

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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NOVEMBER 2005

CIAC WELCOMES DOVE® AS NEWEST SPONSOR

Partnership to Foster Self-Esteem Among Female Student-Athletes

Dove®, the global beauty brand, has engaged in a partnership with the Connecticut Interscholastic Athletic Conference (CIAC) to help foster positive self-image among young women in Connecticut. Through the Dove Self-Esteem Fund, the brand will serve as the official sponsor of all female state athletic tournaments and championships for the 2005-2006 school year.

The CIAC partnership deepens the Dove commitment to helping youth reach their full potential by addressing self-esteem issues that impact them physically, emotionally and intellectually. In 2004, Dove launched the *Campaign For Real Beauty*, a global effort designed to widen the definition and discussion of beauty. A critical component of the *Campaign For Real Beauty* is the Dove Self-Esteem Fund, which funds mentoring and education programs that raise self esteem in girls and young women.

"We are grateful to Dove for being committed to building self-esteem in women everywhere," said Executive Director Mike Savage of the CIAC. "The program Dove has created for CIAC will help inspire female student athletes in Connecticut to grow into confident and strong adults."

"Dove is proud to partner with the Connecticut Interscholastic Athletic Conference," said Philippe Housseau, marketing director for Dove. "A key element of the Dove *Campaign for Real Beauty* is fostering positive self image in women at every age. We recognize that self-esteem starts at an early age and sports are a great way to build self-assurance."

As part of the sponsorship, Dove will offer a special self-esteem workshop for educators to share with students throughout Connecticut. The workshop will be created and taught by the Girl Scouts of the USA, through the *uniquely Me!* program which aims to help build self-confidence in girls. In addition, Dove will broadcast public announcements about self-esteem and the Campaign for Real Beauty at every female sporting championship event during the 2005 - 2006 academic school year.

For more information about the *Campaign for Real Beauty* and the Dove Self-Esteem Fund, visit www.campaignforrealbeauty.com.

campaignforrealbeauty.com | Dove

CAS HONORS OUTSTANDING EDUCATIONAL LEADERS

On Thursday, October 27th, CAS hosted its fourth annual "celebration" of educational leadership at Saint Clements Castle in Portland. The event was conceived four years ago following a resolution by the CAS Board of Directors to find ways to recognize and pay tribute to individual school leaders as well as to "celebrate" the profession of school administration. Five "distinguished administrators" were honored at the fourth annual recognition dinner.

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CAS' 2005 DISTINGUISHED ADMINISTRATORS

Susan Dumas, Mystic Middle School

♦ CAS Middle School Principal of the Year ♦

Laura Ferrante Fernandes, Masuk H.S.

♦ CAS High School Asst. Principal of the Year ♦

Donald Friedman, Lincoln Middle School

♦ CAS High School Asst. Principal of the Year ♦

Ed Handl, Green Acres Elem..School

♦ CT's National Distinguished Principal ♦

Robert Pitoocco, Rocky Hill High School

♦ CAS High School Principal of the Year ♦

CAS-UCONN PARTNERSHIP LAUNCHED by Mike Buckley, Principals' Center Director

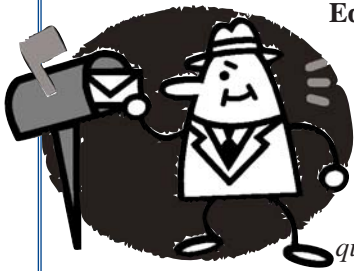
The Connecticut Association of Schools (CAS) and the Department of Education Leadership at the University of Connecticut's Neag School of Education (NSOE) have entered into a partnership through which together we aim to address an increasing shortage of qualified administrators to fill positions of leadership within Connecticut's schools. CAS will have specific responsibilities for conducting the clinical component of the University of Connecticut Administrator Preparation Program (UCAPP). The program is a nationally recognized series of courses and internships that prepares candidates for the 092 intermediate administrator certification and leadership positions primarily at the school building and central office levels. As an active partner in this program, CAS brings the resources of its Principals' Center, administrator induction program, statewide network of seasoned mentors, and well-established relationships with schools throughout the state. CAS and NSOE, with their combined resources, believe that they have the capacity to address the critical issue of administrator shortages and, in the process, build the premier school leader preparation program in the nation.

UCAPP is a cohort-based graduate level sixth year program of six consecutive semesters of study that begins in the summer and ends with the spring semester two years later. It includes 21 credit hours of course work in areas such as the School Principalship, Program Evaluation, Administration of Educational Organizations, Supervision of Educational Organizations, Contemporary Educational Policy, and Legal Aspects of Education. The UCAPP program also includes 11 credit hours of clinical internship experience. The experiential component of the clinical internship occurs in a setting outside of the student's current worksite and is guided by an experienced administrator who mentors students through activities at the internship site. A clinical supervisor from CAS works with the mentor and student to ensure that the internship is a high quality learning event. To do so, the CAS clinical supervisor sets up learning plans, conducts reflective seminars, helps students link their internship experiences to course material through coordination with classroom instructors, and meets with students at their internship sites.

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LEGAL MAILBAG

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



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

Q. Dear Mailbag: I used some grant funds to purchase a "Vaporizer 2100," an industrial-strength shredder for my school, and I have found that shredding documents is actually quite relaxing. Lately, I have received a number of anonymous letters with complaints about a few staff members, but I simply shredded the documents. However, now I am having second thoughts because some of these complaints ring true. Should I keep these complaint letters and put them in the teachers' files?
- *Leaving No Trace*

A. Dear Leaving: Your new hobby causes me concern. You should carefully review the Record Retention Schedules of the Public Records Administrator. These schedules will tell you exactly how long to keep various records. While anonymous letters may not contain reliable information, they become public records when they are received, and they should be retained as any other routine correspondence, i.e. for at least two years after receipt. In any event, you can inform the teacher of the anonymous complaint and even ask if the teacher wishes to respond. However, anonymous letters should not be included in teacher files unless and until they are verified as reliable and relevant information.

Q. Dear Mailbag: These days I feel like a punching bag in the gymnasium of marital conflict. If ex-spouses want to fight with each other, that is their business, but I hate it when they try to drag me and my staff into their fight. We understand the need to communicate with both parents and to verify that court orders parents wave around are in fact the latest ruling. However, recently my staff members were subpoenaed to court to testify even though they have no information that would be relevant to the dispute. May I tell my staff to ignore those subpoenas to avoid wasting time and getting in the middle of these unseemly squabbles?
- *Taking No Side*

A. Dear Taking: Simply put - No. A subpoena exercises the authority of the court (lawyers are "officers of the superior court," if you can stand it). Ignoring a subpoena is not one of your choices. Rather, three other approaches may be more constructive. First, consider the particular situation. If you or other staff members do not believe that you have relevant information, call up the lawyer who issued the subpoena (with advice of legal counsel if desired) and tell him or her that you don't think you will help his/her case. Second, if that doesn't work, ask the lawyer if you or other staff members can be on-call so that you minimize the time that compliance with the subpoena takes. Finally, if a lawyer is unreasonable in his/her actions, get the district's lawyer to ask the judge for relief.

Q. Dear Mailbag: One of my teachers just asked for his "personnel file." I sent him to Central Office, but I kept quiet about my personal folder on him that I keep in my desk drawer. I presume that he is not entitled to my personal notes. Right?
- *Mum's the Word*

A. Dear Mum: It depends. Before we address the notes, please understand that the "personnel file" is not a geographical concept, but a descriptor for documents related to a person's employment, wherever they are located. Keeping some documents in your private files does not automatically insulate them from disclosure, and they may in fact be part of the "personnel file." If you have preliminary drafts or notes that you will be incorporating into a letter or a report, you may keep them private. However, if you have documented concerns informally, the teacher can obtain that documentation upon request. More importantly, you should rethink your position. As a matter of good supervision, you need to share your concerns with the teacher. Keeping such concerns private in your personal notes does not give the teacher fair warning or a chance to improve.

ct news & notes

■ Connecticut ranked 1st in the nation for its average teacher salary in 2003-04, according to the American Federation of Teachers' (AFT) annual teacher salary survey. Connecticut was one of only 22 states where the increase in average teacher salary kept pace with the national rate of inflation. The average teacher salary in Connecticut for the 2003-04 school year was \$56,516 (compared to a national average of \$46,597), up 4.7 percent from the previous year. Connecticut ranked 9th in the nation for average beginning teacher salary, at \$34,462, an increase of 3.5 percent from 2002-03. Other states in the New England region ranked in the AFT survey as follows: Rhode Island was 4th in the nation, at \$54,809; Massachusetts was 8th, at \$53,274; Vermont was 24th, at \$43,009; New Hampshire was 25th, at \$42,689; and Maine was 33rd, at \$39,864. For more information, visit <http://www.aft.org/salary/index.htm>.

■ According to a report from the Rural School and Community Trust, Connecticut's rural schools contend with fewer barriers to student achievement than any other state. Poverty rates and student mobility are low, adult educational attainment is high, and the level of per pupil spending on instruction in rural schools is among the highest of the 50 states. The combination of few challenges and ample resources results in achievement outcomes that are among the best—Connecticut's rural schools have the 3rd highest NAEP scores and the 8th highest graduation rate in the nation. The report can be downloaded at www.ruraledu.org/whyruralmatters/.

You're invited . . .

to the **Celebration of Teaching and Learning**, a two-day event saluting educators in the New York, New Jersey and Connecticut tri-state area.

WHAT:

- professional development seminars delivered by nationally recognized experts
- a trade show and exhibit hall featuring over 300 organizations with an interest in teaching and learning
- a Town Hall meeting with Tom Brokaw moderating a discussion on education policy
- a special awards ceremony honoring effective and innovative teaching and learning projects using the media.

WHEN: March 24-25, 2006

WHERE: Pier 94 in New York City.

For more information, visit:
www.casciac.org/pdfs/press_kit_celebration.pdf.

... more ct news & notes

■ According to a recent report released to the Board of Governors of Higher Education, increasing numbers of Connecticut high school graduates are attending colleges within the state's borders. Of the 25,268 Connecticut high school graduates enrolling in U.S. colleges last fall, 58% chose to stay in Connecticut, up from 48% in 1992, when data was first collected. Another 21% enrolled in colleges in the adjacent states of Massachusetts, New York and Rhode Island. Education officials speculate that the lower cost of attending schools in state, particularly public colleges, and a massive effort to renovate and rebuild public college campuses are factors keeping more students close to home. The most popular college for Connecticut students was the University of Connecticut, enrolling 2,214 state residents as freshman last fall. The next most popular choices were: Southern CT State University (1,254 freshman); Central CT State University (1,162 freshman); and Manchester Community College (896 freshmen). Connecticut still sends more students to out-of-state colleges than it imports from other states.

Neag School of Education Seeks Nominations

The Neag School of Education at the University of Connecticut is accepting nominations for the following alumni awards:

- **Outstanding School Administrator** - A principal, assistant principal, central office administrator or director
- **Outstanding Higher Education Professional** - Faculty member or administrator at a college/university
- **Outstanding School Superintendent** - Leader of a public or private school system
- **Outstanding School Educator** - Pre-K through 12th grade teacher, including special education and support services educators
- **Outstanding Kinesiology Professional** - An exercise therapist, fitness professional, or a college/university faculty member
- **Outstanding Professional** - A professional working within the public or private sector

Nominees should meet the following criteria:

- Alumni status from the Neag School of Education
- Demonstrated excellence in the award category
- Significant contributions to her/his educational environment
- Professional and/or community service
- A minimum of five years of service in the award category

For details or a nomination form, visit http://www.uconnalumni.com/nsoeas/neag_awards_2006.cfm. The deadline for all nominations is December 30, 2005.

national news & notes

■ A new study examining why similar California schools vary widely in student achievement produced some surprising results: Involved parents and well-behaved youngsters do not appear to have a major effect on how well elementary students perform on standardized tests. But four other factors seemed to count a lot more, at least when combined in schools. The study of lower-income schools found that the strongest elements in high-performing schools are linking lessons closely to state academic standards, ensuring there are enough textbooks and other teaching materials, carefully and regularly analyzing student performance and putting a high priority on student achievement. The study, "Similar Students, Different Results," conducted by EdSource, a non-profit group that studies state education issues, focused on 257 public schools with substantial numbers of low-income, minority students. The findings seem to fly in the face of widely held beliefs that parental involvement is among the most important reasons for school success and that academic achievement depends largely on a family's education and income level. For more information on the study, visit www.edsource.org/pub_abs_simstu05.cfm.

■ Fewer disabled children take the nation's reading and math tests than the government has previously said, congressional investigators acknowledge. The Government Accountability Office reported in July that only 5 percent of students with disabilities are excluded from the National Assessment of Educational Progress. Now the GAO says that figure is eight times higher. For example, 40 percent of fourth-graders with disabilities who were in the sample for the 2002 reading test didn't take it. The discrepancy is important because the federal test, known as the Nation's Report Card, is supposed to be representative of all students, including those with disabilities. The higher the rate of exclusions, the more some students' scores and needs may be left behind.

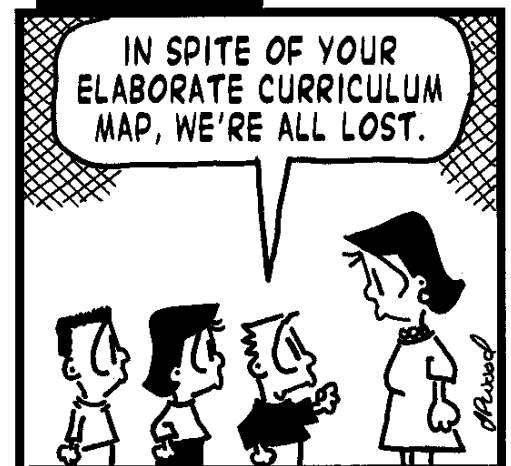
Largest Connecticut Colleges and Universities

Rank	School	Fall 2004 Enrollment
1	University of Connecticut	14,843
2	Central Connecticut State University	12,320
3	Southern Connecticut State University	12,177
4	Yale University	11,441
5	University of Hartford	7,246
6	Quinnipiac University	7,220
7	Western Connecticut State University	5,884
8	Sacred Heart University	5,657
9	Eastern Connecticut State University	5,156
10	Fairfield University	5,060
11	University of New Haven	4,173
12	University of Bridgeport	3,274
13	Wesleyan University	3,217
14	Trinity College	2,390
15	Albertus Magnus College	2,361
16	Connecticut College	1,905
17	St. Joseph College	1,792
18	Charter Oak State College *	1,495
19	Rensselaer at Hartford	1,207
20	Teikyo Post University	1,198

* Charter Oak State College is a virtual college with all part-time students, many of whom are enrolled elsewhere in the state and are counted in other institutions.

(Source: Hartford Business Journal, 31 January 2005)

SCHOOLIES © 2005 by John P. Wood



national news & notes

■ Learning First Alliance (LFA) has substantially updated the Practical Guide to Promoting America's Public Schools, which was first released last year. It can be downloaded at www.learningfirst.org/publications/pubschools/. The guide is a communications tool designed to help educators, policymakers, and others promote the value of public schools to their constituencies, parents, and the public. Educators will gain valuable tips on how to demonstrate their schools' values, vision, and performance to reflect the aspirations of the public.

■ Voters in Denver, Colorado, have approved a tax increase to fund a revolutionary way to compensate the city's teachers. Ballot Issue 3A, a \$25 million property tax increase, is the final step in six years of work to create the Professional Compensation System for Teachers (Pro-Comp). Instead of paying teachers the traditional way based on experience and education, Pro-Comp rewards teachers based on sharpening their skills, increasing student achievement, and agreeing to work in Denver's toughest schools. Incumbent Denver teachers can begin opting in to the new system immediately and have up to seven years to decide to join. After January 1, 2006, all new hires will automatically be enrolled. The tax will cost Denver property owners approximately \$2 per month for every \$100,000 of home value. National Education Association President Reg Weaver says his organization does not support ProComp because it is a merit-pay plan.

■ According to a new report by the Brookings Institute, federal aid to cities dropped from 17.5% of cities' revenues in 1977 to 5.4% in 2000. Increased state funding has helped to make up some of the shortfall, but cities have had to rely to a greater degree on other revenue sources. According to the report, cities with diversified portfolios -- such as Philadelphia, Chicago and New York -- have fared the best. These cities have many revenue sources, including income and utility taxes, and other successful funding mechanisms such as public-private partnerships or regionalization of services such as fire response and snow removal. The report cautions that Connecticut's cities, like those in several of the Northeast states, tend to overly rely on local property taxes.

■ The journal "Developmental Psychology" has just published new research suggesting that Oklahoma's pre-kindergarten program is a success at helping kids prepare for school. Oklahoma is one of the few states to offer preschool to every four-year-old. An unusual feature of the program was that the program was staffed by well-educated, well-trained, and well-paid teachers receiving regular public school salaries. While learning gains were made across the board in every race, Hispanic children made the largest gains.

■ The death of a 12-year-old Seattle girl in September has prompted school officials to alert parents to a troubling practice in which children intentionally cut off oxygen to their brains as a means of getting high. The so-called "choking game" may have killed the McKnight Middle School seventh-grader, who was found unconscious in her bedroom with one end of a karate belt knotted around her neck, the other tied to the top of her bunk bed. "Whether it is an accidental death or intentional death is the question, and I don't know if we'll ever find out," said Seattle Police Department spokesman Rich Pruitt. Either way, officials in the Seattle and Renton public school districts hastily circulated information about the practice, in which kids use their hands, arms, ropes or belts to cut off oxygen to their brains and induce light-headedness to the point of passing out. Mostly, it's younger children, ages 9 to 14, who experiment in this area, experts said, and often, it is done in groups. Thomas Andrew, the chief medical examiner in Concord, N.H., who has investigated two such deaths, said a child experimenting alone can lose consciousness within a minute, and afterward his own body weight falling against a rope can tighten it so that death occurs in less than four minutes.

■ With encouragement from the Chinese and American governments, schools across the United States are expanding their language offerings to include Chinese, the world's most spoken tongue, not to mention one of its most difficult to learn. The number of Chinese language programs around the country, from elementary school through adult programs, has tripled in 10 years, said Scott McGinnis, an academic adviser at the Defense Language Institute in Washington. In September, the Defense Department gave a \$700,000 grant to public schools in Portland, Ore., to double the number of students studying Chinese in an immersion program. In May, Senators Joseph I. Lieberman (D-CT) and Lamar Alexander R-TN) introduced a bill to spend \$1.3 billion over five years on Chinese language programs in schools and on cultural exchanges to improve ties between the United States and China. (The bill has been referred to the Senate Foreign Relations Committee.) After 2,400 schools expressed interest, Advanced Placement Chinese classes will be offered in high schools around the country starting next year.

■ The Digest of Education Statistics (2004) provides a compilation of statistical information covering the broad field of education from prekindergarten through graduate school. Topics in the digest include: the number of schools and colleges; teachers; enrollments; graduates; educational attainment; finances; federal funds for education; employment and income of graduates; libraries; technology; and international comparisons. To access this information, visit: <http://nces.ed.gov/programs/digest/d04/>.

NEW EUPHEMISMS FOR BAD STUFF AT SCHOOL

- **Time-out** - "An Isolated Reflection Interval"
- **Detention** - "Post-instructional Behavioral Adjustment Period"
- **Course Failure** - "Unrequested Course Re-registration"
- **Incomplete Course Grade** - "An Unrequited Educational Encounter"
- **Suspension** - "Mandatory Discontinued Attendance"
- **In-School Suspension** - "Mandatory Academically Unassigned Attendance"
- **Absence** - "A Non-school Learning Experience"
- **Truancy** - "An Undocumented Non-school Learning Experience"
- **Seating Assignment Change** - "An Intraclassroom Transfer"
- **Sent to the Principal** - "Compulsory Administrative Consultation"
- **Retention** - "Lateral Academic Advancement"

■ The discussion over transforming and improving the nation's high schools continues to be a hot topic around the country. There are an assortment of working programs and promising practices currently building the capacity of high schools in a significant number of states. A new report produced by the National Association of Secondary School Principals (NASSP) and KnowledgeWorks Foundation highlights current high school reform policies and programs in various states. "Advancing High School Reform in the States: Programs and Policies" identifies the essential state policies to improve high schools that address academic rigor, personalized instruction, targeted strategies to raise achievement scores of low-performing students, school-wide adolescent literacy initiatives, the use of multiple assessments that are aligned with state standards, collaborative leadership, improved subject area competency and content pedagogy of teachers, and the availability of technical assistance to high schools. To view the report, visit http://www.cascliac.org/pdfs/high_school_reform

"We believe there are one trillion galaxies in the universe, but if a bench has a wet paint sign on it we have to touch it to be sure."

- Unknown

What Should High Schools in Connecticut Look Like?

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

Commissioner Betty Sternberg has formed a statewide committee to develop a "Framework for Connecticut's High Schools." Representatives from public schools, business, higher education, teacher organizations, and department of education staff have been meeting since August to consider recommendations for high school reform.

The goal of the committee is to provide a report to the Commissioner. Subsequent steps include communications of the findings to all stakeholders and possible legislative action. Wayne and Anne Sweeney are the facilitators of the group and have been conducting forums around the state to gain input from teachers, principals, superintendents, and students. Four student and teacher forums were held in the fall and were attended by approximately 120 students and 40 teachers who provided the high school advisory committee their voice in the framework's development.

A separate forum was held at CAS on October 31 for school principals and assistant principals. Regional forums for superintendents have also been conducted. All groups have been asked to consider how the high school of the 21st century should look regarding research based trends in high school reform around the country such as:

- high schools must be mission driven and focused on high expectations;
- learning must be authentic and relevant
- reshaping the senior year;
- restructuring the school day/week/year;
- graduate with pre-requisite skills for post-secondary education;
- literacy, problem solving, collaboration and technology;
- safe, positive environment for learning
- professional development ;
- data driven decisions;
- performance/exhibition graduation requirements;
- personalized learning environments;
- improved transitions from middle school to high school and high school to post-secondary;
- learning community moved beyond school walls;
- strong distributed leadership;
- resources to complete the work.

CAS high school representatives on the committee include John Batista, Sally Biggs, Richard Cavallaro, Ed Higgins, Nancy Larsen, Andrea Lavery, Dianna Lindsay, Don Macrino, Jeff Mathieu, Bob Pitocco, Don Sierakowski, and Paul Stringer. Michael Buckley and Dennis Carrithers of the CAS office are also members.

What's in a Name?

Founded in 1948, **The Greniers Photography**, a second-generation family business specializing in school portraiture, has recently been chosen the Official Photographer to CAS. Owned by four brothers, Larry, Dan, Marc and Chris Grenier, The Greniers "focus" on paying exclusive attention to the needs of schools and their families. Glastonbury Superintendent Alan Bookman calls them "a remarkable family owned company that delivers competitive prices and guaranteed service."

Originally a full-service studio begun by founder Bob Grenier, The Greniers is located in Holyoke, MA, with plans to open a Con-

necticut location in the near future. The four brothers purchased the company from their father in 1991.

As The Greniers, the company photographs high school seniors for yearbook images and personal portraits, proms for formal photos, and studio family groups. As Daniel's School Pictures, they photograph grades K-12 in the schools, youth sports leagues, and dance schools. The Greniers also covers high school sports events for yearbooks and for personal images for the players.

The Greniers is not a typical photography company. They recognize the importance of



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Celebration, continued from page 1

More than two hundred thirty educators, friends, and family members traveled to Portland to join in honoring CAS' 2005 Distinguished Administrators. Janet Garagliano, principal of Jonathan Law High School in Milford and chair of the committee which organized the event, warmly welcomed guests and introduced the evening's master of ceremonies, Mr. Scott Gray, sports commentator for WTIC AM 1080.

Donald Gates, principal of Portland High School and president of CAS, and Barb Westwater, chief of the Bureau of Curriculum and Instruction at the CT State Department of Education, offered congratulatory remarks to the honorees prior to dinner.

Mike Savage Honored for 25 Years of Service to CAS

In a turn-of-events that surprised everyone except the "celebration" organizers, CAS Executive Director Mike Savage was honored for his twenty-five years of service to CAS-CIAC. In the presence of his wife of 44 years, Mike was presented with a distinguished service plaque on behalf of CAS and the Connecticut Association of Public School Superintendents. Said CAS Secretary-Treasurer Janet Garagliano, "It is fitting that we recognize Mike here tonight, because this evening is about celebrating educational leadership; and he is the exemplar of the modern educational leader."



"There is no individual in the history of CAS-CIAC who has cared more deeply about its work, who has contributed so greatly to its success, or who has given of himself so completely to its cause. You have been a leader of vision, of strength, and of unquestionable integrity," said CAS Treasurer Janet Garagliano upon presenting Mike Savage with an award for 25 years of service.

The evening concluded with an awards ceremony during which each of the five distinguished administrators was recognized individually. The honorees were called to the podium one by one to receive a plaque, an engraved clock and a copy of *The World is Flat: A Brief History of the 21st Century* by Thomas Friedmann. They were also entertained with a short slideshow containing pictures of them as "administrators in action" and quotes from friends and colleagues.

To learn about the accomplishments of these outstanding educators, visit: www.casciac.org/celebrate05.

By all accounts, the fourth annual "celebration" was a rousing success! Many thanks to the members of the organizing committee, Janet Garagliano, Mike Rafferty, and Ev Lyons.

A Principal's Message

by John Dodig, Staples High School, Westport



Thanksgiving is just around the corner and the first marking period is coming to an end. As I get older, these two events seem to occur more frequently than they did only a decade ago. Each year passes by so quickly that I have literally lost track of time. How did I ever get to be 61 years old? How can my daughter be 32 years of age?

Part of the phenomenon I described above is due to age, I know. Part, however, has to do with change in general that surrounds everything we do every day. Here is an example. On the Thursday evening news on October 13th, I saw a report that Apple Computer Co. was now offering for sale a 4 gigabyte iPod that stores and plays videos. Standing outside the building on Friday morning, I mentioned to one of my assistant principals that I had seen the report and asked how long he thought it would be before we saw one of these contraptions in our school. He said he had already seen one in the hands of one of his students. That was the end of the discussion. I wanted to say WOW but didn't and moved on to another topic.

Things happen quickly. Our society changes dramatically from year to year. Small incremental changes occur each week. We've become used to change. No longer do we have time to get used to the way it is because as soon as we accept it, it has moved on to what was. This rapid pace of change doesn't seem to bother our children, I guess, because they were born to it, while the rest of us have to adjust to it. Wireless laptops, iPods, Blackberries, e-mail delivered to the onboard computer in the dash of your car, navigation systems in cars, high definition television at home with on-demand programming are a few examples. The list goes on and on. Change is never ending. It has always been this way, but the pace is something new.

Thanksgiving is just around the corner is how I began this message. It is a constant in our lives since it was first introduced as a national holiday in 1863 by President Lincoln. It has become my favorite holiday because our only obligation is to gather our friends and family around us and celebrate our good fortune, our friendship, our love for one another, and for life itself. Sure we may eat too much on that day, but we will do it surrounded by those we love and care about. What can be better than that?

Please take the time during the month of November to think about those you will be with on Thanksgiving and why you choose to be with them. Wouldn't it be a surprise to all if you took a minute that day to say something personal to each one at the table.....to share with everyone why you are thankful to know each person. In my opinion, that is the ultimate holiday. It is worth having a day off from work and school. It is a day and a moment during which time slows way down and we have the time to share our love with everyone around us. Oh, and you might want to try shutting off your cell phone, your Blackberry, banning the iPod and CD player from within a hundred feet of the table and disconnecting the television from the cable or satellite.....until game time, that is.

UCAPP, continued from page 1

With the addition of a certification preparation program, CAS and the Principals' Center is closer to realizing its vision of support for school leaders at every point along a career pathway, from teacher leaders who are considering and preparing for administration (the aspiring administrator and certification programs) to beginning administrators (the induction program) to career administrators (professional development supporting every aspect of school leadership). Acknowledging the administrator shortage and recognizing certification as a previously missing "link" in this pathway, a task group spent the first half of last year investigating the possibility of CAS becoming an alternate 092 program provider. At the heart of the proposal developed by this group was a practitioner-led program centering on the internship experience. This proposal was set aside in favor of a partnership with the University of Connecticut when it became clear that a unique, practitioner-based program could be achieved within UCAPP by linking, semester by semester, coursework (theory) and the clinical internship experience (practice). This promise is already beginning to evolve in the first-year cohorts where clinical supervisors are coordinating the content of courses with the experiences students are encountering in their clinical internships and developing clinical experiences for interns that link directly to course content.

The terms of the agreement specify that CAS will employ and supervise all professional personnel associated with the administration, management and teaching of the clinical internship portion of the UCAPP program. Accordingly, CAS has hired Michael Nast, former superintendent of schools in Stamford, as the clinical supervisor for the first year Stamford cohort. Mike has been involved with the Stamford UCAPP program since its inception and brings competence, credibility, and continuity to the transition process. Regina Birdsell, former principal of the Academy School in Madison and newly appointed CAS Assistant Executive Director assigned to the elementary level, is the clinical supervisor for the West 16 cohort. Long active at CAS while a principal, she is a valuable asset in recruiting and preparing mentors and evaluating their work in terms of enhancing the learning of interns placed in their schools. Finally, in addition to coordinating the overall UCAPP clinical internship program, I am the clinical supervisor for the East 16 cohort. This assignment is consistent with the theory that adults learn best by doing, a core belief underlying the internship experience. What better way is there to learn the content of the required sequence of courses than to go through the experience with a cohort?

CAS Executive Director Michael Savage praised the CAS Board of Directors for its foresight in endorsing this new direction for the organization. In eliciting its support, he added: "This is exactly what we should be doing to ensure a continuity of quality candidates for school leadership positions in the state. No other organization is as cognizant of the present school leaders who should be mentoring the next generation of administrators or positioned better to advise and influence the experiences within their preparation programs."

Dr. Barry Sheckley, head of the Department of Education Leadership at UConn, states: "Repeatedly our research at the NSOE shows that while classroom sessions can enrich ideas about leadership, such sessions pale in comparison to the potency of direct experiences. When individuals engage in activities where they use ideas to work on reform initiatives in actual school settings, their proficiency as effective school leaders grows dramatically. Toward this end, the combined resources of the NSOE and CAS are focused on a distinctive hallmark: the clinical internship as the primary source of learning for prospective administrators."

For more information about UCAPP, contact Mike Buckley at CAS mbuckley@casciac.org or NSOE Director of UCAPP Michele Femc-Bagwell michele.femc-bagwell@uconn.edu.

SAVE THE DATE!

Mark Scharenbroich "Plays" The Connecticut Convention Center



Award winning Hall of Fame speaker Mark Scharenbroich will return to Connecticut to keynote *The Connecticut Association of Schools' Winter Conference* on January 27, 2006. Having garnered accolades for his address at the CAS-CAPSS Convocation in September, he will be returning to our state for an extended address and two concurrent sessions. Scharenbroich has been hailed as "An inspirational speaker with great content on how to improve your school climate" and one who "...helps schools create a culture where staff members are unified and students feel like they are part of a special community."

Funded by corporate partner Horace Mann Insurance Companies, and featuring high level concurrent sessions appropriate for educators from all levels from central office to elementary schools, the conference will be held at the new Connecticut Convention Center on the banks of the Connecticut River in Hartford.

Research at all levels has indicated that when we improve school climate and create schools where students, parents, faculties and staff members feel connected, the end result is a school where performance is improved.

Consider bringing a team of administrators and teachers to this high level conference. You won't be disappointed!

CAS and NASSP Offer Breaking Ranks II Training

The next *Breaking Ranks II* training session will be held on February 14 and 15, 2006. The training will be from 8:30 a.m. to 4:30 p.m. at the CAS office in Cheshire. The cost for either training session is \$250 per participant and includes all materials, refreshments and lunches. CEUs will be awarded to program participants.

NASSP has certified CAS as a state association provider of training for high school principals, assistant principals, school district administrators, and other school leaders who want to develop further their understanding and use of the recommendations in *Breaking Ranks II: Strategies for Leading High School Reform*.

Participants who complete the training will become *Breaking Ranks II* facilitators and be fully qualified to lead *Breaking Ranks II* efforts in their schools.

Register online at www.casciac.org/register. If you need additional information, please call Dennis Carrithers at 203-250-1111 or email at dcarrithers@casciac.org.

Are Our Children Ready for Their Future?

by Mike Galluzzo



Tom Friedman's *The World is Flat* is the jumping off point for this year's inquiry by the Principals' Center's Critical Issues Committee. More specifically, what are the educational implications for school leaders in Connecticut of the unprecedented changes presently reworking the global economy? The rationale for this inquiry is captured in the following newsletter I just sent to my parents:

This is the first in a series of newsletter essays that I plan to write this year. It represents my personal impressions on some very complex issues regarding the skills of students in our country and community, students in other countries, opportunities and work in the future, and the globalization of work in our time. While I have tried to stay informed on the topics that I will discuss, I claim no special expertise. Nevertheless, there is some important information available to educators and the public that we should be discussing and about which we should be raising questions.

As I see it, there is a convergence of forces for rapid change in our times that is unprecedented in history. These include rapid changes in technology, globalization of industries and a rapidly expanding workforce in a global economy. Further, we now have more information about the educational attainment of students from around the world as the result of a series of reliable studies of student achievement. My goal is to prompt you to reflect on these trends and to think about the implications for our children.

1. **Globalization:** *Global competition for jobs is increasing and it is changing. The first wave of competition is the result of the availability of cheap labor in a number of countries and the ability of companies to move resources and equipment to the places where this cheap labor resides. We have heard numerous stories about the outsourcing of manufacturing by American companies. For example, look at the labels of most of our clothing. Workers in many other countries accomplish the same work that American workers did for lower wages and fewer benefits, making it more economical and profitable for companies. Recently, as the result of improved technologies and communication systems, there is a new wave of outsourcing, which involves highly trained technical workers accomplishing complex design, software, engineering and scientific work abroad. At first only low skilled work was exported; today highly skilled work is outsourced as well. Both low skill and high skill outsourcing is changing the landscape of work here and abroad.*

2. **Student Attainment:** *Students educated in some countries of the world are excelling particularly in science and mathematics. On international studies of student learning, students in Finland, Singapore, Korea, Japan and other nations are consistently outperforming American students. In addition, there are developing countries like China and India that are scaling up their educational systems to expand educational opportunities and quality schooling in order to provide access to better jobs for more people and to increase the quality of living for their countries.*

There are many questions that arise from considering these developments. How well prepared will our children be for the jobs of the future? Will the best technical and scientific jobs leave our country in their lifetimes? Isn't America still the most productive nation and a center for innovation? Won't that continue? What should I do to prepare my child for this changing future? We must now set about finding the answers to these questions.

Mike Galluzzo is principal of East Farms School in Farmington and chair of the Principals' Center's Critical Issues Committee.

middle school news

Middle School Student Leadership Conference Moves to January

By Earle Bidwell
Assistant Executive Director

In an effort to avoid any conflict with the revised dates for the Connecticut Mastery Tests, the middle school leadership conference, "Making Acceptance Acceptable," has moved to January 10, 2005 (snow date January 11th). Host Quinnipiac University has graciously agreed to open their campus to middle school student leaders during their winter break.

Co-sponsored by the Connecticut Association of Student Councils funded by the Connecticut Lighting Centers, the conference will continue to give four hundred middle school students from around the state opportunities to increase their leadership skills, build climates of acceptance and make a difference in their communities.

Students will participate in team building activities, respond to role playing situations, talk with recognized school leaders and share ideas and experiences with peers. Due to program and space limitations, schools are urged to register early for this popular conference. All registration will be on-line at www.casciac.org/register.

The Greniers, *continued from page 5*

the annual school photo and senior portrait to the self-esteem of the child. First and foremost, photographers Larry, Dan, Marc and Chris are concerned with those images which keep them worthy of the trust of the schools and their families. "They care about what they do, and it shows" is what William J. Barney, Jr., principal of the Morgan School, said of The Greniers.

As of the 2005 summer, The Greniers' photography is 100% digital capture and output. This has allowed innovative measures such as yearbook images on CD, sports and event candids on the web, and instant proofing of photo sessions. In the forefront of industry technology, The Greniers provide the newest and best to their customers and have led the way in digital capture in Connecticut and Massachusetts.

Seasonal in nature, the company has 34 full-time, year-round employees and grows to 140 in the busy summer-into-fall school photo season. "The photographers work diligently to help students get the best outcome possible for each and every photograph" is a quote from Enrico Fermi High School Principal, Paul K. Newton, who also said, "Top-down, the folks that work for Greniers are first rate." Their state-of-the-art studio in Holyoke was completed in 2002, and it is expected that the studio in Connecticut will mirror that when it opens in 2006.

The loyalty and togetherness that is a hallmark of a successful family business spills over into the relationships that The Greniers have with the schools and families with whom they interact. "There's a certain spirit, a certain soul in a family business that can't be duplicated ..." is a quote from Helene Grenier, wife of Bob and "Mom" to Larry, Dan, Marc and Chris. This family is truly up to the challenges of growing the family business, living up to its name, and partnering with CAS.

Canton Middle School on T.R.A.K.

By Earle Bidwell
Assistant Executive Director

Twenty-five Canton Middle School students, teachers, and administrators arrive at school as early as 6:30 a.m. twice a month for the T.R.A.K. Program. Designed to promote "Tolerance, Respect, Acceptance and Kindness," the program focuses on positive school climate. The T.R.A.K program is this year's winner of the Arthur Director Middle School Student Leadership Award. Named for the founder of Connecticut Lighting Centers and a true friend of middle school education, the award is given annually to a school that exemplifies the theme of the leadership conference, "Making Acceptance Acceptable."

The award was presented at a school assembly held on October 25, 2005. In attendance were the Canton M.S. student body, Mr. and Mrs. Director, CT Lighting Centers C.E.O. David Director, CAS Administrative Assistant Janice Grecco, and CAS Assistant Executive Director Earle Bidwell. Mr. Bidwell told the group that they could be "...justifiably proud of (their) accomplishments in raising money for such worthwhile endeavors as "Joy of Sharing," cancer research, and Tsunami and Katrina relief." He continued, "...As wonderful as these efforts are, you are to be commended even more for celebrating diversity; welcoming those among you who are new; leading seminars that promote respect acceptance and kindness; and, taking risks with programs such as mix-it-up days and "good deeds and acts of kindness."

Bidwell also praised the CT Lighting Centers' representatives for providing continued support without looking for notoriety. He said, "They give quietly behind the scenes so kids like you can have a program at a price your school can afford. The Directors show up for our events but avoid the microphone, the camera, the publicity and the limelight. They are true benefactors and friends of education. We are indeed fortunate that they have chosen us to be beneficiaries of their support."

Principal Joe Scheideler commended the current members of the club and recognized Canton High School students in attendance who were instrumental in starting the club in 2002. Mr. Arthur Director presented student representatives with a plaque commemorating the event (see photo below) and Mr. David Director presented them with a check to allow them to further their work.



elementary school news

Dr. Larry Lowery shares expertise on brain development

by Regina Birdsell, CAS Assistant Executive Director
Liz Buttner, CT State Dept. of Education K-8 Science
Education Consultant

The elementary division of the Connecticut Association of Schools (CAESP) and the Connecticut State Department of Education collaborated in presenting four science education workshops during the week of October 17th. The workshops, directed at principals, administrators and teachers, featured Dr. Lawrence Lowery, professor emeritus at the University of California at Berkeley, and the principal investigator for the FOSS Science Curriculum Program, EQUALS math program and FAMILY MATH at the Lawrence Hall of Science. Dr. Lowery presented "Minds-On Science" at EASTCONN, Education Connection and the Orange Marriott. Through a mix of lecture, group work and hands-on activities, he engaged participants in discussions on how current research on brain development could improve curriculum design and teaching strategies. The October 21st session, held at CAS, targeted principals and administrators specifically and addressed such topics as assessing the effectiveness of science teaching; how to assess what children have learned; and how to support teachers teaching science.

Many of the teachers who attended the Minds-On Science workshops came away with a new way of thinking about how to engage students in exploratory science. When participants were asked to reflect on how the workshop would impact their science instruction, one elementary teacher in the Education Connection session commented, "I got a good reminder today that kids need time to explore before I explain concepts." Having completed an investigation involving measurement and balance, another teacher responded, "I never thought of inquiry instruction as related to subjects other than science; now I see how to make math, and even reading, inquiry based".

Teachers and administrators learned that a school science program includes much more than just selecting a textbook or using good questioning strategies. It became clear that with a standards-based district curriculum, along with high quality instructional materials, professional development for teachers, and community support, science can be the "hook" that improves students' literacy, numeracy and problem-solving abilities.

ATTENTION: Elementary School Principals

Please add me to your mailing list!

Send a copy of your school newsletter via mail to me at: Regina Birdsell, Assistant Executive Director, 30 Realty Drive, Cheshire, CT 06410

Or, via e-mail to me at: rbirdsell@casciac.org

On the elementary division horizon . . .

by Robert F. Carroll Ed. D., Assistant Executive Director

Because the CT Mastery Tests this year will be administered in March, CAS has decided to move events normally scheduled that month to dates earlier in the calendar year. Any principal having questions about any of the following upcoming events may contact Dr. Carroll or his secretary, Barbara O'Connor at (203)250-1111. Please circulate these articles to those teachers in your building who normally get involved in these activities.

■ Annual Student Leadership Conferences

Plans are again underway for the 2006 Elementary Level Student Leadership Training Conferences. Our elementary schools are continually in need of successful, positive student leaders, who can guide their peers and serve as role models in their schools. Attending students will acquire a specific set of skills needed to be effective leaders. Students will participate in hands-on activities presented by teachers and administrators who have demonstrated their own leadership qualities. These all-day conferences are for fourth and fifth grade students in mixed groups designed to foster leadership skills in areas such as productive thinking, decision-making, and communication. Registration is \$60 which covers 6 students from sending schools.

Schools with grades four and five have a choice of attending one of two conferences. The first will be held on Monday, January 9th at Naugatuck Valley Community College in Waterbury. The second will be at Asnuntuck Community College in Enfield on Thursday, January 12th. Snow dates for both conferences will be held on the day following their scheduled date. Both conferences will offer a special workshop for parents and teacher advisors from 9:30a.m. - 11:30 a.m. Parents can leave at the conclusion of their workshop. Flyers on these conferences are being sent to all principals. Schools may register online at www.casciac.org/register.

■ Annual Student Environmental Conference

CAS' 14th Annual Environmental Conference sponsored by eesmarts and Long Island Sound Foundation is being held this year on Thursday, January 19th at Wesleyan University. The snow date is Friday, January 20th. This all-day conference will begin at 9:00 a.m. and end at 3:00 p.m. The purpose of this conference is to provide students with an awareness of environmental issues as they directly relate to their lives. Each student will be individually scheduled to participate in a series of four workshops presented by teachers, university personnel and environmental educators. These workshops should promote a greater understanding of the challenges our youth must face now and in the future regarding our endangered environment.

All participating students will be given free T-shirts from our sponsors. The \$50 registration fee covers 4 students from sending schools. Brochures, including registration information, have been sent to all elementary and middle schools. Schools can register for this event online at the url listed above.

■ The Annual Elementary Arts Festival

The Elementary Division of CAS takes great pleasure in announcing the 7th Annual Elementary Schools Arts Festivals sponsored by Liberty Mutual. This year's dates are Monday, February 6th and Tuesday, February 7th, with a snow date of February 8th. Schools from towns beginning with the letters A-M will have their schools participate on the 6th and those whose towns begin with the letters N-Z will attend on the 7th. The programs will begin at 6:00 p.m. with arrival at 5:30 p.m. and conclusion at 8:30 p.m. The events, which are designed to recognize two students from each school who have excelled in either the visual or performing arts, will once again be held at the Aqua Turf Club in Plantsville. The theme will again be "Under the Big Top" with a variety of circus-style food and entertainment! CAS literally turns the Aqua Turf into a circus for these festivals. Food stations will be located in various areas of the room serving hot dogs, hamburgers, pasta, pizza, popcorn, ice cream, cotton candy and soda. The adults in the crowd will have to forget their diets for the evening and just be a "kid".

The students selected for recognition must be in the highest grade within your building. Scholarship and leadership abilities may also be used as supporting considerations when making your choices. Awards can go to two students of the same or opposite sex. We expect that the vast majority of our elementary schools will participate. Your early response will determine your school's seating location. Schools will be receiving more information on this event shortly and principals can register online or send in the form via mail.

CONNECTICUT INITIATES NEW COACHES ACADEMY

by Dr. Robert Lehr, Athletic Director, Southington High School

The shortage of experienced, qualified coaches for many interscholastic programs is real; and, the number of good coaches who also happen to be on the schools' faculty continues a consistent decline. As a result of both conditions, many schools' athletic departments have hired individuals who are not teachers and are often inexperienced as coaches.

There are many potential issues that accompany the hiring of non-qualified or even semi-qualified coaches. Sound indoctrinations of newcomers can preclude some of the problems; and many schools do an excellent job of preparing their new coaches. It is, however, probable that many new coaches are simply not given enough training and background information to assure a successful initial coaching experience. This relates not only to new head coaches, but also to junior varsity, freshman, middle school and volunteer coaches. One of the questions that is perplexing concerns who should actually provide the training to coaches. Is it the athletics director? Is it the head coach of a sport? Or should someone else be assigned the task? Perhaps a team of individuals should perform the task? Ideally, the athletics director has that job; however, given the many responsibilities of that position and considering that the duties of athletics directors vary from school to school, it is often not feasible for that to happen. This is especially true with coaches below the head varsity coaching level.

Unless new coaches are given a thorough initiation into a school's coaching ranks, their coaching endeavors have as a frame of reference only what they have experienced as an athlete and/or what they have seen while watching other coaches in action. The qualifications derived from either scenario would be minimal. The Connecticut Interscholastic Athletic Conference has decided to do something about the issue. As a result, the Future Coaches Academy has been developed to address the needs of schools that have been unable to provide an adequate introduction into coaching for first-timers. The Academy's first class was comprised of high school and college students interested in learning more about coaching; a new athletics director; a coach with seven years experience as an assistant coach; and others coming from various backgrounds. All were interested in learning more about some of the skills needed to coach in Connecticut. They were all interested in general policies and principles related to coaching high school or middle school student-athletes. The initial class met near the end of the school year for thirteen hours over a weekend.

Topics covered by the Academy included rules specific to our state in the areas of eligibility, transfer students, out-of-season coaching and recruiting. The Academy also covered Title IX; hazing; sexual harassment; organization and management; coaching

continued on page 11

■ The online eligibility center has been updated to allow for entry of schedules and results for non-CIAC sports and activities. These schedules will be included in your master calendar and list view schedules, and you can use the link development options to create links to these schedules for your own website. Obviously, schools are not required to enter schedules for any non-CIAC sports; however, the option is being provided based on a number of requests from member schools. To enter a schedule for a non-CIAC sport, click on the link which says "Edit/View Schedules/Results For Non-CIAC Sports" under the "Schedules/Results" heading to the right of the team menus on the main page of the eligibility center. Choose from the listing of available sports/activities and click on the link for the schedule you wish to enter. Schedule entry for non-CIAC sports works essentially the same way as entry for CIAC sports.

■ A judge in Springfield, MA who ruled last month that a 15-year-old girl could compete individually in a state high school boys' golf tournament declined to immediately strike down the Massachusetts Interscholastic Athletic Association rule that applied in the case. Judge Constance M. Sweeney had issued a temporary restraining order allowing Lindsey Thomka, a Springfield Cathedral High School student, to compete in the individual portion of the Division I boys' golf tournament in Beverly. However, when the plaintiff's attorney sought a preliminary injunction to prevent the association from enforcing its rule against individual opposite-sex competition at state championships, the judge indicated that she needed more information about the association's rules, and set another hearing for late this month. The MIAA's rules, which affect about 360 member high schools, don't bar mixed-gender teams from the boys' or girls' state championships, but students competing individually can only play in tournaments for their own gender.

■ A study that was recently released found a significant gap between what parents of school-aged children believe is happening and what is actually happening in terms of nutrition and physical activity in America's schools. Action for Healthy Kids, a national non-profit organization addressing the epidemic of overweight, undernourished and sedentary youth, conducted the survey titled "Parents' Views on School Wellness Practices." The survey found that 77 percent of parents support requiring daily physical education for all children, and 62 percent rate their child's school as "excellent" or "good" on "making daily physical education available for all students." In reality only 5.8 to 8 percent of schools nationally (depending on grade level) provide students with daily physical education.

■ When the Bishop Montgomery High School (CA) quarterback went down with a fractured leg, his replacement stepped in and performed brilliantly, completing four of five passes for three touchdowns. Miranda McOsker, 15, is one of just 253 girls out of 100,000 high school students in California who are playing football this year, according to the California Interscholastic Foundation. Her coach said he doesn't know if Miranda will become the starting varsity quarterback for the school but expects her to compete for the position during the next two seasons. California isn't the only state where female students have appeared on the high school football fields. In Connecticut, nine girls are listed on high school football rosters this season.

■ High school students at a handful of Arizona schools are now taking physical education courses online. Take Primavera Online High School in Chandler, AZ. P.E. students there can jog, dance or go on a bike ride, then file heart-

monitor readings to their teacher online as proof. The six-week class at Primavera relies on a mix of the honors system, computer tracking and events. Students first get a fitness assessment and then choose their fitness activities, with walking, dancing and biking being popular choices. They must wear a heart-rate monitor during the activities and download the results by computer to their teacher twice a week. The course requires students to be active for about an hour a day, five days a week. Students also must attend at least four school-organized events that have ranged from fishing, indoor rock climbing and bowling to an Arizona Diamondbacks game and a theater production of *The Lion King*. Online activities may not sound as rigorous as the old-fashioned standbys of the 50-yard dash, but teachers say the new online courses fit with the philosophy being taught in today's phys-ed classes. The new philosophy downplays competitive team sports and emphasizes fitness activities that students can do the rest of their lives.

... more ciac news

COACHES' CORNER

News from the National Federation of High School Associations



■ **Boys' Lacrosse Rules Changes:** The National Federation (NFHS) Boys' Lacrosse Rules Committee has adopted 12 rules changes, including one that allows 20 seconds to clear the ball across the midfield line on a change of possession. Rule 4-14, which previously allowed 10 seconds to clear the ball from the defensive area, now allows 20 seconds for a team to advance the ball beyond the midfield line after gaining possession inside the defensive half of the field. Failure to advance the ball in 20 seconds will result in a turnover, with the ball awarded to the opposing team at the spot of the violation, or 20 yards laterally from the goal. Among other rules changes, Rule 4-1-1 now gives the option to the team that wins the coin toss to choose either control of the first alternate possession, or the goal it will defend first. For additional rules changes, visit www.casciac.org/pdfs/lacrosse_rules_changes.pdf.

■ **Baseball Rules Changes:** The National Federation (NFHS) Baseball Rules Committee adopted a new rule that permits the pitcher or defensive players to wear non-glare facial or head protection while on the field. Rule 1-5-5, which is designed to minimize risk of injury, was one of 12 rules approved by the committee. The committee also revised Rule 2-10-2, which now mandates a meeting involving the umpires, both head coaches and team captains (if available) near home plate before each game. "Good sportsmanship is the rationale behind the pregame conference," said NFHS Baseball Rules Committee Chairman Greg Brewer, assistant director of the Alabama High School Athletic Association. Other minor changes were approved by the committee and can be viewed at www.casciac.org/pdfs/baseball_rules_changes.pdf.

■ **Softball Rules Changes:** The National Federation Softball Rules Committee approved a new penalty for non-compliance or illegal equipment. Rule 3-5-1 will now require the head coach to attend the pregame conference to verify the team is legally and properly equipped. The first offense will result in the equipment being removed and a team warning being issued. A subsequent offense, by anyone on the team, will result in a dugout/bench restriction for the offender and head coach. In other action, the committee approved a new rule to penalize a coach or player for intentionally removing the lines of the batter's box to gain an advantage for the team's "slap hitter." With the implementation of Rule 3-6-19, a strike shall be called on the batter if a member of the offense intentionally removes the line, and a ball awarded to the batter if a member of the defense intentionally erases the line. A team warning will also be issued. For additional changes, visit www.casciac.org/pdfs/softball_rules_changes.pdf.

■ **Track and Field Rules Changes:** The National Federation Track and Field Rules Committee has added a new rule requiring coaches to verify that their pole vault participants' equipment meets requirements prior to competition. In other changes, Rules 6-4-5, 6-4-8 and 6-5-1 were modified to require all references and diagrams to reflect one standard sector at 34.92 degrees for shot put and discus competitions, effective 2006-07. For more information, visit www.casciac.org/pdfs/track_rules_changes.pdf.

PARTICIPATION LEVELS IN CIAC SPORTS

1990-91 to 2003-04

Year	Boys	Girls	Total
1990-91	42,646	29,059	71,705
1991-92	42,919	30,929	73,848
1992-93	43,575	30,715	74,290
1993-94	41,807	30,612	72,419
1994-95	43,875	31,677	75,552
1995-96	44,410	32,810	77,220
1996-97	45,213	30,995	76,208
1997-98	46,769	34,774	81,543
1998-99	47,136	34,248	81,384
1999-00	47,749	32,255	80,004
2000-01	50,004	37,491	87,495
2001-02	53,007	37,150	90,157
2002-03	52,605	38,860	91,465
2003-04	52,941	42,207	95,148

CIAC MEMBER SCHOOLS CONTINUE TO SUPPORT HURRICANE VICTIMS

Last month, the CIAC printed a list of all the member schools which had contributed to the CIAC Hurricane Relief Effort. We are pleased to announce that a number of additional schools have responded to our "call to action." We extend our thanks to:

- ★ Guilford High School, Bruce Hall, Principal
- ★ Killingly High School, Mary C. Christian, Principal
- ★ Naugatuck Valley League
- ★ Newtown High School, Arlene Gottesman, Principal
- ★ Pomperaug High School Field Hockey Team
- ★ St. Joseph High School, Trumbull, Dr. Matt Kenney, Principal
- ★ Vinal Technical High School, Middletown, Sheila Fredson, Principal
- ★ Westhill High School, Camille Figluizzi-Bingham, Principal
- ★ West Haven, Notre Dame High School, Ralph Proto, Principal
- ★ Windsor High School, Joseph Arcarese, Principal

Coaches Academy, continued from page 10

language; coaching styles; current trends in coaching (functional training, periodization, etc.); intern/ volunteer coaching limitations; first-aid protocols; essential sport psychology (including positive coaching); basic laws of learning; press relations; team selection procedures; dealing with parents; principles of training; sports nutrition; the captaincy; interviewing for positions and writing letters of application; pre-game preparation; and post-game responsibilities. Future academies will utilize veteran coaches to offer insights into initial coaching experiences. Check the CIAC website at www.casciac.org for information on future academies.

The CIAC believes that it is addressing the needs of many of its constituent schools by offering the Future Coaches Academy. It provides an opportunity for new and prospective coaches to learn more about coaching; and it assists athletics departments and school administrators by providing a quality introduction into the world of coaching. For more information on the Future Coaches Academy, contact Mike Savage, Executive Director, at msavage@casciac.org or Bob Lehr, Course Instructor at lehrathletics@yahoo.com.

. . . more ciac news & notes

NFHS Updates Communicable Disease Policy

The National Federation of State High School Associations' (NFHS) Sports Medicine Advisory Committee recently revised its Communicable Disease Policy. Previously, the communicable disease policy was centered on blood-borne pathogens and guarding against them. The updated policy now includes information on infectious skin diseases and the prevention of student-athletes transmitting them to one another, in addition to the previous guidelines for blood-borne diseases. The new procedures also contain an information box on universal hygiene protocol for all sports.

"It has become evident that infectious skin diseases are a problem in high school sports," said Jerry Diehl, NFHS assistant director and liaison to the Sports Medicine Advisory Committee. "This is due to a lack of attention being paid to cleanliness both personally and of equipment."

The revised infectious skin disease guidelines outline ways to reduce the transmission of skin diseases. A guardian, athletic trainer and coach should be notified of any lesion before the athlete participates in competition or practice. The lesion must be evaluated by a health-care provider before the athlete returns to competition. In some instances, the athlete may be allowed to participate with the affected area covered if it is approved by a health-care provider, and this approval is in accordance with NFHS, state or local guidelines.

In addition to the infectious disease guidelines, a universal hygiene protocol for all sports has also been added.

"The hygiene guidelines were added to focus on infectious skin diseases," Diehl said. This hygiene information includes such tips as showering immediately after competition and practice, washing all workout clothing after practice and washing personal gear such as knee pads periodically. The universal

hygiene protocol also states that towels and personal hygiene products should not be shared, and that athletes should refrain from cosmetic shaving.

The updated protocol also still includes information on reducing the potential exposure to blood-borne infections.

The newly updated policy can be found on the Sports Medicine page within the NFHS Web site (www.nfhs.org), and it will also be made available in all NFHS sports rules books starting with the 2006 spring sports rules publications.

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