



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 2006

OUTSTANDING 1ST-YEAR PRINCIPALS NAMED

By Regina Birdsell,
Assistant Executive Director

The Connecticut Association of Schools is pleased to announce that **Jeffrey Newton**, principal of Charles E. Murphy Elementary School in Oakdale, **Brian Benigni**, principal of Catherine M. McGee Middle School in Berlin and **Charles Britton**, principal of Coventry High School, have been selected as the recipients of the **William Cieslukowski Outstanding First-Year Principal Awards**. These awards recognize first-year principals from the high, middle and elementary school levels who have had a positive impact on their school and/or district and have demonstrated exemplary instructional and organizational leadership, a willingness to take risks, and the ability to overcome adversity.

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Congratulations to CAS' 2006 Distinguished Administrators!



**ANTHONY D.
CARRANO**

Middle School
Assistant
Principal of the
Year



**ROBERT G.
HALE, JR.**

High School
Principal of the
Year



**DONNA L.
HAYWARD**

High School
Assistant
Principal of the
Year



**SHELLIE
PIERCE**

Middle School
Principal of the
Year



**LORETTA L.
RUBIN**

CT's National
Distinguished
Principal

CAS Honors Outstanding Educational Leaders - See story on page 7

Save the Date

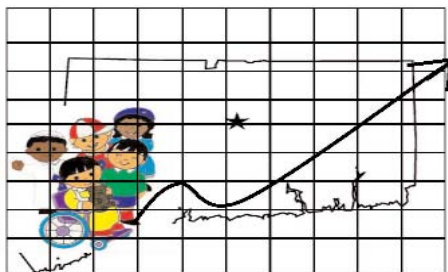
2nd Annual Connecticut Public School

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**April 10 OR 11, 2007
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and the Connecticut Association of Schools*



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UNIFIED SPORTS™ SUMMIT FOCUSES ON OUTREACH

By Ann Malafronte, CAS Unified Sports™ Director

Special Olympics Connecticut (SOCT) held a Unified Sports™ summit on Saturday, October 21, 2006 at Foxwoods Resort to discuss ideas for program expansion. Participants included corporate leaders, parents, advertising executives, Chamber of Commerce directors, members of the Department of Mental Retardation, corporate sponsors, educators, athletic directors and staff from the Connecticut Association of Schools and Special Olympics Connecticut.

Beau Doherty, President of SOCT, explained the concept of Unified Sports™, which pairs disabled and non-disabled athletes on the same team to promote skill development and socialization; defined the program objectives; and gave a brief history of the partnership with the Connecticut Association of Schools.

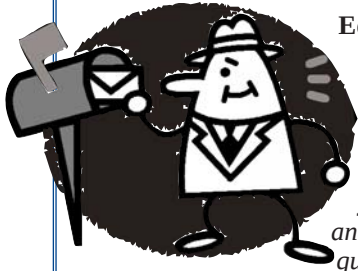
Ann Malafronte, CAS Unified Sports™ Director, gave an overview of outreach attempts and reviewed the schools that are currently involved. The main thrust was that there are hundreds more youngsters whose lives could be significantly improved through participation in this unique program, and we need to reach out to them.

Ann also presented information on the P.J. Settlement, which is an agreement made by the Connecticut State Department of

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LEGAL MAILBAG

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



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

Q. Dear Mailbag: As we plan ahead for the spring, we are finalizing arrangements for a number of field trips. My principal is married to a lawyer, and she told him that we should protect the district (and ourselves) by making parents sign waivers that relieve school personnel for all liability for any negligence, even our own. It would be difficult to explain to parents why they should sign away their claims. Moreover, the principal's wife does business law, and frankly this would not be the first time she is wrong with her advice. Are these waivers worth the paper they are printed on?

- *Color Me Dubious*

A. Dear Dubious: Your concern is well-founded. The Connecticut Supreme Court ruled in 2005 that public policy prohibits enforcement of a release from liability for future negligence, even if the release is stated in clear language. *Hanks v. Powder Ridge Restaurant Corporation*, 276 Conn. 314 (2005). There, the activity in question was snow-tubing, a voluntary activity if we ever saw one. Thus, even if a field trip is wholly voluntary, school officials will not be protected by demanding a release from students for negligence claims. However, it is still important to obtain permission slips for such activities because they inform parents of special activities. If parents have any concerns, the burden is then on them to warn you.

Q. Dear Mailbag: We continue to be concerned about student alcohol use and related safety issues. Is it permissible for a school to have students take a breathalyzer test prior to entering a dance? If so, does the school need to perform this or can we ask the police officers covering the dance to administer it? Their expertise may be important.

- *A Little Gun Shy*

A. Dear Shy: Typically, school officials should have reasonable cause before requiring students to submit to any sort of test (drug test, breathalyzer test). However, the United States Supreme Court ruled in 2002 that students wishing to participate in extracurricular activities may be required to waive privacy rights that would normally apply and submit to random drug testing. Given that decision, it is clear you may ask students to submit to a breathalyzer test as they enter a dance. Attending a dance is a less significant interest than participating in extracurricular activities, and a breathalyzer is less intrusive than a drug test. Whether the police can help is less clear. The cases are split, but if school officials are asking for help (rather than vice versa), most judges have ruled that police assistance is permitted without triggering the higher procedural requirements (e.g., probable cause) that normally apply to the police.

Q. Dear Legal Mailbag: A first-grader drew a poster for an assignment on ecology with a picture of Jesus on it. The teacher posted it with all the others, and another parent complained. Are we in trouble?

- *Praying for Forgiveness*

A. Dear Frustrated: No. In fact, there is greater risk in not displaying the poster. The key issue is to distinguish between private student speech and school-sponsored speech. As to the latter, school officials must refrain from speech or other actions in their official capacities that would promote religion. However, the courts have held that school officials must not treat private religious speech with disfavor. If students were permitted to include a secular figure on their posters, this student should be permitted to choose a religious figure. No reasonable person would attribute any religious message in that first grader's picture to the school.

ct news & notes

■ Connecticut's legendary "Gold Coast" has lost its status as the wealthiest county in the state. The latest census figures, from 2003, show that Fairfield County has been toppled by Middlesex County as the Connecticut county with the highest median household income. Middlesex County, which comprises 15 municipalities – Chester, Durham, Haddam, Old Saybrook, Clinton, East Haddam, Killingworth, Portland, Crowmwell, East Hampton, Middlefield, Westbrook, Deep River, Essex and Middletown – has a median household income of \$61,770. It is followed by Tolland County with \$61,290, and Fairfield County with \$60,881. But Fairfield County can still take comfort in the fact that nine of its towns have median household incomes in excess of \$100,000, whereas Middlesex County's town with the highest median income, Killingworth, is \$84,637. Connecticut's median household income is \$56,409, the highest in the U.S. (Source: *Connecticut Town & City*, June 2006)

■ Each year, after an examination of district fall hiring reports, teacher shortage areas are identified for the next school year. This determination is important because it helps students decide which fields to study, assists veteran teachers in determining whether to pursue additional endorsements, and helps institutions of higher education steer students toward fields that will have critical need in the coming years. In addition, the state provides incentives to help educators who serve in shortage areas. See chart below for this year's designated shortage areas.

Ten educator shortage areas identified for the 2006-07 school year:

Bilingual Education
Secondary English
Intermediate Administration or Supervision
Secondary Mathematics
Remedial Reading/Remedial Language Arts
Secondary Science
Comprehensive Special Education
Speech and Language Pathology
TESOL
Secondary World Languages

(Source: Fall 2006 *CertAlert*, CSDE)

... more ct news & notes

CT SCHOOL FACTS

2000 state population:
3,405,565

Total 2004 public school enrollment:
577,398

Percent of students enrolled in public schools:
88.3

• Public school population as a percentage of state population:
17.0

• Percent of state population that is nonwhite:
18.4

• Percent of persons 25 and older who are high school graduates:
84.0

• Percent of persons 25 and older with a bachelor's degree or higher:
31.4

• Percent of persons 5 and older with a language other than English spoken at home:
18.3

• Percent of population that is below poverty level (1991):
7.9

Source: *The Condition of Education in Connecticut, 2006* / www.state.ct.us/sde/Condition_of_Ed2006.pdf

Number of Certified Teachers Living in Top 10 Most Popular Districts for Educators:

1	West Hartford	2,233
2	Stamford	1,809
3	Hamden	1,735
4	Waterbury	1,703
5	Fairfield	1,629
6	Milford	1,622
7	Norwalk	1,506
8	New Haven	1,464
9	Manchester	1,426
10	Trumbull	1,421

(Source: Fall 2006 *CertAlert*, CSDE)

Domestic Migration

Connecticut ranks 15th among U.S. States in the number of residents who moved to another state between 2000-2004. Here's how Connecticut compares to the top six losers and top six gainers.

States that lost the most residents through domestic migration

State	# of Residents
1 New York	- 182,886
2 California	- 99,039
3 Illinois	- 71,854
4 Massachusetts	- 42,402
5 New Jersey	- 32,147
6 Ohio	- 31,613
15 Connecticut	- 4,171

States that gained the most residents through domestic migration

State	# of Residents
45 Texas	+ 36,566
46 North Carolina	+39,137
47 Georgia	+41,298
48 Nevada	+50,803
49 Arizona	+66,344
50 Florida	+190,894

(Source: U.S. Census Bureau / Reprinted from "Connecticut Town & City," June 2006)

national news & notes

■ National Center for Education Statistics' most recent School and Staffing Survey 2003-2004 is available at www.nces.ed.gov/pubs2006/2006313.pdf. The survey, *Characteristics of Schools, Districts, Teachers, Principals, and School Libraries in the United States*, provides an excellent snapshot of the current principalship, including age, gender, and ethnicity.

■ School officials at the Willett Elementary School (WES) in Attleboro, Massachusetts have banned playground tag, touch football, and any other unsupervised chasing games because of the risk of injury and liability for the school. "It's a time when accidents can happen," says Principal Gaylene Heppe. The ban is part of a standardized set of rules governing playground behavior. While there are no district-wide policies banning contact sports during recess, many principals are implementing new rules that reflect society's increasingly cautious and litigious nature. Attleboro was one of several school districts nationally that banned dodgeball a few years back because it is an exclusionary and dangerous game. Elementary schools in Cheyenne, Wyoming and Spokane, Washington have also banned tag at recess this year.

■ Offering a controversial incentive to boost student attendance, the Buffalo Board of Education voted 5-4 to base 10% of every report card grade strictly on how often individual students attend school. Supporters of the measure described it as an appropriate way to improve poor attendance rates and emphasize the importance of being in school. Opponents said it offers rewards to students for doing what they should be doing anyway.

■ Scientists call it the next great discovery: a way to captivate students so much they will spend hours learning on their own. It's the new vision of video games. The Federation of American Scientists, which typically weighs in on matters of nuclear weaponry and government secrecy, has declared that video games can redefine education. Capping a year of study, the group called for federal research into how the addictive pizzazz of video games can be converted into serious learning tools for schools. The theory is that games teach skills that employers want: analytical thinking, team building, multitasking and problem solving under duress. Unlike humans, the games never lose patience. And they are second nature to many kids. The idea might stun those who consider games to be the symbol of teenage sloth. Yet, this is not about virtual football or skateboarding. Games would have to be created and evaluated with the goal of raising achievement. There's already an audience: more than 45 million homes have video-game consoles. "We would be crazy not to seek ways to exploit interactive games to teach our children," says Doug Lowenstein, president of the Entertainment Software Association.

■ A new study by researchers from the Johns Hopkins Children's Center and five other medical centers concludes that carefully measured, low doses of methylphenidate (Ritalin) are safe and effective for attention-deficit and hyperactivity disorder (ADHD) in preschoolers. Investigators warn, however, that 3- to 5-year-olds appear more sensitive to the drug's side effects, which include irritability, insomnia and weight loss, than are older children with ADHD and require closer monitoring.

... more national news & notes

Top Ten Countries Sending Students to U.S. on Short-Term Exchanges

Country	Students	% of Total
Japan	3,202	52.3%
Spain	823	14.3%
China	598	10.4%
France	560	9.7%
Germany	78	1.4%
South Korea	65	1.1%
Italy	62	1.1%
Russia	58	1.0%
Brazil	55	1.0%
Austria	41	0.7%
Other	412	7.1%
Top 10 Totals	5,360	92.9%
Total	5,772	100%

Top Ten States for Sending & Receiving Hosts Students

# Sent Abroad			# Hosted		
Rank	State	# of students	Rank	State	# of students
1	CA	293	1	TX	1,984
2	NY	215	2	MI	1,785
3	PA	142	3	CA	1,782
4	TX	131	4	WA	1,291
5	OH	123	5	MN	1,286
6	OR	122	6	OH	1,264
7	WA	110	7	WI	1,154
8	MA	94	8	IN	1,004
9	MN	92	9	OR	952
10	WI	90	10	KS	952

Source: *CSIET Newsletter*, May 2006

■ Children who can accurately assess how their classmates feel about them — even if those feelings are negative — are less likely to show symptoms of depression, according to Florida State University researchers. Psychology Professor Janet Kistner found that children in third through fifth grades who had the wrong idea about their level of social acceptance were more likely to develop symptoms of depression over time. The study, "Bias and Accuracy of Children's Perceptions of Peer Acceptance: Prospective Associations with Depressive Symptoms," was published in the *Journal of Abnormal Child Psychology*. The findings are significant because they show that accuracy is the key — not whether children thought that other kids liked them or not. That's important because some psychologists have theorized that people who have a positive bias — meaning they think others like them more than they actually do — are protected against developing symptoms of depression, while those who have a negative bias are prone to maladjustment and depression. The researchers found neither to be true. "There's a long-running debate in the field of psychology about whether realistic perceptions are a hallmark of positive adjustment or they are associated with risk for depression," Kistner said. "Our results support the perspective that realistic perceptions are a hallmark of mental health." (Source: Child Development Research)

■ According to a new study by AAA, after-school hours rival weekend nights as the peak hours for fatal crashes involving teenage drivers. The travel club analyzed

federal crash data involving 16- and 17-year-old drivers from 2002-05. It found that almost as many people died in such crashes between 3 p.m. and 5 p.m. on weekdays as on Friday and Saturday nights. For overall traffic deaths, the 3 p.m.-6 p.m. period has been the deadliest period every year since 1993, federal data show. Drivers ages 16-20 account for a disproportionately high number of accidents. In 2004, those drivers were involved in 1.8 million crashes, and 8,535 people were killed in crashes involving young drivers, the National Highway Traffic Safety Administration says. AAA says there is broad recognition of the dangers young drivers face on weekend nights: 44 states limit night driving by new teen drivers. "Parents need to be as focused on providing rules for weekday afternoons as for weekend driving," AAA President Robert Darbelnet says. "The 10 hours we looked at during the week ... have a lot of young drivers on the road, coming from school, going to sports practice and after-school jobs and activities. The roads are busy during that period. Some of that time overlaps with rush hour."

■ As part of its 12-point plan for improving the nation's public education system, the National Education Association recommended raising the compulsory schooling age to 21. Its proposal would make it illegal for students younger than 21 to leave school before getting a diploma. Currently, seventeen states and the District of Columbia set the school-leaving age at 18, while the rest set it at 16 or 17. Only one state, New Mexico, has a law that requires high school graduation.

■ Staggering personal debt, skyrocketing bankruptcies, and the elimination of pension plans have imperiled the nation's economic and social security, and called into question the ability of American consumers to manage their financial destiny. In light of this grave threat to individuals, families, and the country as a whole, a national call for states to establish financial education as a core academic subject in all grades -- from Kindergarten through graduation - has been made by the National Association of State Boards of Education (NASBE). Knowledge of savings, credit, money management and investing is necessary these days to make proper financial decisions. Vanishing pensions have transferred responsibility (and risk) for retirement savings to individuals. This is the most visible evidence of the overall push for the public to take greater personal control over their financial security. Unfortunately, many individuals lack a basic understanding of how to adequately manage their earnings, their debt, or their retirement planning. \$1.7 trillion in personal debt and a negative national savings rate indicate the country is on an unsustainable and potentially catastrophic fiscal path that can only be avoided with more prudent and informed consumer choices, beginning with financially literate students. http://nasbe.org/financial_literacy.pdf

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THE BULLETIN

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... more national news & notes

■ The federal government began shipping emergency radios to thousands of public schools nationwide last week in an effort to more quickly alert school personnel to an impending hazard, whether it's a hurricane or a terrorist attack. Three federal agencies—the departments of Commerce, Education, and Homeland Security—are spending roughly \$5 million for the radios, which will be supplied to 96,000 schools. The National Oceanic and Atmospheric Administration (NOAA) oversees the operation of 950 short-range radio stations that broadcast news of hazards across the country. NOAA's radio system operates 24 hours a day, seven days a week, broadcasting word of national, state, and local emergencies, even when other means of communication are disabled. The radios turn on automatically when an alert is about to be broadcast. The radio distribution to schools actually started last year, with roughly 16,000 schools in the largest cities receiving them. This fall, an additional 80,000 schools are getting the radios.

■ A majority of high school students say they monitor current events at least once a week by using the Internet, and most of the information they are accessing comes from Web portals such as Google and Yahoo!, not from blogs or other informal sites, according to a survey conducted by a Miami-based foundation which promotes excellence in journalism. The survey of 15,000 high school students—conducted by the John S. and James L. Knight Foundation—found that after Internet portals such as Google and Yahoo!, teenagers use national television Web sites, and then local television and daily newspaper Web sites to keep up with current events.

■ School-based clinics are capturing attention as one way to reach the nation's 8.4 million uninsured children, especially in areas where access to health care is limited. There are now about 1,700 school-based health centers across the country, up from about 200 in the early 1990s. Unlike the traditional school nurse, clinics can diagnose and treat conditions on school grounds. Some offer everything from dental care to tobacco prevention programs, while others operate out of empty storage rooms, surviving on shoestring budgets. Typically run by health care or nonprofit groups, school clinics do not replace school nurses, who continue to handle routine matters like scraped knees and tummy aches. In some cash-strapped districts, however, a school clinic might take on the duties of a school nurse. Studies show kids who go to schools with health centers are more likely to get regular checkups and comprehensive care. School clinics can also boost attendance while reducing hospitalizations and emergency room visits.

■ Previously number one in the world, the United States fell five places in the 2006-2007 competitiveness rankings of the World Economic Forum (WEF). The rankings are based on the WEF's Global Competitiveness Index (GCI), which considers the factors that are critical to driving productivity and competitiveness, such as higher education and training, technological readiness, health and primary education, infrastructure, etc. Among the top ten countries, the report credits Switzerland's "combination of world class capacity for innovation and the presence of a highly sophisticated business culture" for its top ranking. The Nordic countries in positions two, three and four benefit from their budget surpluses and low levels of public indebtedness. The United States receives strong marks for its market efficiency, innovation, higher education and training, and business sophistication. See table below for the top ten countries by GCI.

Country	2006 Rank	2005 Rank
Switzerland	1	4
Finland	2	2
Sweden	3	7
Denmark	4	3
Singapore	5	5
United States	6	1
Japan	7	10
Germany	8	6
Netherlands	9	11
United Kingdom	10	9

■ A state lawmaker in Wisconsin, worried about a recent string of deadly school shootings, suggested arming teachers, principals and other school personnel as a safety measure and a deterrent. It might not be politically correct, but it has worked effectively in other countries, said Republican Rep. Frank Lasee. "To make our schools safe for our students to learn, all options should be on the table," he said. "Israel and Thailand have well-trained teachers carrying weapons and keeping their children safe from harm. It can work in Wisconsin." In Thailand, where officials have been waging a bloody fight with Muslim separatists for the last two years, some teachers carry weapons for self defense as they are viewed as part of the government. In Israel, teachers are not allowed to carry weapons in the school, but security guards at the entrances are armed. Lasee said he planned to introduce legislation that would allow school personnel to carry concealed weapons. He stressed that it would hinge on school staff members getting strict training on the use of the weapons, and he acknowledged he would have to work around a federal law that bans guns on school grounds.

AMERICA: Is it still the land of opportunity?

Among Americans' most cherished beliefs is the idea that the United States is a land of opportunity, a place where all children have an equal shot at success regardless of the circumstances of their birth. However, a growing body of research suggests that the idea of exceptional economic mobility may be a myth. Going from rags to riches in this country, some studies conducted over the past 10 to 15 years say, may be harder than it used to be. In fact, newer international studies suggest that children born into poor families in the United States have a smaller chance of rising out of poverty than their counterparts in many other industrialized nations. The most recent issue of *The Future of Children*, a publication of The Woodrow Wilson School of Public and International Affairs at Princeton University and The Brookings Institution, presents findings of research on social and economic mobility in America. Among the highlights of the report are:

- Mobility in the U.S. is not as high as it is in other rich countries.
- It takes about five generations for the effects of one's family background to disappear.
- Immigrants to the U.S. have done very well and usually catch up to the native-born in a generation or two. For them, America is the land of opportunity.
- Women and minorities have made great progress over the past few decades but still lag behind white men. For minorities the explanation is largely an education gap; for women it is largely family-work trade-offs. Discrimination against both groups remains an issue.
- Poor health trajectories for children who grow up in more disadvantaged circumstances hamper their subsequent economic prospects.
- Children who grow up in families with a strong work ethic, two parents, and a commitment to religion are somewhat more likely to escape poverty as adults than children from families without these three attributes.
- Improving educational opportunity is the best way to increase mobility.

The report outlines action steps that can be taken to help reduce the intergenerational persistence of income and wealth and increase the chances that children at the bottom of the economic ladder have an opportunity to move up. For more information, visit www.futureofchildren.org/usr_doc/Volume_16_Number_2_Fall_2006.pdf.

...more national news & notes

How much is a bachelor's degree worth?

About \$23,000 a year, according to a government report released last month. That is the average gap in earnings between adults with bachelor's degrees and those with high school diplomas, according to data from the Census Bureau. College graduates made an average of \$51,554 in 2004, the most recent figures available, compared with \$28,645 for adults with a high school diploma. High school dropouts earned an average of \$19,169 and those with advanced college degrees made an average of \$78,093. The income gap narrowed slightly from five years earlier, when college graduates made nearly twice as much as high school graduates. But the differences remained significant for men and women of every racial and ethnic group. Among the other findings in the report:

- Eighty-five percent of people 25 and older had at least a high school diploma or equivalent in 2005.
- In 2000, 80% had a high school diploma or the equivalent, and a little more than half did in 1970.
- Twenty-eight percent had at least a bachelor's degree, compared with about 24% in 2000.
- Minnesota, Utah, Montana, New Hampshire and Alaska had the highest proportions of adults with at least a high school diploma — all at about 92%.
- Texas had the lowest proportion of adults with at least a high school diploma, about 78%. It was followed closely by Kentucky and Mississippi.
- Connecticut was the state with the highest proportion of adults with at least a bachelor's degree, nearly 37%. It was followed closely by Massachusetts, Maryland and New Jersey.
- Nearly 47% of adults in Washington, D.C., had at least a bachelor's degree.
- West Virginia had the lowest proportion of college graduates, at 15%. It was followed at the bottom by Arkansas, Kentucky and Louisiana.

(Source: Census Bureau's 2005 Current Population Survey)

■ Which educational programs have been successfully evaluated in valid scientific research? The Center for Data-Driven Reform in Education at Johns Hopkins University, funded by the U.S. Department of Education, has created a free website called the Best Evidence Encyclopedia (The BEE). The BEE contains educator-friendly summaries of research on educational programs as well as links to the full-text scientific reviews. The reviews, written by many qualified individuals and organizations, focus on the programs educators should consider to improve their students' achievement: math and reading programs, comprehensive school reforms, technology applications, and more. The website, <http://www.bestevidence.org>, provides reliable, unbiased summaries and detailed reports on high-quality evaluations of educational programs.

NASBE SEEKS PUBLIC INPUT FOR CONNECTICUT COMMISSIONER OF EDUCATION SEARCH

(Hartford, CT)--The National Association of State Boards of Education (NASBE) in conjunction with the Connecticut State Board of Education (CSBE) is seeking input on the skills and characteristics for the next Connecticut Commissioner of Education. NASBE has been retained by the CSBE to conduct a nationwide search to identify candidates for one of the most critical positions in state government.

"We are asking Connecticut citizens and interested groups for their advice because we value their opinions on what skills, experience and outlook the next Commissioner of Education should possess," said Allan Taylor, Chairman of the CSBE. "The successful candidate will work with the board to move forward an aggressive agenda that will provide children the best possible educational opportunities."

Anyone interested is encouraged to respond to the following questions at CTsearch@nasbe.org:

- What are the most critical education issues in Connecticut?
- What skills, experiences, and characteristics do you believe are essential for the next Connecticut Commissioner of Education to address these issues?
- What advice would you give to the Board as it proceeds with this process?

The search process has begun and the board hopes to name a new commissioner by the end of the year.

The Connecticut public school system serves more than 578,000 students (pre-K through grade 12) in 1,188 schools and programs. The Connecticut State Board of Education and the Connecticut State Department of Education protect the educational interests of the state by providing leadership and service to 166 local public school districts, 17 regional technical high schools, three endowed and incorporated academies and 16 charter schools.

STATE DEPARTMENT HOSTS WELLNESS CONFERENCE

The Connecticut State Department of Education's conference, "Moving Into Action: School Wellness Policy Implementation and Promotion" on Thursday, December 14, 2006 at the Crowne Plaza Hotel in Cromwell, CT. The conference is intended to help school teams learn strategies to implement and promote healthy eating, physical activity and student wellness. The conference will address a variety of topics that will assist schools in:

- implementing local school practices, programs and activities which support district policy; and,
- promoting the district's wellness plan to students, parents, school staff and key leaders in the school district and the community.

Keynote presentations feature Dayle Hayes, an award-winning author, educator and consultant, and Mark Fenton, host of America's Walking on PBS Television. The conference will also feature two breakout sessions which include nationally renowned speakers and real-life success stories from school districts in Connecticut and around the country. The workshop choices include:

- Nutrition Everywhere: Teaching Across the Curriculum
- Healthy Fundraisers, Celebrations and Rewards: Creating Healthy School Environments Everywhere, Everyday
- Engaging Families as Partners in Student Wellness
- Using School Wellness Councils as a Tool to Promote Community Engagement
- Walking the Walk: Bringing the School Community Onboard with Wellness
- Connecting the 3 C's "Classroom, Cafeteria and Community" for Successful Food Education Efforts
- Strategies to Activate Learning and Physical Activity throughout the Curriculum
- Engaging Students in Wellness Promotion

Districts are encouraged to send teams of individuals involved in the district's school wellness policy, including school administrators, school board members, physical education coordinators/teachers, health education coordinators/teachers, school food service staff, school nurses, other school staff, parents, students and community representatives. Please share with other school and community staff, as appropriate.

The cost is \$60 per person, which includes continental breakfast, lunch and conference materials. Registration is online only at <http://www.registereastconn.org/>.

First-Year Principals, continued from page 1

Jeff Newton

Jeff Newton, principal of Charles E. Murphy Elementary School in Oakdale, has been named the *William Cieslukowski Outstanding First-Year Elementary School Principal*. Jeff was nominated for the award by his superintendent, Mr. David Erwin and Mr. Kendrick Strickland, a parent from his school. In his nomination, Mr. Erwin described Mr. Newton's exceptional instructional leadership, particularly as related to student achievement, his visionary leadership and his mutual and cooperative style in working with staff. He stated, "As a new leader, he is willing to take risks while encouraging and embracing change for the better." Parents laud him for going above and beyond their expectations in creating a school environment that they as parents are proud for their children to be involved in, his open lines of communication, and his encouragement of parental involvement.



Jeff Newton

Brian Benigni

Brian Benigni, principal of Catherine McGee Middle School in Berlin, has been named the *William Cieslukowski Outstanding First-Year Middle School Principal*. Brian was nominated by James M. Sachs, dean of students and Linda Germain, P.E. teacher and athletic director. His nomination described Brian as a forceful and focused instructional leader who has stood behind and coordinated many initiatives that contributed to greater teaching capacity and has done so while being aware that change can be daunting for some individuals. Brian is not only effective, he is exemplary. It is not only for what he does, but who he is. It is never about Brian, it is always about the students and staff. His clarity and strong moral character give him the energy and freedom to pursue his visions. He has created an atmosphere of respect and honesty. He is a visionary who has inspired everyone to become passionate about learning and life and to develop their gifts to become the best they can be.



Brian Benigni

Charles Britton

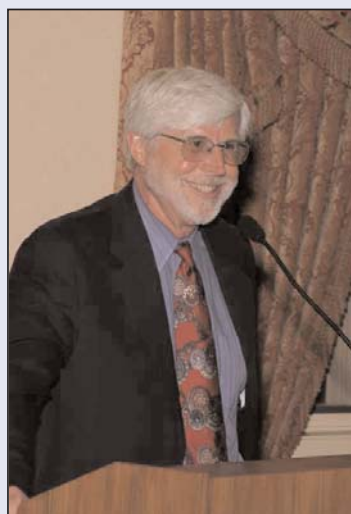
Charles Britton, principal of Coventry High School, has been named the *William Cieslukowski Outstanding First-Year High School Principal*. Charles was nominated for the award by Donna Bernard, Ph.D., superintendent of schools, and Judith A. Richard, director of pupil and staff support services. In their nomination, they stated that within his first year as principal, Charles demonstrated the exceptional skills of a veteran twenty-year administrator as he worked to bring programs and practices into alignment with the most current best practices documented by high school reform research. He understands the need to use data to make programmatic modifications and adjustments to increase efficiencies and enhance student performance. He does this with a proficiency in interpersonal relations that produces incredible results.



Charles Britton

The *William Cieslukowski Outstanding First Year Principal Awards* will be presented at the CAS Fall Conference luncheon on November 16, 2006 at the Farmington Marriott.

CAS CELEBRATES SCHOOL LEADERS



Scott Gray
Master of Ceremonies



Janet Garagliano
Celebration Committee Chair

On Thursday, October 19th, CAS hosted its fifth annual celebration of educational leadership at Saint Clements Castle in Portland. The event was conceived 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 individuals from the ranks of Connecticut's school administrators were honored at this year's event:

- ★ Anthony Carrano, CAS 2006 Middle School Asst. Principal of the Year
- ★ Robert Hale, Jr., CAS 2006 High School Principal of the Year
- ★ Donna Hayward, CAS 2006 High School Assistant Principal of the Year
- ★ Shellie Pierce, CAS 2006 Middle School Principal of the Year
- ★ Loretta Rubin, CT's 2006 National Distinguished Principal

More than two hundred sixty educators, friends, and family members traveled to Saint Clements Castle in Portland to join in honoring CAS' 2006 Distinguished Administrators. Janet Garagliano, principal of Jonathan Law High School and chair of the committee which organized the event, warmly welcomed guests and introduced the evening's master of ceremonies, Mr. Scott Gray. In his opening remarks, Mr. Gray shared with the audience a powerful story about a disadvantaged child who blossomed under the influence of one of his teachers and went on to become a successful doctor.

Mike Rafferty, principal of Old Saybrook Middle School and president of CAS, and Barb Westwater, chief of the Bureau of Curriculum and Instruction at the State Department of Education, extended congratulatory remarks to the honorees prior to dinner.

The evening concluded with an awards ceremony during which each of the five distinguished administrators was recognized individually. The honorees were presented with gifts and entertained with a short slideshow containing pictures and quotes from their friends and colleagues.

In his closing remarks, Mr. Gray once again commended the evening's honorees for their outstanding accomplishments. "In the midst of declining resources, accountability pressures and the myriad demands of your work, you continue to bring innovation, inspiration and dignity to the work of educating our children," praised Mr. Gray.

The fifth annual "celebration" was a rousing success thanks to the members of the organizing committee - Janet Garagliano, Ev Lyons, Mike Rafferty, and Andrienne Longobucco.

To find out more about these extraordinary educators, visit:
http://www.casciac.org/scripts/show_pics.cgi?CELEBRATION06

middle school news

NASSP launches new middle level center

NASSP has created the National Center for Middle Level Leadership to increase outreach to middle level leaders by offering a variety of services. The center was formed to further the recommendations of *Breaking Ranks in the Middle™: Strategies for Leading Middle Level Reform* by providing practical resources to help middle level leaders improve their schools; offering relevant, job-embedded professional development for new and experienced middle level leaders; and articulating the voice of middle level leaders.

To guide the work of the Center, NASSP has formed a national task force of 15 middle level leaders from across the United States that will serve as advisers. Members of this task force will provide the core of a nationwide learning community of middle level leaders--a "community of practice" and a clearinghouse for information on middle level school reform.

The Center is led by seasoned middle level administrator John Miller, who has worked with middle level students for over 30 years. A school administrator for the past 12 years, Miller has served in rural, suburban and urban school settings. His most recent position was in an urban school with a large military population in Washington State. He has worked as an adjunct instructor for Seattle Pacific University, where he taught classes in mathematics methods and instructional strategies.

NEW SCHOOL FITNESS RULE IS WORKING OUT

A new North Carolina rule this year that middle-school students do at least 30 minutes a day of physical activity prompted a common reaction from educators: Fat chance. Middle-school students typically take physical education, but the classes don't always meet each day. So how, teachers wondered, are we supposed to find time to boost heart rates, when it's hard enough to boost test scores? But four weeks into the school year, students are shadow boxing in their classrooms, walking while taking notes, even taping together phone books for step aerobics. And skepticism has begun to fade, reports Peter Smolowitz. After desks are returned to rows, some teachers say what they initially feared would be a distraction has actually helped improve student behavior and learning. "I am pleasantly surprised that this is working out well," said Jennifer O'Kane-Fenk. (Source: PEN Weekly Newsblast, 9-29-06)

SAGE PARK'S MCSWEENEY TEACHER OF THE YEAR

By Earle Bidwell, Assistant Executive Director



Left to right: Sage Park Principal Paul Cavaliere, Jr., Terry McSweeney and Judy Abrams, the 2005 Middle School Teacher of the Year.

In a ceremony attended by the Sage Park Middle School faculty and central office leadership on October 6, 2006, language arts teacher Terence McSweeney was officially named the CAS Middle School Teacher of the Year for 2006-2007.

In the words of Sage Park Library Media Specialist Katrina Palazzolo, "...Terry McSweeney's goal is to teach well. He approaches his work with the rare blend and earnestness and wisdom of an educator who has been in the trenches for at least two decades and also with the enthusiasm and energy of a 'newly baked' college graduate." McSweeney is neither "newly baked," nor has he taught for two decades. After a full career in marketing, he turned his talents and skills to the classroom and is a graduate of the Connecticut Alternate Route to Certification program (ARC), a program he currently gives back to as a methods instructor and mentor.

Principal Paul G. Cavaliere, Jr. says that "...Terry has a practice of opening his door to any teacher, especially new teachers, who want to pick his brain to get advice." He further states that McSweeney is a leader in the analysis of assessments in reading and language arts, and is involved with his students in a variety of clubs well beyond the end of the school day.

The award was presented to McSweeney by Judy Abrams, CAS Middle School Teacher of the Year 2004-2005. In her presentation Ms. Abrams told those assembled; "You know you're getting older when you hear your parents' voice coming out of your mouth. However, it's much different feeling when you hear a former teacher's voice coming out of your mouth." While quite a shock, there is a realization that wisdom is being passed on and that one really did learn something after all. "Terry McSweeney is the kind of teacher whose words will ring in the minds of students for many years to come, words that they, in turn, will pass on to the next generation. His wisdom, cool sayings and extremely creative lessons teach students not only about a school subject, but about life."

In his reflective essay, Terry McSweeney wrote; "When I changed careers and became a teacher, my only reference point was that of my educational experience. As a baby-boomer I remembered school as a place where the student listened and the teacher spoke. In high school my Jesuit prep school teachers reinforced this. Imagine my surprise as I entered my first assignment, a course called Strategies for Learning, when students not only did not often listen, but also had difficulty with the basics of staying in their seats. I quickly realized that, if I did not adjust my methods, I would not be effective. It is to that end that I have devoted my instruction."

Terence McSweeney has learned his lesson well and his students are the beneficiaries. The middle level is well represented by this marvelous teacher.

elementary school news

IN MEMORIAM

CAS Mourns the Loss of a Friend and Colleague

By Regina Birdsell, Assistant Executive Director

Howard Reed, principal of Garfield Elementary School in Bridgeport and an active CAS member, passed away suddenly last month after contacting Legionaries Disease. Howard was born in Patchogue, Long Island, New York and graduated from Patchogue High School. He went to Stonybrook University graduating with a degree in Political Science. His first teaching position was in the Lee H. Kellogg School in Falls Village, Connecticut. Howard continued his education, earning a law degree from Western New England School of Law and a sixth year degree in administration from Central Connecticut State University. Howard was instrumental in organizing and planning the annual CAS Elementary Environmental Science Conference and the Marine Science Day for elementary students.

"Howard Reed was wonderful to work with over the last 12 years. He was the hardworking chairman who tirelessly gave of himself to provide opportunities for many young people through the programs at CAS. He was truly an educator because he brought the best out of everyone he met. He always did whatever needed to be completed to assure the conferences would run smoothly. His gentleness and goodness will be sadly missed", said Pat Ruane, principal of St Augustine Cathedral School in Fairfield and CAS Environmental Science Committee member.

Howard is survived by his wife Nancy, two sons and several grandchildren.



HOWARD REED

ciac news

CIAC OFFICIALS' ASSOCIATION CONTINUES ENROLLMENT BOOM

By Joe Tonelli, Director
CIAC Officials' Association

The CIAC Officials' Association membership figures have surpassed last year, and have exceeded everyone's expectations in the first year with a membership fee. The total number of officials enrolled in all sports as of November 1ST is 3,800. We are pleased to report that we have 100% enrollment from the officials in the following 9 sports: Baseball, Basketball, Ice Hockey, Field Hockey, Girls Lacrosse, Gymnastics, Swimming, Volleyball, and Wrestling. In addition, we have registered the entire membership in 5 out of 6 Football boards, 13 out of 14 Softball boards, the largest boy's lacrosse group, and we have enrolled close to 300 Soccer referees. "The support and cooperation we have received from practically all of the officials in Connecticut is very gratifying," said Joe Tonelli, Director of the CIAC Officials' Association.

As a member of the "CIAC team", the officials now have representation on all CIAC sports' committees as well as a consultant on the CIAC Board of Control. In addition, one official in each sport serves on an advisory board whose main purpose is to provide expert counsel to the CIAC in all matters pertaining to officiating. The advisory board will work together with the CIAC to shape the character and direction of the CIAC Officials' Association and guide our efforts to build a successful and worthwhile organization that will benefit all of the officials in Connecticut.

The CIAC Officials' Association Advisory Board has developed the following goals for 2006-2007:

- to be an "official friendly" organization, responsive to the needs of officials and their respective organizations;
- to provide a conduit for an improved communication network between officials, the schools you serve, and the CIAC;
- to identify issues common to all officials' groups and develop and implement an action plan to address the concerns;
- to establish an organizational structure that provides officials with the opportunity to have direct input in the governance of CIAC by having representation, with voting privileges, on all sports committees and representation on the CIAC Board of Control;
- to have a representative in all sports on an advisory board whose main purpose will be to provide expert counsel to CIAC for the

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NAESP Update

News from the National Association of Elementary School Principals

■ Principals' Blog

NAESP launched a blog last month called *The Principals' Office*. The blog can be accessed at <http://naesp.typepad.com/> or by going to the NAESP homepage (under the section "New for You"). Administrators are encouraged to read and comment on the posts as much as possible. There are already a few entries up there about the NDP program and NAESP's recommendations for the reauthorization of ESEA.

■ Introducing NAESP iShops!

iShops is NAESP's newest member benefit. What is iShops? Simply put, it's a new and exciting way to make money! iShops offers a great alternative for lost fundraising revenue from candy and soda sales.

NAESP iShops gives your school an opportunity to have a custom online store. That's right, it's ONLINE! That means no inventory of products, customer service that actually helps (that means no headaches!), and did we forget to mention it's FREE? There's no set-up cost or maintenance fee, so the only money involved is the percentage of revenue you receive on all merchandise sold through your store — it's a win/win situation!

iShops offers free custom designs for your school and over 60 different products to choose from to brandish your school spirit and brand your learning community! iShops has also made it possible for schools to create their own designs and upload them on to the school's database to promote programs and events.

... more ciac news

■ Congratulations to Jackie Sullivan, house principal at Norwich Free Academy, and Karissa Niehoff, principal of Lewis Mills High School in Burlington, who were among ten of the 2006 inductees into the New Agenda Northeast Women's Hall of Fame. At the induction ceremony on November 5th, Jackie and Karissa were honored for their efforts in advancing the role of women in sport.

■ A Wall Street Journal Online/Harris Interactive Health Care Poll finds that a growing number of adults view childhood obesity as a problem in the United States, with 84 percent calling it a "major problem." However, among those who are a parent or guardian of a child aged 12 and under, only 74 percent believe it is a major problem. Another 83 percent believe that public schools should do more to limit students' access to unhealthy foods, like snack foods, sugary soft drinks, and fast food. About nine in 10 say that obesity among children will lead to higher health care costs for all Americans. (Source: Dateline NAESP)

■ Last month, the University Interscholastic League, the governing body for interscholastic sports in Texas, voted to require automated external defibrillators (AEDs), which cost about \$1,200 apiece, at all 1,300 of its member high schools. The move was in part the result of a recent rash of high school students who collapsed with suspected heart trouble, including three teenage football players who died within a 10-day span in Houston.

■ The California State Legislature has adopted a law mandating that all schools require students athletes AND their parents/guardians to sign an agreement promising not to use anabolic steroids as a condition of participation in interscholastic athletics.

■ The Bush administration, which has on several occasions defended the concept of Title IX, seems to be undermining it with a "clarification" released by the U.S. Department of Education this spring. The clarification announces that schools not in compliance with the law can prove women's interest or non-interest in athletic participation by simply e-mailing a survey to students. A sample survey sent out by the department is eight pages long and includes 169 additional pages of attachments, something that is very likely to be deleted from most college students' inboxes. And, an unreturned survey would be counted as a record of the student's lack of interest in sports participation.

> From: Cecelia O'Doherty
> Date: October 11, 2006
> 3:13:29 PM EDT
> To: mfischer@casciac.org
> Subject: thanks
>
> Matt -
>
> Just wanted to drop you
> a note of thanks. For years
> I have been trying to find
> a way to keep up-to-date
> with my sub-varsity
> scores. With the new
> CIAC system e-mail
> ing me updates on scores
> coaches have reported - it
> has made a huge difference
> in my ability to stay on top
> of each of my programs.
>
> Just wanted to say THANK
> YOU!
>
>
> Ceil from Brookfield



The above photo was taken at the elementary and middle level Unified Sports™ event that took place at New Canaan Country School on October 25, 2006. In the background is George Bodenhemier, president of ESPN, who took time out of his busy schedule to work with athletes in developing their sports skills. The athletes in the foreground are from John S. Martinez School in New Haven.

The Hijacking of High School Sports

By Michael Josephson, Founder, Josephson Institute of Ethics

Reprinted from *CC! Sports e-Newsletter*, May 2006

"As an athlete, I had to aspire to be mediocre. Still, I loved sports. When my baseball career ended after being cut from my Pony League team at age 13, it was a devastating blow. Fortunately, my high school had a different philosophy: every kid who wanted to participate could have a sports experience, so they had four levels from varsity to C team. I switched to basketball and though I rode the bench my first year for all but two minutes, I had a great experience. I stayed on the C team as a senior and eventually became a starter.

"I believe sports belong in schools as an important opportunity for physical and social growth. But high school sports are being hijacked. A minority of competitive coaches, and a growing contingent of sports parents consumed by their illusions of professional careers for their kids, have changed the face of interscholastic competition. As this pursuit of celebrity, glory and imagined financial rewards has pushed the educational values of competing far out of sight, schools across the country are violating the spirit of sportsmanship and abandoning the value of balanced competition by assembling all-star teams of elite athletes.

"But it's not the athletes who are exploited. These kids and their parents are getting exactly what they want. The real victims are the teams they wallop because of the mismatch and the kids who want to play but are displaced by students who transfer from other schools, often other countries. Today, few highly successful programs are built on local kids.

"It's a shame and a sham, and I don't understand why parents of kids denied their chance to play tolerate it.

This is Michael Josephson reminding you that character counts."

ciac news

CIAC FIELD HOCKEY INJURY REPORT

By Tony Mosa, Assistant Executive Director, CIAC

Beginning with the 2004 season, field hockey players, at all levels of play, were mandated by the CIAC to wear eye protection. This regulation was adopted by the CIAC Board following a recommendation made by the Connecticut Medical Society, Committee on Medical Aspects of Sports. Extensive data on head and eye injuries incurred by field hockey players during the 2002 and 2003 seasons was collected by the CIAC. The results of this data indicated that numbers of players were, in fact, subject to serious injuries to the head, face and eye areas that required medical attention. Eye injuries, in some cases, resulted in hospitalization and/or surgery.

The injury survey compiled following the 2005 field hockey season has been recorded by the CIAC. With seventy (70) schools reporting, (91%), there were a total of 25 injuries that required a player to miss one or more regular season or tournament games. These injuries were categorized as (1) head injuries; (2) face/jaw/nose injuries; (3) teeth and mouth injuries and (4) eye injuries. Eighteen of these injuries occurred on natural grass, while five took place on artificial turf.

The following is a summary of the specific injury data:

1. **Head:** Eighteen injuries, one of which required surgery. Sticks were involved in eleven cases, two resulted in player contact and seven by contact with the ball. Total number of games missed, forty-two (42).
2. **Face/Jaw/Nose:** Four injuries were reported, one requiring surgery. One of the injuries was caused by a player, one by a stick, and one by the ball. Total number of games missed, ten (10).
3. **Teeth/Mouth:** Two injuries were reported, one of which required extensive surgery to the mouth and teeth. Six teeth were either lost or damaged by an opposing player's stick at the CIAC final tournament game. As a result, no games were missed.
4. **Eye:** A total of zero eye injuries were reported with no games missed.

No eye injuries were reported during the 2004 field hockey season, the first year that eye wear was mandated for all players. Data prior to the 2004 season shows a number of eye injuries. The 2002 season report identified two very serious eye injuries, each requiring surgery and termination of the season for the players involved.

The eye protection regulation for field hockey players has proven to be a deterrent to eye injuries. The above information illuminates this fact. The CIAC is committed to the continuance of this rule and will require teams to again document injuries to the head and eye areas at the completion of the 2006 season. This data base will become increasingly important in determining any adjustments to the present policy or establishing new equipment guidelines in the future.

SURVEY PROVIDES NEW INFORMATION ON HIGH SCHOOL ATHLETICS

Figures from a recent survey of high school athletic directors conducted by the National Interscholastic Athletic Administrators Association (NIAAA) provide new information regarding high school athletics participation and sports program funding.

Based on information provided by NIAAA members, about 47 percent of all high school students are involved in athletics. These numbers are consistent with the 2005-06 High School Athletics Participation Survey recently conducted by the National Federation of State High School Associations (NFHS).

The NIAAA survey, based on participation data from the 2003-04 school year, also indicated that schools are offering an equal number of opportunities for girls to compete in high school sports. The average number of sports per school was 10.58 for boys and 10.19 for girls. This number has predominantly remained the same for boys the past five years and primarily increased for girls, despite severe budget cuts that many school districts have experienced.

The survey confirmed that more than 82 percent of schools are experiencing athletic budget pressures, primarily related to the lack of support from school district funds. More than 83 percent of the responding schools reported that their athletic department budgets comprise two percent or less of the total school district budget. Amazingly, 40 percent of the schools said that their athletic budgets are less than one percent of their total school district budget, excluding salaries.

"We have always said that athletic department budgets comprise only about one to three percent of an average school's district budget, and the results of the survey substantiated our previous estimates," said Bruce Whitehead, NIAAA executive director. "It is unfortunate that school districts do not allocate more funds for athletics, and it is very distressing when athletic programs are among the first to be reduced when schools are forced to make financial cuts." Although many schools have experienced budget reductions, 20 percent of the responding schools reported no change to their athletic budgets while 11 percent reported increases. Of the schools experiencing budget decreases, nearly 30 percent were forced to reduce the amount of money spent on playing supplies and equipment, and 21 percent had to cut back spending on uniforms. Almost 70 percent of the athletic directors indicated that their schools operated with an athletic budget of less than \$150,000, excluding salaries and new facilities.

Thirty-six percent of the schools responding to the NIAAA survey experienced a decrease in the amount of funding received from the school board, while 21 percent experienced increased funding and 32 percent had no change. In order to make up for that decreased funding, increases in other forms of funding were common. Topping the list was an increase in booster club funding (55 percent of schools) and revenue from student activities, sports tickets and gate receipts (50 percent of schools). Other increases were reported in supplemental fund-raising revenue (44 percent of schools), corporate/business sponsorships (33 percent of schools) and revenue from participation fees (26 percent of schools). School board funds remained the top source of athletic budget dollars, accounting for more than 46 percent of the budget. Revenue generated from student activity and sports tickets and gate receipts make up about 32 percent of the average athletic budget, followed by booster club activities (almost 10 percent) and supplemental fund-raising (about seven percent). While many schools have increasingly resorted to athletic participation fees, "pay-to-play" dollars make up only about six percent of the average athletic budget.

In addition, the survey indicated that approximately 65 percent of schools do not require students to pay any fees to participate in athletic programs. Of the schools that do require participation fees, 80 percent charge

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... more ciac news

Officials, continued from page 9

- betterment of officials and to serve the best interests of high school athletics;
- to have all officials become members of the CIAC Officials' Association;
- to provide an opportunity for officials to work collaboratively with school administrators, athletic directors, coaches, and the CIAC staff to better serve athletics in Connecticut; and
- to develop a CIAC Officials website that is linked from the CIAC home page.

The mission statement of the organization emphasizes that the CIAC Officials' Association exists to work in concert with school administrators, athletic directors, coaches and the CIAC to advance the best interest of high school athletics, serve the betterment of all member officials and their respective organizations, promote ethical standards, sportsmanship, professionalism, and high quality officiating.

Survey, continued from page 11

less than \$100. Furthermore, in those schools that have implemented participation fees, participation has decreased in only approximately 10 percent of those schools, while participation has either remained the same or increased in 90 percent of those schools. The NIAAA Athletic Director Survey also determined that gender barriers are being crossed in high school athletics. More than 25 percent of boys swimming and diving head coaches are female, followed by about 14 percent of volleyball coaches. Nearly 14 percent of boys tennis head coaches are female and approximately 13 percent of boys cross country teams have female head coaches. Among girls sports, 14 percent of basketball head coaches are male, while roughly 12 percent of track head coaches and cross country head coaches are male. Approximately 11 percent of girls soccer coaches are male.

The NIAAA currently has approximately 6,000 members. The survey was sent to all members with valid e-mail addresses and had a response rate of about 10 percent.

Summit, continued from page 1

Education to settle a lawsuit filed by a group of parents of special needs students who wanted more opportunities for their children to be mainstreamed. Among other stipulations, the settlement requires that the state department of education work towards increasing the percentage of students with mental retardation or intellectual disabilities who participate in school-sponsored extracurricular activities with nondisabled students.

Ann cited the school districts that must meet monthly with the State Department of Education to show improvement in reaching P.J. objectives. Grant money has been made available to schools to establish new Unified Sports™ programs. Parents and school personnel are not well informed on the availability of the Unified Sports™ program or the possible funding to assist school districts in reaching goals.

Gary Makowicki, athletic director of Norwich Free Academy, discussed how his school has embraced Unified Sports™, the positive impact that the involvement has had at his school, and the responsibility that the Eastern Connecticut Conference has assumed to host and conduct various Unified Sports™ events.

Brainstorming with all participants produced a variety of ideas for reaching out to all who need the assistance and could benefit from involvement. Sponsors agreed to promote the program using their resources, the Department of Mental Retardation will send notification to clients, CAS will participate in Family Nights and Awareness programs for families, and a renewed emphasis will be properly placed on all public relations for our CAS Unified Sports™ program.

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 ★
- ★ Gryn & Barrett Studios ★
- ★ Horace Mann ★
- ★ IGA Supermarkets ★
- ★ Kaestle-Boos ★
- ★ Konica ★
- ★ Kukulski Bros ★
- ★ 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 ★