomplishing this in their present schools; some see the possibilities that have not yet been realized.

In his book *Getting Started – Restructuring Schools to Become Professional Learning Communities*, Richard DuFour tells the story of the principal who insisted that by the time I finish all the 'have to's' - the things I must do as part of my job - I don't have time to build a professional learning community. Though sympathetic, DuFour responded that there are some "must do's" for all school leaders that can't be subsumed by the "have to's" and that moving the PLC effort to the "must do" list is the first step in transforming a school. I like his differentiation between "have to's" and "must do's". The reasons for seeking an 092 certification offered by the UCAPP candidates were almost all "must do's" – increasing parent involvement, providing support for under-achieving students, creating and sustaining a positive climate for learning, collaborating with teachers, serving as an instructional leader, clarifying vision and values, celebrating successes, etc. etc. etc. They were expressing the big ideas that I believe connect to your reasons for deciding to become a school leader in the first place. Few of us crossed over to the administrative side to manage the budget, complete state reports, monitor the cafeteria, or deal with bus problems. Most of us had some different hopes for our future.

DuFour asks that you imagine an empty glass pitcher representing time, fixed and constant. You can't create more time just as you can't make the pitcher bigger. Now fill the pitcher past half with grains of rice representing the "have to's" in your school life. The pitcher is heavier, the list demanding. Now add another prop, three bright yellow tennis balls representing the big ideas you have for your school and for your career and that you can't fit into the pitcher because of all the rice. Is there really no room for the tennis balls (not enough time)? This is the dilemma facing all school leaders, that of discarding or delegating or reducing in some other way enough grains of rice ("have to's") to allow for the tennis balls ("must do's").

The Principals' Center's Critical Issues Committee is taking on this dilemma with a study of the issues involved in redefining and restructuring the principalship. While its monograph will provide some creative guidance, I'd like to suggest that you not wait. Start a personal process of reflection by examining the glass pitcher of your school life. Are there too many grains of rice and too few tennis balls? Why were you interested in becoming a school leader in the first place? Close the door to your office. Take a few minutes to reflect. This is an important first step.

SEVEN SCHOOLS RECEIVE FLANAGAN GRANTS

Janet Garagliano, chair of the Connecticut Student Activities Conference Board of Control (CSAC), is pleased to announce on behalf of the Connecticut Association of Schools and Big Y World Class Markets the 2007 Thomas R. Flanagan Memorial Grants Awards.

The following outstanding student activities have been selected for awards from the applications received at the elementary, middle and high school levels:

• **Northwestern Regional Middle School,**

Winsted - Video Production Crew. Students participate in conducting video production programming twice weekly. By purchasing additional technology and computers, the broadcasting crew will expand to create daily broadcasts for the entire school population of 375 students.

• **Platt Technical High School, Milford -**

Diversity Team. By attending the Prejudice Reduction Conference the school's diversity team was created to expand student training for cultural awareness, respect for diversity, and promotion of tolerance. The school goal is to expand training for more students for the 2007-2008 school.

• **Windham High School, Willimantic - Young**

Poets. This poetry group is in the second year to promote poetry reading, encourage English language skills, and enhance academic success. To expand the number of poet members among students, the group plans to make greater use of technology to utilize web sites as a positive source of positive school news.

• **J. O. Goodwin Elementary School, East**

Hartford - Battle of the Books. As an extension of the school reading activity, students in grades 3 and 4 are divided into teams that read a total of 12 books for four rounds of competitions throughout the school year. Once a month there is a competition to answer questions by team. The goal is to develop reading fluency, appreciation of literature, and social skills.

• **Pembroke Elementary School, Danbury -**

Reading Workshop. Through a focus on reading, the workshops have promoted student reading, increased student involvement, improved student reading skills and improved performance on formal and informal testing. Teachers and students work together to improve reading strategies, comprehension and fluency. The group has a goal to purchase supplementary paperback books for all grade levels, K-5.

• **Farmington High School - Friends.** Friends

is a volunteer service-teaching model for students to volunteer in activities with students who have profound disabilities. Over 100 students participate in the activity that promotes acceptance and understanding as well as essential life skills for special needs students. Students plan to expand opportunities by purchasing adaptive kitchen and recreational equipment.

• **Mansfield Middle School, Storrs - Junior Solar Car Sprint.** This activity provides students with an opportunity to participate in a national competition that promotes interest in engineering among middle school students. Teams of students work together to design, build and race solar-powered cars. In order to expand the number of students in grades 5 and 6 participating, the activity plans to purchase additional solar batteries and other equipment.

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 9, 2007.

Thomas Flanagan was the former principal of Waterford High School. An active member of CAS-CIAC for many years, Tom was most closely identified with the CAS Student Activities Board of Control (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.



Student representatives from Mansfield M.S. accept a 2007 Flanagan Grant.



Windham H.S. students discuss the merits of the Young Poets Club. Principal Gene Blain looks on (left)

CAS Seeks Applications for the William Cieslukowski Outstanding First-Year Principal Awards

William Cieslukowski was a dedicated school principal and former president of the Elementary and Middle School Principals Association of Connecticut. An award was established in his honor to recognize a first-year principal who has had a positive impact on his/her school or school district. The recipient must demonstrate exemplary instructional and organizational leadership, a willingness to take risks and the ability to overcome adversity. He/she must have been a first-year principal during the 2006-2007 school year. This award is offered at the elementary, middle and high school levels. Nominations may be made by superintendents, teachers or colleague principals. Applications for the award may be found on the CAS-CIAC website. Due date for the application is **October 12, 2007**. For additional information, contact Regina Birdsell at rbirdsell@casciac.org.

CAS OFFICERS: 2006-2007

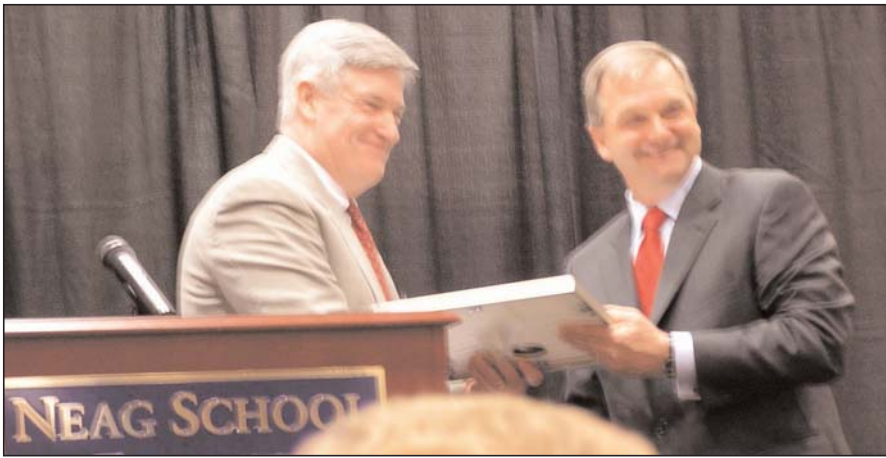
President: **Michael Rafferty**, Old Saybrook M.S.
 President-Elect: **V. Everett Lyons**, Bristol Eastern HS
 Vice President: **Robert Pitocco**, Rocky Hill HS
 Vice President: **Preston Shaw**, Griswold M.S.
 Vice President: **Kit Bishop**, Daisy Ingraham Sch.
 Treasurer: **Janet Garagliano**, Jonathan Law HS

CENTRAL OFFICE STAFF

Michael Savage.....Executive Director
Earle Bidwell.....Asst. Executive Director
Regina Birdsell.....Asst. Executive Director
Michael Buckley.....Director, Principals' Center
Dennis Carrithers.....Asst. Executive Director
Matt Fischer.....Director of Information Services
J. Robert Ford.....Director of Development
Paul Hoey.....Asst. Executive Director
George Hall.....Asst. Director of Unified Sports®
Patricia Llodra.....Asst. Executive Director
Ann Malafronte.....Director of Unified Sports®
Karen Packtor.....Editor, Asst. Exec Director
Louis Pear.....Asst. Executive Director
Joseph Tonelli.....Director of Officials

THE BULLETIN

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



Dr. Richard Schwab, Dean of the Neag School of Education, presented Mike Buckley with the *Excellence in Educational Leadership Award* at an April 27th award ceremony.

Buckley, continued from page 1

the offerings across the seven cohorts and creating scope and sequence that has contributed to UCAPP's unprecedented success.

No stranger to awards, Mike Buckley previously received Avon High School's *Educator of the Year Award*, Connecticut Association of Schools' Citation, a Full-bright/Hays Scholarship to study at Yale University and in Ghana, West Africa and was elected to The Honor Society of Phi Kappa Phi.

It is fitting that six UCAPP students were presented with scholarship awards by department chair Barry Sheckley at the same ceremony. Keyna Overton from Bloomfield, Jarlyn Romero from Stamford and Kimberly Hill-Wood from Manchester all received Sidney P. Marland Jr. scholarships for educational leadership. Dominique Fox from Bristol, Kurt Stanko from New Britain and Renee Stevens from Westerly, Rhode Island were awarded Karen L. Parizeau Memorial Scholarships.

IN THE HOPPER

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

HB05482 AN ACT CONCERNING THE ALTERNATIVE ROUTE TO TEACHER CERTIFICATION PROGRAM.

To expand the alternative teacher certification program so that it accommodates more mathematics and science teachers and teachers who are trained in research-based reading instruction.

HB05878 AN ACT CONCERNING THE CUT-OFF DATE FOR KINDERGARTEN ADMISSION

To establish a September first cut-off date for kindergarten admission.

SB00961 AN ACT ESTABLISHING A SECURITY ASSISTANCE FOR EDUCATION GRANT PROGRAM

To establish a Security Assistance for Education (SAFE) Schools grant to help school districts pay for new or updated school security equipment and related training.

SB01410 AN ACT CONCERNING HIGH SCHOOL CURRICULUM AND GRADUATION REQUIREMENTS REFORM.

To enhance high school graduation requirements and to require a score of proficient or higher on the tenth grade mastery test for graduation.

HB05886 AN ACT CONCERNING THE AGE AT WHICH A CHILD CAN WITHDRAW FROM PUBLIC EDUCATION.

That title 10 of the general statutes be amended to raise the age from sixteen to eighteen at which a child can withdraw from public education with parental permission.

middle school news

The Middle School is "All Grown Up"

By Earle G. Bidwell



Almost forty years ago the middle school movement came on the scene as a reaction to junior high schools that were not meeting the needs of young adolescents. It is rather ironic that the movement is under fire in a lot of areas just when we finally got it right!

What we have learned in the intervening years is that middle level schools vary greatly in their effectiveness and that success is closely tied to adherence to a set of agreed upon components that have been proven effective over time. In short, schools, regardless of their grade configuration, name, location or demographics, are successful when they fully implement the middle school model, and fall short when they don't.

In the belief statement of The National Forum to Accelerate Middle-Grades Reform (an alliance of over 60 educators, researchers, national associations, and officers of professional organizations and foundations committed to promoting the academic performance and healthy development of young adolescents), successful middle schools are characterized by three qualities. They promote "academic excellence," they are "developmentally responsive," and "socially equitable." These three basic beliefs can be further define by the work of the National Middle School Association (NMSA) who in 2007 compared middle school components from the four leading organizations dedicated to the education of young adolescents. They are NMSA, The Carnegie Corporation of New York, authors of *Turning Points 2000 Educating Adolescents in the 21st Century*, the aforementioned National Forum and National Association of Secondary Schools (NASSP) authors of *Breaking Ranks in the Middle, Strategies for Leading Middle Level Reform*. NMSA found common positions in the signature works of all four associations in eight key areas; curriculum, instruction, assessment, educators, relationships, decision-making, health (wellness and safety) and communities (parents and families).

NMSA discovered a consistent level of congruence across the components. Using curriculum as an example, NMSA's document uses words like "relevant," "challenging" and "integrative." Carnegie uses "relevant," and "grounded in standards." The National Forum cites "challenging and engaging" and "high standards," while NASSP uses "rigorous essential learning." For the first time, all organizations are using the same language and have

continued on page 8

... more middle school news

Middle School, continued from page 7

found common ground. A review of the other seven components yielded similar results.

One might reasonably ask what sets successful schools apart from unsuccessful ones, and why all schools don't adopt models of reform that will lead to greater success. The answer to the first is quite simple. As was stated earlier, schools that consistently implement and maintain a high number of the common components are successful. Those that don't are not! The reasons for failure are many and varied. Some of the more common ones are:

- Schools have failed to be clear about their purpose in creating middle schools in the first place and what they expect to accomplish;
- Many are middle schools in name only, and while they have adopted the title and even some of the trappings of middle level such as teaming, they have not actualized the practices that support success;
- Choosing either "academically challenging" or "developmentally appropriate" as if the two concepts were mutually exclusive rather than complementary;
- Staffing middle schools with teachers who have no background or training in working with early adolescents;
- Failure to involve all stakeholders, including teachers, students, parents and community, with administrators in the vision, mission and implementation of the middle school program;
- Failure on the part of policymakers to understand the basic tenets of middle school and therefore not provide necessary legislation or support.

At forty years of age, the middle school movement is at least one hundred years younger than its counterparts, yet one might reasonably expect middle schools to be making strides in improving student academic performance while being socially responsive and developmentally appropriate. The fact is many are. Just look at the middle schools on the National Forum's Schools to Watch list or peruse the New England League of Middle School's Spotlight Schools list or link to the CAS School of the Year or exemplary practice award winners. There is ample evidence that many middle schools are "all grown up."

As for the ones that have not gotten over the hump, the blueprints are available. Just dust off a copy of *Turning Points 2000*; pop the DVD from *This We Believe in Action* into a computer; make *Breaking Ranks in the Middle* must reading; or plan a visit to an award-winning school. Take the next step to create the kind of school all early adolescent students deserve. Add your school to the increasing number of Connecticut middle level schools that are growing up.

elementary school news

THE 7TH ANNUAL ELEMENTARY PARENT/VOLUNTEER RECOGNITION BANQUET

By Regina S. Birdsell, Assistant Executive Director

The 7th Annual Connecticut Association of Schools' Elementary Division Parent/Volunteer Recognition Banquet on March 21, 2007 drew over 600 participants to the Aqua Turf Club in Southington.

Upon arrival, guests were greeted with the music of Tiger Robinson and Russell Podgorsek, teachers in the Glastonbury School System. Gina Vance, vice principal of Gideon Wells Elementary School in Glastonbury and chair of the elementary division of CAS, served as mistress of ceremonies. Michal Rafferty, principal of Old Saybrook Middle School and president of CAS, welcomed the honorees; and Fran Rabinowitz, associate commissioner for teaching, learning and assessment at the Connecticut State Department of Education, stressed the importance of parents and volunteers in providing the needed extra hands and resources that help provide quality programs for our schools.

Loretta Rubin, principal of Farm Hill School in Middletown and 2006 National Distinguished Principal, addressed the audience, sharing the important role that volunteers serve in our schools. Mark Proffitt, committee chair and principal of Spencer School in Middletown, shared concluding remarks as the awards were presented to the parents and volunteers by their respective school principals.

The banquet was made possible by the generosity of the Arbella Insurance Group. Brian Coombes, regional manager of Arbella Insurance Group, congratulated the parents and volunteers, thanking them for all they have done for Connecticut's students. As a special memento from Arbella, each attendee received an Arbella corsage with the inscription, "Thank you for helping Connecticut's kids!"

Grynn and Barrett Studios, a CAS corporate sponsor, took pictures of each school principal with his/her parents and volunteers. A commemorative picture is being sent to each school.

Many thanks to the committee members Renata Lantos, principal of Bielefield School in Middletown and Mark Proffitt, principal of Spencer School in Middletown, committee

co-chairs; Gina Vance, vice principal of Gideon Wells School in Glastonbury, and Scott Nozik, principal of Thomas O'Connell School in East Hartford.



CSDE Associate Commissioner
Fran Rabinowitz



Proud volunteers from Stanley T. Williams
School in Northford



2006 National Distinguished Principal
Loretta Rubin

... more elementary school news

ENVIRONMENTAL DAY CONFERENCE

By Lou Pear, Assistant Executive Director

At our recent CAS Environmental Conference, over 200 students participated in a wide array of workshops at Wesleyan University. These presentations included topics such as "Being Smart About Energy," "Conservation Critters," "Bite Into Tree Cookies," "Long Island Sound Exploration," and "Recycling Trash," just to mention a few.

During the course of this special event, students were treated to hands-on learning experiences. Each student received an "It's Cool to Care" tee-shirt along with a CAS note-folio. At the conclusion of the day, Tom Callinan, a musical entertainer, shared many environmental-themed songs with our student participants. Students were also called on to join him on stage to share their musical talents with our audience.

Next year's environmental conference will once again be held at Wesleyan University in March. As you plan for next year, please check to see if you have a teacher/leader who would like to encourage six students from your school to learn more about making a difference in our environment. Your students will be our future policy makers; therefore, it is vital that they are well educated in environmental issues.



Students from St Gregory the Great School at the March 19th Environmental Awareness Conference at Wesleyan University

Gina Wells, *continued from page 1*

years, Ms. Wells was responsible for both Welch Annex School and Prince Street School, running back and forth between two buildings throughout the school day. In 2006, Welch and Prince schools merged and Ms. Wells assumed the principalship of the newly constructed John C. Daniels School.

Throughout her long and distinguished career in education, Wells has selflessly dedicated herself to expanding educational opportunities for her students. Principal of an urban school where 81% of students receive free or reduced-price lunches, Wells has succeeded in boosting the academic achievement of a diverse and challenging student body while at the same time enhancing the social and cultural climate of the school. Angel Fernández-Chavero, parent of a Daniels School student, says that Wells maintains a "palpable spirit of caring" in the school.

Wells has been the driving force behind a number of successful initiatives – first at Welch/Prince Schools and now at Daniels School – that have served to improve the schools and communities in which her students learn and live. She has implemented community-based programs such as an inter-generational exchange with a local senior citizens' center, a tutoring and mentoring program with Yale University and Yale-New Haven Hospital, and a partnership with the Connecticut Children's Museum in New Haven.

One of Wells' many strengths is her focus on data-driven decision making. She compiles an assessment portfolio – known as a "bible" – on each and every student which allows her and her staff to closely monitor individual academic progress. Says New Haven Public Schools' Chief of Staff Leida Pacini, "Ms. Wells is actively involved in and aware of all of her students' performance levels, home situations and learning needs." Due in large measure to Wells' leadership in using assessment data as a tool to accelerate student learning, John C. Daniels School was one of six schools recognized by the CT State Department of Education in 2006 for its success in closing the achievement gap.

Perhaps Wells' greatest accomplishment is her success in leading her school through its transition to a dual language school. An educational visionary, Wells set about researching, designing and implementing a dual language instructional model in her school, the first in the New Haven school district. The benefits of this program have been far-reaching, as evidenced by the dramatic increase in the number of English Language Learners who scored at proficiency level or above on the Connecticut Mastery Test. Wells' school has drawn national attention and now serves as a model for other schools both in Connecticut and throughout the country.

Says Robin Barna, curriculum instructional coach at Daniels, "Gina managed to take two divided, failing schools and turn them into a dynamic, successful, united instructional institution which became a leader in the New Haven Public Schools as its first dual language school."

Wells will be honored by CAS at the "Celebration of Distinguished Administrators" to be held in November. On October 18th, 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.

ELEMENTARY SCHOOL - RED CROSS BLOOD DRIVE CONTEST

The Connecticut Association of Schools and the American Red Cross have joined together in a program that will be mutually beneficial to our schools and our communities. Elementary school parent groups are being asked to help save lives this summer by supporting a blood drive. In recognition of these efforts, participating schools will be entered to win a *Ready to Go Classroom Library*. One library will be awarded per county.

The American Red Cross needs to collect 650 pints of blood a day to meet the basic needs of Connecticut hospital patients. This can be more difficult in the summer as schools are closed and many people are on vacation. Unfortunately, the need for blood never takes a vacation so we are reaching out to school groups for help in meeting the goal. Groups that participate will receive promotional materials, a sign up sheet, information about donating blood and ideas for recruiting. Their goal will be to get a minimum of 15 people to donate.

Since each pint collected can save up to three lives, and since a safe and adequate blood supply is an important health issue, groups have an opportunity to positively impact the lives of their families, friends and neighbors.

For additional information, please contact Brenda Cronin 1-860-678-5420 or email croninb@usa.redcross.org.

MATT FISCHER HONORED BY SPORTS WRITERS



Matt Fischer, CIAC Director of Information Services, was selected by the Connecticut Sports Writers' Alliance as a recipient of the 2007 John Wentworth Good Sports Award. The award is given annually to individuals who have demonstrated "unselfish dedication to local sports." Matt was honored for his work in developing the CAS-

CIAC website which has significantly expanded public access to high school sports information in Connecticut. Matt was recognized at the 66th Annual Gold Key Dinner held at the Aqua Turf Club on April 22nd.

STATE GOLF ASSOCIATION ANNOUNCES GOLF CLUBS FOR SCHOOLS

The majority of students that play golf, whether often or occasionally, do not maintain an official USGA Handicap Index. For this reason the Connecticut State Golf Association (CSGA) is taking the initiative to introduce and provide the USGA Handicap System to students, teachers, athletic directors, coaches and administrators of Connecticut schools by creating "golf clubs" for schools. This will:

- make the game of golf more enjoyable by enabling players of differing abilities to compete on an equitable basis;
- expose the golfer to peer review and the requirement to post all scores played during an active season;
- provide a fair course handicap for each player, regardless of ability, and adjust a player's Handicap Index up or down as the player's game changes.

For golfers of superior ability, it will satisfy the USGA requirement that all players in USGA championships maintain a USGA Handicap Index. There is no charge for students under the age of 18 as of January 1, 2007.

■ Two new reports have been added to the options available for athletic directors in the online eligibility center.

A "grid" format schedule has been added - it is a cross between the existing calendar and list views that allows for quick visual feedback on what each of your teams is doing in a day, week or month. Events on this schedule are live links to editing the season or practice schedule for the sport. The grid-view schedule option can be found under the "Schedules/Results" heading to the right of the individual sports listings. The other new report is the ".csv Athlete Report". This is a Microsoft Excel file listing all your athletes (name and grade) by team. You can choose to include all sports or just one season (fall, winter or spring). The link for this option can be found under the "View/Create Reports" heading.

■ The Connecticut Football Officials Association held its first annual Hall of Fame Induction Dinner on April 29, 2007 at the Foxon Country House in East Haven. Ed Mockus, a long time member of the New Haven Football Officials Association and CFOA Executive Board, conceived the idea and chaired this very successful event that drew a sell-out crowd. CFOA inducted 19 members from the six local boards into the very impressive inaugural class of the CFOA Hall of Fame. CFOA President, Jim Butler from the Eastern Board stated that, "Tonight we are honoring individuals presented and deceased, who have given of themselves in a lifelong commitment and contribution to football officiating in the State of Connecticut and the country." The CIAC congratulates all the honorees and thanks CFOA for their many years of dedicated service to high school athletics in Connecticut.

■ One percent of Florida high school athletes in weight lifting, baseball, and football will be subject to random testing for anabolic steroids under a one-year pilot program that has been approved by the state legislature and that Governor Charlie Crist indicates he will sign into law. The Florida High School Athletics Association (FHSAA) will oversee the tests of all of its 426 public and 224 private member schools. The bill includes \$100,000 to pay for the testing. Any athlete who refuses to provide a urine sample will be ineligible to remain on the team. Those who test positive would be suspended from the team but could be reinstated if they pass a follow-up test later. FHSAA officials have not commented on the bill.

However, New Jersey became the first state to start a testing policy for high school athletes last year. According to its state athletic association, the initial testing for performance-enhancing drugs found no users among 150 random samples.

■ The Women's Sports Foundation has recently published a guidebook entitled, "Increasing Sport Equity & Physical Activity Participation: A Women's Sports Foundation Public Policy Guide". Within this document, local, state and federal legislators are encouraged to interpret the regulations under Title IX, the Americans with Disabilities Act and the Rehabilitation Act of 1973, to offer a variety of activities and opportunities to women and individuals with disabilities to be in compliance with all current laws. Further, they are advocating that an assessment tool be used for all interscholastic and intercollegiate sports, both for women and for persons with disabilities. The parallels between the battle for equity for women's sports in the 70's and 80's and the battle now for persons with disabilities are astonishingly similar! Approximately 56 million (1 in 5) people in the US have documented disabilities. Studies indicate that 56% of people with disabilities do not engage in any physical activity, compared to 36% of people without disabilities, and only 23% of people with disabilities are active for 30 minutes or more 3 times per week.

■ The American Heart Association (AHA) has updated its recommendations for preparticipation screening for cardiovascular abnormalities in competitive athletes, with little change from the 1996 prescreening statement. The AHA still does not believe it practical or financially feasible to support a large-scale preparticipation screening initiative, which would include standard 12-lead electrocardiogram (ECG) testing, similar to those proposed by the European Society of Cardiology (ESC) and the International Olympic Committee (IOC). "The key issue is that at the present time, we don't think it makes a great deal of sense to do electrocardiograms," said Paul Thompson, MD, from the Hartford Hospital in Hartford, Connecticut, co-chair of the panel that drafted the 2007 recommendations. Instead, the new AHA recommendations keep with those proposed in the 1996 scientific statement and include taking a personal history, family history, and physical examination. According to the panel, the new recommendations, which were published in the March 12 issue of *Circulation*, are an effective strategy to raise the suspicion of cardiovascular disease. In the U.S., it is estimated there are more than 5 million individual competitive athletes at the high school level, as well as more than 500,000 athletes competing at the collegiate level. Once youth, middle school, and masters-level athletes are included, the number of US athletes includes more than 10 million people. Based on one 12-year study that included 1.4 million student-athletes participating in 27 sports, the incidence of cardiovascular deaths is estimated to be in the range of 1 per 200,000 young person of high school age per year.

ciac news



Thirty-five years after graduating in the same class, all as physical education majors at CCSU, Ann (Humphrey) Malafronte (left), director of Unified Sports® at the CIAC; Barbara Startup, athletic director at Glastonbury HS; Tina (Mazurski) Yenknner, Adapted PE teacher for the Glastonbury schools; and Rita (Hickey) Ford, sports program director for Special Olympics Eastern Region in CT, all came together on April 28, 2007 to coordinate an Elementary Unified Sports Day in Glastonbury for 164 are special athletes and partners.

CT OFFICIAL NAMED PRESIDENT OF INTER- NATIONAL BODY

On April 29th, longtime Connecticut basketball official Peter Carroll took office as the 69th president of the International Association of Approved Basketball Officials (IAABO). Peter has been a member of IAABO for thirty-one years. His lifelong involvement in and dedication to the sport of basketball began in 1976, when Robert and Edwin Balla introduced Peter to the game of basketball and unwittingly launched a long and distinguished career of service to the sport and to the rules that serve as its foundation. In the ten years Peter officiated, he worked numerous F.C.I.A.C., M.B.I.A.C. and W.C.C. league championships as well as two state tournament finals. He served as a member of the executive committee of IAABO, as president of Fairfield County Board #9, and as Board #5 state president. For the past twenty-one years, Peter has served as commissioner for Board #9 in Fairfield County.

Peter has received the Fairfield County Board #9 Bernie Iassogna Award and the State Board #5 James Coopan Award. These awards are given to individuals who dedicate themselves unselfishly to the betterment of the sport of basketball. In 2005, Peter had the distinct honor of being inducted into the F.C.I.A.C. Hall of Fame. Peter's experience and accomplishments in the sport of basketball will serve him well as IAABO's president.

Peter has been married to his lovely wife, Joan, for 31 years. They have two daughters, Lisa Fabian and Meghan Carroll. His newest treasure, Paige Victoria Fabian, is his first grandchild, born January 20, 2007, to Lisa and her husband Keith.



MICHAELS JEWELERS PRESENTS SPECIAL OLYMPICS CONNECTICUT UNIFIED SPORTS® CUP AWARDS

By Ann Malafronte, Director of Unified Sports®

On April 17th, CAS-CIAC hosted the annual Michaels' Cup Awards Dinner to recognize Connecticut schools and students for outstanding participation in the CIAC/Special Olympics Unified Sports® program. These awards honor extraordinary partners and schools who have shown great involvement in Unified Sports®, a program which pairs athletes with intellectual disabilities and athletes without (partners) together on the same team. The awards ceremony took place at the Connecticut Association of Schools headquarters in Cheshire and was hosted by NBC 30 reporter, Erika Tarantal.

continued on page 12

DOVE PROGRAM A HUGE SUCCESS

By Dr. Robert Lehr, Athletic Director
Southington High School

Courtney Macavinta, a journalist and author from San Jose, California, recently conducted a very successful seminar for teachers, guidance counselors and school nurses at the CIAC offices. This event was sponsored by CIAC corporate partner Dove and the *Dove Campaign for Real Beauty*. The main theme of the workshop was respect, and the presenter addressed the theme from the viewpoint of adolescent girls, discussing how they perceive themselves and how they think others see them. Those present benefited from the tools Ms. Macavinta presented to help them empower girls to gain greater self-esteem. Several of those in attendance asked how to get her to come back to Connecticut and spend time with teachers and students on this important topic.

While in Connecticut, Ms. Macavinta also took time to speak to an assembly of 260 ninth grade girls at Southington High School. Her topics included eating disorders (there is documented evidence of five year old girls with eating disorders), unhealthy relationships, over-sexualization, and toxic media. She discussed each of these topics while presenting her Seven Pillars of Respect. The response by the girls in attendance was very enthusiastic and incredibly positive. One of the emails received the following day read, "I was really inspired by your talk. I came home today and looked in the mirror and was surprised to find that I was actually proud of who I saw. I think it's because of what you said about respecting yourself and being happy with who you are."

Ms. Macavinta co-authored a book on adolescent girls and respect; the best selling book is titled Respect – A Girl's Guide to Getting Respect and Dealing When Your Line is Crossed. For more information about girls and self-esteem, please contact Ms. Macavinta at www.Respectrx.com. Additional information about the Dove program is available at www.campaignforrealbeauty.com



. . . more ciac news

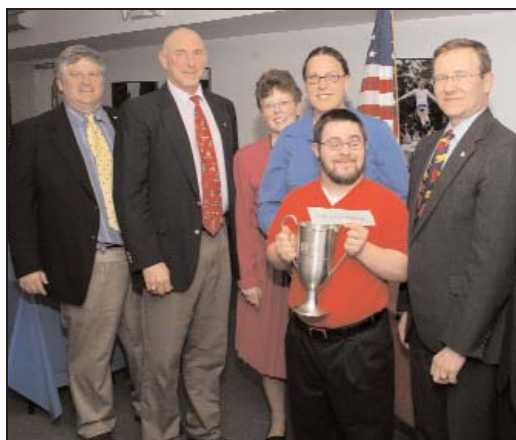
Michaels' Cup, *continued from page 11*

Schools were chosen for these awards based on performance in the following areas.

- Participation – number of special education students that participate in the schools program.
- Commitment – how much recognition the school gives to the program through pep rallies, etc.
- Outreach – how the school makes their students aware of Unified Sports® opportunities.

The overall winner, Norwich Free Academy, received the Loving Cup award. Four schools took second place, receiving an 8" bowl; and five schools received the 6" bowl for placing in the top five in each of the above categories. Overall there were 10 schools receiving an award for outstanding work with the Unified Sports® program.

Schools receiving awards included: Bacon Academy, Berlin High School, Bristol Central High School, Cheshire High School, Farmington High School, Killingly High School, Norwich Free Academy, Staples High School, Wilbur Cross High School, and Windsor High School.



Representatives from Norwich Free Academy, including Athletic Director Gary Makowicki (second from left) accept the Loving Cup for overall achievement.

IN MEMORIAM

ROSEMARIE "RO" CARLUCCI

It is with deep regret and sadness that we acknowledge the passing of longtime teacher, coach, gymnastics official, CIAC Officials' Advisory Board member, and friend, Ro Carlucci. Ro died in a one car accident on April 15th as she was returning home from officiating an AAU gymnastics meet and encountered wet and slippery road conditions. Ro was an outstanding individual who touched the lives of so many people. Her contributions to coaching and officiating were numerous. She dedicated herself to making the sports of tennis and gymnastics better for the competitors, and most especially, for the officials in Connecticut. Ro was a pioneer for all girls' sports in Connecticut.

An accomplished athlete, coach, and official, Ro was named the CHSCA Outstanding Gymnastics Coach in 1982. She coached numerous national gymnastics teams and judged high school nationals in 1993 and 2000. Westhill's gymnastics team met with great success with Ro as its coach. Her team won the FCIAC Western Division in 1981, was FCIAC runner-up in 1993, 1997 and 2002, and was CIAC Class L runner-up in 1997 and 1998. In 1998, Westhill won the FCIAC championship. Ro was named High School Coach of the Year in 1992 and then again in 2003. She was a member of the National Association of Women's Gymnastics Judges for 30 years, judging local high school, club, state and regional meets as a Level 10 judge. Ro won the Connecticut gymnastics coaches' outstanding contributor award. She also was inducted into the FCIAC Hall of Fame in June 2005. She was chairperson of the FCIAC Board of Directors and was serving as 2nd vice president at the time of her death. RoseMarie was a proud breast cancer survivor who had recently begun a second career as an artist, and her work was being exhibited at the Bartlett Arboretum.

INVESTORS IN CT YOUTH



- ★ AT&T ★
- ★ Arbella Insurance Group ★
- ★ Baden Sports ★
- ★ Big Y Supermarkets ★
- ★ Bob's Discount Furniture ★
- ★ Coca Cola ★
- ★ CT Lighting Centers ★
- ★ CT Sun ★
- ★ Dove Soap ★
- ★ Dick's Sporting Goods ★
- ★ Grynn & Barrett Studios ★
- ★ Horace Mann ★
- ★ IGA Supermarkets ★
- ★ Kaestle-Boos ★
- ★ Konica ★
- ★ Liberty Mutual ★
- ★ Martin Screen Printing ★
- ★ McDonald's ★
- ★ NBC-30 ★
- ★ N.E. Fitness Distributors ★
- ★ PureTech Water ★
- ★ Rawlings ★
- ★ Spalding ★
- ★ Sports Image ★
- ★ Subway ★
- ★ Teachers' Insurance Plan ★
- ★ U.S. Army ★
- ★ U.S. Marine Corp ★
- ★ Verizon Wireless ★
- ★ Waterbury Republican-American ★
- ★ Westfield Corporation ★
- ★ Wilson Sporting Goods ★