



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



Affiliated with: National Federation of State High School Associations • National Assoc. of Secondary School Principals • National Middle School Assoc. • National Assoc. of Elementary School Principals

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NOVEMBER 2007

CAS Honors Outstanding Educational Leaders - *See story on page 7*

Congratulations to CAS' 2007 Distinguished Administrators!



ENRICO BUCCILLI

Middle School
Principal of the
Year



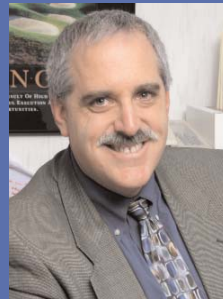
DONNA M. CULLEN

Elementary
Assistant
Principal of the
Year



JILL L. HALE

Middle School
Assistant
Principal of the
Year



PAUL K. NEWTON

High School
Principal of the
Year



DONNA D. RUSSO

High School
Assistant
Principal of the
Year



GINA A. WELLS

CT's National
Distinguished
Principal

HIGH SCHOOL REFORM AND GRADUATION REQUIREMENTS

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

At the November meeting of the Connecticut State Board of Education, Commissioner Mark McQuillan and board member Jay Voss presented a proposal for high school reform initiatives and changes in state high school graduation requirements.

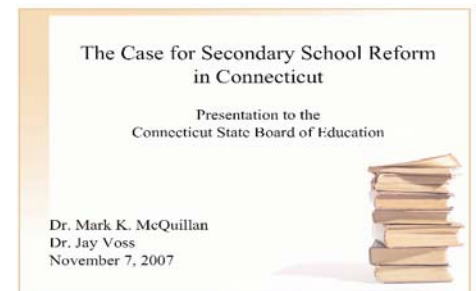
Building on several high school studies undertaken in the last seven years, and in response to interest by the governor, state legislature, higher education and the business community, the Connecticut State Board of Education formed an ad hoc committee this past summer to look at improving the graduation rates and better preparing Connecticut students for work and higher education. CAS member school principals and CAS staff members have been active participants in these high school reform efforts. Dr. Voss and Janet Finneran have co-chaired the board's ad hoc committee.

The reform proposal, which is the end product of the committee's work, is likely

to be considered for adoption by the state board as soon as its December meeting. Subsequently, the board will be planning information sessions throughout the state between January and next June to communicate these proposals and gather reactions and input.

The projected timetable calls for communication with the legislature on the proposals and possible legislation this year to provide funding for a cost analysis during the summer and fall of 2008. Legislation would be drafted to put the proposed graduation requirements and the funding support before the legislature for consideration during the 2008-2009 legislative session. If that is accomplished, the changes in graduation requirements would be effective with the Class of 2015.

What are the proposals? Essentially, Connecticut high schools would have a core of courses and credits needed for graduation tied to a combination of end-of-course assessments, performance task



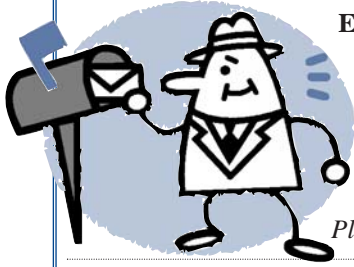
assessments set by the state, and performance task assessments determined locally. A minimum of 24 credits is being proposed in the following groupings:

- 4 credits in English with a state end of course assessment in grade ten;
- 3 credits in math with requirements to pass Algebra I, Geometry and Algebra II, with both algebra courses having state end of course assessments;
- 3 credits in science including biology with a state end of course assessment, physical science, and a choice of life science or chemistry;

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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 know that we aren't even through the holidays yet, but I am already concerned about the end of the year. In past years, we have withheld yearbooks until students paid money due for lost or damaged textbooks and/or library books, and it worked great, especially for the seniors. However, the new superintendent is making life difficult by saying that we cannot hold yearbooks hostage anymore because the students have already paid for them. I would hate to lose this very effective tool to get students to pay us what they owe us. Will you please clarify so that I can set the new guy straight?

- *The Voice of Experience*

A. Dear Voice: I guess even experienced administrators can make mistakes. The statutes give you some help to recover costs for lost or damaged textbooks and library materials. However, withholding yearbooks is not one of the options. Section 10-221(c) of the education statutes provides that school districts "may charge pupils for such damaged or lost textbooks, library materials or other educational materials and may withhold grades, transcripts or report cards until the pupil pays for or returns the textbook, library book or other educational material." I read this statute twice, but I could not find anything about withholding yearbooks as one of the options. Let's hope that withholding grades, transcripts and report cards gives you the leverage you need. In any event, I suggest that you listen to your superintendent.

Q. Dear Mailbag: A parent in my school must be an attorney because she seems incapable of finishing a sentence without threatening to sue me. Normally, I just shrug and tell her to get in line. However, lately she has been frightening me with talk of a claim of "educational malpractice" because she is not pleased with the instruction her son has received. In truth, her son is a couple years below grade level, and

between you and me, I think that she could probably show that her son's teachers for the last few years have been sub-par if not actually incompetent. She wants us to pay for a private summer school. Do you think we should buy her off?

- *Getting Nervous*

A. Dear Nervous: Not a chance. Of course, we care about incompetent teachers, and we have a responsibility to make sure they improve or change careers. But you should not feel threatened by talk of "malpractice." That concept applies to professionals such as doctors and lawyers, and they can be liable if they cause harm by acting unreasonably. However, as a matter of public policy, the courts have held that malpractice claims cannot be made against educators. You can politely tell her that you will not be subsidizing private school for her son.

Q. Dear Mailbag: As an avid reader of your witty and insightful column, I read with interest last month that we may now work out deals with students to shorten or waive suspensions, and that notification of such suspensions may be expunged from the student's record if he/she or participates in a program or complies with conditions that we require. However, you left me hanging on one point - if we do expunge the suspension, how should the student answer if asked on a college or job application whether he or she has ever been suspended? After all, you can't unring a bell.

- *The Whole Truth*

A. Dear Truth: The student can truthfully answer that he or she has never been suspended. Expunging a record is the legal equivalent of a do-over. To be sure, we must keep a record of the suspension somewhere because these deals are available only to students who have not previously been expelled or suspended. However, when a record is expunged, whether it relates to a criminal conviction or a suspension, the person can answer questions as though it never happened.

ct news & notes

■ Dr. Joseph Cirusuolo, longtime superintendent of the Wallingford Public Schools, will succeed Dr. David Larson as the new executive director of the Connecticut Association of Public School Superintendents (CAPSS). Dr. Cirusuolo currently serves as Chief Operating Officer of the American Association of School Administrators (AASA). He had the distinction of serving as AASA President in 1999-2000; New England Association of School Superintendents (NEASS) President in 1992-93; and, CAPSS President in 1991-92. He was also the CT Superintendent of the Year in 1992. He will begin his new assignment on July 1, 2008.

■ A biennial report issued by the Rural Schools and Community Trust awards Connecticut's rural schools the lowest overall priority ranking in the country. According to the report, Connecticut has very few rural schools and the barriers they face are negligible; their poverty rates are some of the lowest in the nation; their adult educational attainment is high; and their level of per pupil spending on instruction 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 NAEP scores that are some of the highest in the U.S. Connecticut has a rural graduation rate of 75.2%, just below the national average of 75.7%. For more information, visit <http://files.ruraledu.org/wrm07/Connecticut.pdf>.

■ In June, all Connecticut schools were asked to participate in a CSDE-sponsored survey on bullying and school climate. The results of that survey have just been released and are now available on the CAS website at http://www.casciac.org/pdfs/LaRocco_et_al_Bullying_Paper.pdf. There were 192 survey respondents, which included 146 principals, 37 assistant principals, 4 deans of students, and 5 individuals who held other positions in their school or district (e.g., social worker, director of special education). The paper, *Public School Principals' Experiences with Interpreting and Implementing Connecticut's Anti-bullying Law (Conn. Gen. Statute § 10-222d): A Statewide Survey*, presents a snapshot of how respondents' districts are wrestling with the full implementation of the state's anti-bullying law.

Do you know an outstanding elementary school principal?



The Connecticut Association of Schools - in partnership with the National Association of Elementary School Principals - has opened nominations for the **2008 National Distinguished Principal Award**. The program is designed to recognize outstanding elementary school principals who have demonstrated extraordinary leadership, a passion for educational excellence, a commitment to their students and staff, and service to their communities.

If you feel that an elementary principal that you know may be eligible for and worthy of this honor, please complete a nomination form, or have it completed by someone in his/her district by **December 20, 2007**. Two one-page letters of recommendation and a copy of the nominee's resume must be submitted with the nomination form. Specific award criteria, program guidelines, and procedures for submitting a nomination can be found at: www.casciac.org/pdfs/announcement_letter_ndp_08.pdf.

NOTE: All nominees must be members of CAS and have at least five years of experience as a school principal.

Please contact Karen Packtor (203-250-1111, x. 3910 or kpactor@casciac.org) if you have any questions.

Be a proud CAS-CIAC Member School!

Membership in the Connecticut Association of Schools and the Connecticut Interscholastic Athletic Conference provides principals, assistant principals, teachers, aspiring administrators and central office staff with a wealth of resources and services designed to promote excellence in the education of all children. Be a proud CAS-CIAC member and showcase your membership by including the CAS and/or CIAC logos on your school publications - e.g., newsletters, handbooks, letterhead, athletic announcements, etc.! To access the logos, simply log into the members-only area of the CAS-CIAC website and select the option to "Download CAS and/or CIAC Logos".

national news & notes

■ The results from the National Assessment of Educational Progress (NAEP) 2007 benchmark exam of fourth and eighth graders were released in September. The new results show across-the-board improvement in fourth and eighth grade reading and math, with black and Hispanic students posting all time highs in a number of categories. Other highlights include the narrowing of the achievement gap between black and white fourth-grade students in reading, with overall reading scores for fourth graders being the highest in the history of the Nation's Report Card. The report includes national and state-by-state scores for 388,700 fourth graders and 313,700 eighth graders tested in reading and mathematics. To read the full report, visit <http://www.nationsreportcard.gov>.

■ U.S. Senator Jack Reed (D-R.I.), Congressman John Sarbanes (D-Md.) and many education and environmental organizations have called on Congress to pass the *No Child Left Inside Act*, a new initiative aimed at strengthening environmental education programs. The act would authorize \$500 million over five years in federal funding for states to train teachers in the environmental education field, support outdoor education programs for children and develop model environmental curricula. The goal is to improve the teaching of children about their environment and the challenges it faces. An added bonus is getting children out of the classroom and experiencing and learning in their natural world.

■ On a similar note . . . *The Early Childhood Longitudinal Study, Birth Cohort* (ECLS-B) is the first nationally representative study that assesses early mental and physical development, the quality of early care and education settings and the contributions of parents to the lives of children in the years leading up to school. The report, which provides information on children when they were about four, finds that children with two-parent families scored higher than children with single-parent families on the overall literacy scale score, a pattern repeated in the results of letter recognition and phonological awareness. In addition, while 65% of children demonstrated proficiency in numbers and shapes, only 40% of children with lower socioeconomic status (SES) demonstrated proficiency, whereas 87% of children in higher SES families were able to do so. The study is intended to encourage analysis of the data by sophisticated methods, as people are cautioned not to draw causal inferences based on the results presented. (<http://nces.ed.gov/pubs2008/preschool3/index.asp>)

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LEAD THE CHARGE**
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... more national news & notes

■ According to a study released last month by the National Comprehensive Center for Teacher Quality, Generation Y teachers are clamoring for creative freedom, the power to make a difference, professional opportunities to grow, rewards for a job well done and an end to one-size-fits-all instruction. The results of a survey of 865 first-year teachers reveal that teaching is a labor of love, and that will not change for the next generation of educators as 79% of them would choose more supportive administrators over significant salary increases. The survey also finds that of the 16% of teachers who plan to leave the profession within the next five years, 54% came from schools of education and currently serve high-needs schools. When looking at alternatively trained teachers, 79% in high-needs schools said that the lack of administrative support is a drawback. Of this group, only 16% see teaching as a lifelong career, but another 48% anticipate staying in the education field in some capacity. To improve teacher quality, 90% of Generation Y teachers say there needs to be more professional learning opportunities and particularly better preparation to meet the needs of a diverse classroom. (<http://www.ncctq.org/publications/NCCTQBiennialReport.pdf>)

■ The gaps in critical home conditions and experiences of young children mirror the achievement gaps that begin early in life and persist through high school, according to results from a new study conducted by the Education Testing Service. The study's researchers examined the factors that influence early childhood learning and found that 33% of children live in families in which no parent has a full-time, year-round job. Additionally, by age four, children of professional families hear 35 million more words than children of parents on welfare. According to Paul Barton, who co-authored the report, "single-parent families, parents reading to children, hours spent watching television and school absences, when combined, account for about two-thirds of the large differences among states in National Assessment of Educational Progress reading scores." The study suggests that in order to improve schools and student achievement, reform efforts must go beyond the public policy arena and focus on creating home and community environments that aid in educational development. (<http://www.ets.org/familyreport>)

■ When investments are made in high-quality support programs for new educators, there are significant gains for teachers, schools and students, according to a new study by the New Teacher Center (NTC). In fact, for every \$1 spent on a high-quality teacher induction program, a return of \$1.66 is seen in just five years. The profit is the result of enhanced student learning and reduced teacher turnover costs. The NTC analysis results demonstrate that induction programs are effective at both lowering the numbers of new teachers leaving the profession and, for those who stay, providing better instruction to students. Also, if more teachers are retained, less has to be spent on hiring their replacements, which means more can be spent on high-quality materials and facilities. Study results also indicated that it is vital that the induction programs are high quality, which means the program supports teachers for at least two years, there is rigorous mentor selection and training, and dedicated time is allowed for mentors and new teachers to interact. (http://www.newteacher-center.org/pdfs/Spectrum_Villar-Strong.pdf)

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THE BULLETIN

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legal news & notes

The U.S. Court of Appeals for the First Circuit has ruled that a Massachusetts school district was not liable for student-on-student sexual harassment under Title IX because the plaintiffs failed to demonstrate that the school had exhibited deliberate indifference to reports of the harassment. Jacqueline Fitzgerald, a kindergarten student, informed her parents that an older male student was subjecting her to inappropriate sexual contact. Her parents reported the allegations to the principal of Jacqueline's school. Because her description of the alleged perpetrator was sketchy, it took school officials a few days to identify the male student. During questioning by the principal and the school district's prevention specialist, the student denied the allegations. School officials also interviewed the bus driver and a majority of the students who regularly rode the bus and were unable to corroborate Jacqueline's version of events. During this time, the police department conducted a separate investigation, concluding that there was insufficient evidence to proceed criminally against the male student. Relying in part on this decision and in part on the results of the school's own investigation, the principal reached a similar conclusion as to any possible disciplinary measures. Instead, the school offered to place Jacqueline on a different bus or, alternatively, to leave rows of empty seats between the kindergarten students and the older pupils on the original bus. Eventually, her parents filed suit in federal district court against the Barnstable School Committee (BSC) claiming that BSC was liable under Title IX for peer sexual harassment. The suit also raised claims under § 1983 for violation of Jacqueline's Title IX and equal protection rights. The district court ultimately dismissed all of the parents' claims. On appeal, the First Circuit affirmed the district court's decision. In their appeal, the plaintiffs asserted that the adequacy of BSC's response was "undermined by its offer of unsuitable remedial alternatives." They contended that their proposed remedial measures, such as the placement of a monitor on Jacqueline's school bus, were measures "that an educational institution, acting in good faith," should have embraced. The appeals court, disagreed concluding "this line of argument misconstrues the nature of Title IX liability for peer-on-peer sexual harassment." It stated: "the statute does not require an educational institution either to assuage a victim's parents or to acquiesce in their demands." The appeals court noted "[t]o avoid Title IX liability, an educational institution must act reasonably to prevent future harassment; it need not succeed in doing so." (*NSBA Legal Clips - October 18, 2007*)

UCAPP CITED AS AN EXEMPLARY PROGRAM

Reprinted from the NEAG School of Education Newsletter - Fall 2007, Volume 14, Number 1

Of all the critical needs in American education, none may be more urgent than the shortage of effective, competent school administrators. The Neag School's program for filling that need recently earned national recognition for its work in recruiting, developing and training such leaders.

The University of Connecticut Administrator Preparation Program, or UCAPP, was found to be among the most comprehensive in the country, according to research done by the Stanford University Educational Leadership Institute.

UCAPP works through five cohorts around Connecticut, in Farmington, East Hartford, southeastern Connecticut, Stamford and Windham, and all are grounded in the experience-based process by which adults learn best.

The Stanford School Leadership Study says adult learners should be "exposed to situations requiring the application of acquired skills, knowledge and problem-solving strategies within authentic settings." In that regard, the report calls UCAPP an "exemplary" program, making special mention of its internship component, which places UCAPP students with mentor principals for a total of 80 days during the two-year program. The Stanford report found that this partnership "helps cement a link between fieldwork and course work."

For Barry Sheckley, professor and head of the Department of Educational Leadership, that "link" has been a key area of improvement to UCAPP over its sixteen years in existence.

"There was a ground shift for us, in that we refocused our priorities. We wanted the internship to be positioned as the key forum for participants to learn about the subtleties and nuances of educational leadership. The students' work in classrooms was set up to support their clinical internships instead of the other way around," says Sheckley, who holds an endowed position as the Neag Professor of Adult Learning.

He credits a unique partnership between UCAPP and the Connecticut Association of Schools (CAS) with helping make this important change to strengthen the internship experience for UCAPP students. In responding to the Stanford researchers, UCAPP participants gave the program high marks for integrating theory and practice, emphasizing leadership for school improvement, and for a faculty that students found "very knowledgeable."

In all three areas, the UCAPP program was far ahead of a comparison sample documenting the preparation and leadership practices of school administrators on both the state and national levels. The Stanford study also credited UCAPP with fostering a "continuous improvement" approach to its program.

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CAS HONORS OUTSTANDING FIRST-YEAR PRINCIPALS

By Regina Birdsell, Assistant Executive Director

The Connecticut Association of Schools is pleased to announce that **Josephine Smith**, principal of the Dr. Ramon E. Betances Elementary School in Hartford, **Jason Lambert**, principal of Kellogg Middle School in Newington, and **Bryan Luizzi**, principal of Brookfield High School in Brookfield, have been selected as the recipients of the 2007-2008 *William Cieslukowski Outstanding First-Year Principal Awards*. These awards recognize first-year principals who have had a positive impact on their schools and/or districts and have demonstrated exemplary instructional and organizational leadership, a willingness to take risks, and the ability to overcome adversity.



Bryan Luizzi
Brookfield High School principal, Dr. Bryan Luizzi, was nominated for the *William Cieslukowski Outstanding First Year Principal Award* by Bill Egan, assistant

principal at Brookfield High School and Felicia Liebler, social studies teacher. In their nomination of him they stated that Dr. Luizzi is a visionary instructional leader. During his first year as principal, he improved family communications, improved the ninth grade transition including extra support for struggling ninth graders, led student grouping changes, and supported teachers with pertinent professional development. He also inherited a \$31 million renovation project to oversee and during the first fall led the school for an NEASC accreditation visit. He has modeled enthusiasm and dynamism for students, faculty members and parents.



Jason Lambert
"There are moments in the evolution of a school culture when the right person comes along at the right time." In the words of reading and Language

Arts Consultant Ellen Page, "Jason Lambert's appointment as principal of Martin Kellogg Middle School was one of

those moments. Jason brought energy, commitment and integrity to the role. He used those traits to share a vision of our school that has refocused us all around the mission of preparing students with the values, skills, and tool they will need to be contributing citizens of our community and the world. As a first year principal, Jason Lambert has established himself as a risk-taker, a visionary and as someone who has the skills and the will to overcome adversity. His leadership has invited ...all to be a positive force in the development of a caring and effective learning community."



Josephine Smith
Josephine Smith was nominated for the *William Cieslukowski First Year Principal Award* jointly by Mr. Leon McKin-

ley, director of elementary instruction, and Dr. Christina Kishimoto, director of school redesign for the Hartford Public Schools. In their nomination, they described Mrs. Smith's exceptional innovation and commitment to student achievement through her excellent instructional leadership and organizational skills. She assumed the principalship of the worst-performing school in the city of Hartford located in the poorest neighborhood. During Mrs. Smith's first year of leadership, through rigorous standards and innovative use of data, Dr. Ramon E. Betances School made tremendous strides, achieving the most significant improvement of all Hartford schools on the Connecticut Mastery Tests. Furthermore, the school climate has completely turned around and parent and community participation is at an all time high. Mrs. Smith's vision drives her daily decisions and actions. Every step taken is in the best interest of children with the end goal of accelerating student achievement.

The William Cieslukowski Outstanding First Year Principal Awards were presented at the CAS Fall Conference luncheon on November 23, 2007 at the Farmington Marriott.

Graduation requirements, *continued from page 1*

- 3 credits in social studies, US History with a state end-of-course assessment and a half credit in civics;
- 2 credits in world language;
- 2 credits in careers & technical education and the arts;
- 2 credits in health and wellness with 1 and ½ in physical education;
- 1 credit for a senior demonstration; and,
- 4 elective credits.

State model curricula are to be developed that would be available to schools in the common core courses. Under this scheme, the CAPT would be phased out in favor of end of course assessments.

The State Department of Education has been working on high school reform components and identifying responsibilities for implementation by state statute, state department of education, and local boards of education. Key elements are personalization, student engagement, leadership and instruction, school culture, 21st Century skills and understandings, and community links to businesses and higher education. Further, changes in high school graduation requirements have extensive impact on middle and elementary school curriculum, instruction, and assessment.

The proposed changes are being developed in the context of reforms in other states and are mindful of global competition Connecticut students face. The priorities for preparing students with 21st Century skills of higher order thinking, problem-solving, diversity, work ethic, communications, and global understandings, among others, are part of the proposed changes for Connecticut. While Connecticut has been experiencing achievement gaps with respect to economic and demographic disparities, having state-wide standards in core courses addresses the rigor necessary for all Connecticut graduates. Preparing students for higher education without extensive need for remediation and for the demands of highly competitive and changing work places further intensifies the urgency of updating state requirements.

Important considerations that have emerged in these proposals are: providing alternatives and support for those students who will struggle with increased standards, including severely disabled youngsters; attracting and retaining qualified teachers, particularly in shortage areas; providing professional development for teachers; and increasing the capacity of the state department of education to develop model curricula and state assessments.

Principals and other members of school communities will have opportunities to provide input on these proposed changes when the communications plans are established around the state. CAS will alert members to the informational sessions and keep our member schools informed about the process.

The reform proposal can be downloaded in its entirety at http://www.casciac.org/pdfs/high_school_reform_proposal.pdf.

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AT&T Cares About Education in Connecticut

AT&T Connecticut has a long and distinguished record of supporting education in the state. The company has partnered on countless occasions with educators and educational institutions around the state. While it has donated along with the AT&T Foundation millions of dollars to support critical educational programs in Connecticut, it is equally proud of the volunteer hours our employees and retirees have donated to public schools across the state.

In recent months, AT&T Connecticut has donated surplus equipment to "take-apart labs" at elementary schools, planted saplings with local students on Arbor Day, and launched the Web portal of the new Connecticut Science Center. The last initiative, made possible through a \$500,000 AT&T Foundation grant, will bring the lessons of the state's new Science Center to students around the state and help classroom teachers effectively use the resources of the Center.

Education is a primary funding area for the AT&T Foundation. The Foundation supports initiatives that improve student achievement, teacher preparedness, minority student success and increase the use of new technologies, from kindergarten to the university.

In 2006, AT&T provided more than \$21.8 million to support education initiatives across the nation. Since 1996, AT&T, the AT&T Foundation, and AT&T employees have provided more than \$383 million in grants to support new classroom technology, after-school programs, teacher training and many other educational endeavors.

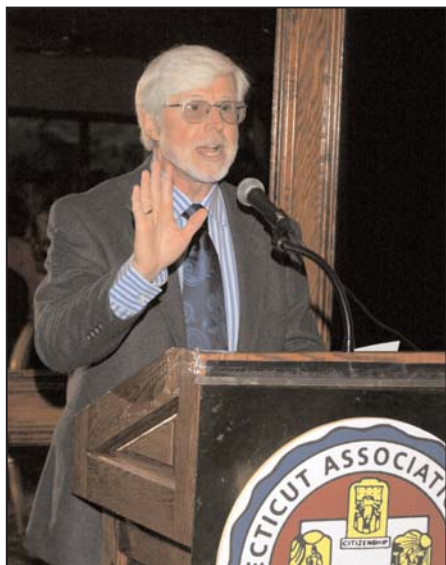
UCAPP, *continued from page 5*

In the months since the study was completed in December 2006, Sheckley says, even more has been done to enhance UCAPP, including a new initiative called an "electronic portfolio" in which students chart their progress in both course work and field work. This portfolio could include papers, videos, the mentor's assessment of the student's work and the student's reflections on their own work.

The e-portfolio is useful, Sheckley says, in two ways. One, when UCAPP is assessed by the NCATE reviewers, the e-portfolio will show how students demonstrated competence on each of the educational leadership standards established by the National Policy Board. The e-portfolio will also help UCAPP graduates in job interviews when asked about their ability in developing policy or communicating with parents. The graduates can show direct evidence from their portfolios.

More important, Sheckley says "The Stanford report documented that our already strong program will only get better as we solidify our relationship with the Connecticut Association of Schools and re-commit ourselves to the growth and development of accomplished administrative leadership."

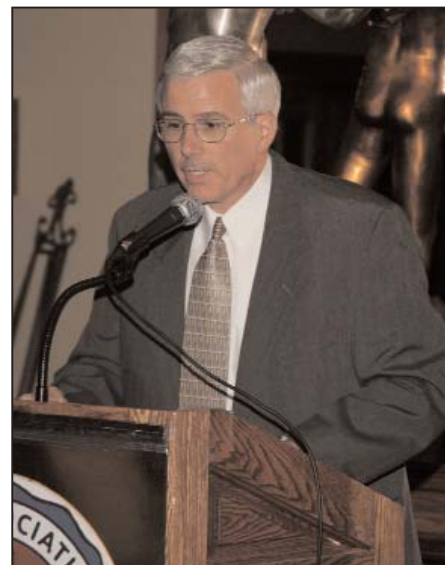
CAS CELEBRATES SCHOOL LEADERS



Scott Gray
Master of Ceremonies



Janet Garagliano
Celebration Committee Chair



Dr. V. Everett Lyons
Celebration Committee Member

On Thursday, October 4th, CAS hosted its sixth annual celebration of educational leadership at Saint Clements Castle in Portland. The event was conceived seven 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.

Six individuals from the ranks of Connecticut's school administrators were honored at this year's event:

- ★ Enrico Buccilli - CAS 2007 Middle School Principal of the Year
- ★ Donna M. Cullen, CAS 2007 Elementary Assistant Principal of the Year
- ★ Jill L. Hale, CAS 2007 Middle School Assistant Principal of the Year
- ★ Paul K. Newton, CAS 2007 High School Principal of the Year
- ★ Donna D. Russo, CAS 2007 High School Assistant Principal of the Year
- ★ Gina A. Wells, CT's 2007 National Distinguished Principal

More than two hundred eighty educators, friends, and family members packed the Waterford Ballroom at Saint Clements to join in honoring CAS' 2007 Distinguished Administrators. Guests were greeted at the door with the mellifluous sounds of the Farmington High School

Premier String Quartet featuring Monika Buczek, violin; Jacqueline Lasley, violin; Eric Morressey, viola; and Will Doemland, cello.

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, 36-year veteran sports commentator for WTIC AM 1080. In his opening remarks, Mr. Gray congratulated the honorees and praised all the educators in the room. "What you do lives for generations," he said. "No one has a greater impact on mankind than those who teach future generations."

Ms. Charlene Tucker-Russell, associate commissioner for the Connecticut State Department of Education's Division of Family and Student Support Services, extended congratulatory remarks to the honorees prior to dinner.

The evening concluded with an awards ceremony during which each of the six 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 "A Thousand Splendid Suns" by Khaled Hosseini. They were also entertained with a short slideshow containing pictures and quotes from friends and colleagues.

In his closing remarks, Mr. Gray once again commended the evening's honorees



Charlene Russell-Tucker
SDE Representative

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.

By all accounts, the sixth annual "celebration" was a rousing success! Many 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/celebration07>

middle school news

SAVE THE DATES!

The Seventh Annual MIDDLE SCHOOL ARTS CONFERENCE

Tuesday, May 20, 2008

University of Hartford's Art School
8:30 a.m. - 3:00 p.m.



This hands-on workshop will:

- ★ Give statewide visibility to the fine arts and promote the arts among middle school students;
- ★ Provide opportunities for art students from diverse backgrounds to work together;
- ★ Offer middle school art students a high caliber artistic challenge; and,
- ★ Give art teachers an opportunity to create their own work.

The Middle Level Student Leadership Training Conference

*"Making Acceptance
Acceptable"*

Tuesday, January 15, 2008

Quinnipiac University, Hamden, CT
8:00 a.m. - 2:30 p.m.

(Snow date: Wednesday, January 16, 2008)

Student-leaders in grades 6, 7, and 8 will participate in workshops designed to increase their skills in:

- ★ Building a climate of acceptance;
- ★ Making a difference at school; and,
- ★ Taking risks and rising to the occasion.

For more information, contact Earle Bidwell at ebidwell@casciac.org; or Janice Grecco at jgrecco@casciac.org.

SAVE THE DATES!

elementary school news



**Frenchtown Elementary School
Trumbull, Connecticut**

FRENCHTOWN NAMED ELEMENTARY SCHOOL OF THE YEAR

By Regina Birdsell, Assistant Executive Director

The Connecticut Association of Schools (CAS) has selected Frenchtown Elementary School in Trumbull as Connecticut's *2007-2008 Elementary School of the Year*. Walk into Frenchtown and you feel the energy radiate from the naturally lit atrium-foyer and the student works that animate the walls. Built in 2003, the school serves a racially diverse student population, with more than 600 students from kindergarten through grade five.

When notified of the award, an excited Frenchtown Principal Jacqueline Norcel remarked, "This validates everything that we have worked for and dreamed for our kids." Jackie shared the school's theme - "TEAM: Together Everyone Achieves More" - as an example of its caring and its focus on working with one another. Everyone in our school is responsible for every student.

Frenchtown offers an impressive and broad range of leadership opportunities for students. In addition to student council and a variety of clubs and committees, the school provides opportunities for service through school jobs. Students must fill out an application explaining their experience and desire for the position. They also must supply three names as references. Mrs. Norcel reads each one and responds with a "hired" or informs that the position is filled but encourages them to apply for another opening. Students know they are part of the community where everyone counts. Another example of TEAM is the school's integration of curriculum where specialists bring their gifts to grade levels, supporting and enriching their curriculum. Teachers develop and deliver strong curriculum and create vital educational environments that, by design, respect the needs of diverse learners and make learning fun, assessable and meaningful. Parent-school involvement is alive and well at Frenchtown. The school in addition to its extremely active PTA, has a Father's Club that built a woodland trail for outside science experiences and cares for and weeds the flowers and plantings surrounding the school. The numerous volunteers assist in classrooms, lunchroom, media

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. . . more elementary school news

EARLY CHILDHOOD EDUCATION FORUM

By Lou Pear, Assistant Executive Director

Earlier this fall, early childhood education stakeholders joined forces at the CAS headquarters to focus on a variety of educational issues facing pre-school and primary grade level instruction. This forum was initiated by the Connecticut State Department of Education in partnership with CAS staff.

Educators from around the state conducted a very inspiring and informative discussion with a focus on appropriate instruction, effective curriculum, NAEYC accreditation, health department issues, and school and community initiatives. This forum included educators and educational agents from across the state representing early childhood educators, principals, CSDE consultants, health department advisors, and members of the department of children and family services. This group of educational experts also represented urban, rural and suburban populations.

This is the first step in a continued process to reflect on the data which was collected in October and to develop recommendations to help move the effective early education agenda forward. At our follow-up forum, we will address the issues of full-day kindergarten, universal pre-school, funding recommendations, pre-school certification, and licensing private providers. We will also hold regional early childhood education workshops with a focus on the *Ready by Five, Fine by Nine* initiative. The site for these workshops will be the Friendship School in Waterford, the McKinley School in Fairfield, the Thienes-Hall School in Marlborough, and the Bielefield School in Middletown. Stay tuned for the dates and the program outline.

ELEMENTARY STUDENT LEADERSHIP WORKSHOPS

By Lou Pear, Assistant Executive Director

On January 3, 2008, at the Asnuntuck Community College in Enfield, and January 10, 2008, at the Naugatuck Community College in Waterbury, student council leaders will assemble to strengthen their leadership skills at the 15th annual student leadership workshops.

Presentations will focus on enhancing leadership skills in the areas of communication, problem solving, and critical thinking. These events are very popular and fill up quickly. If your students have not had the opportunity to take part in these workshops, you may want to register them early.

In addition to these valuable workshops, we will hold a parent leadership workshop in the morning led by Michelle and Mallory Bagwell. They will address the many opportunities parents can provide to their young leaders.

New this year will be a round-table sharing of exemplary projects taking place at various schools around the state. Teacher and chaperone leaders will make up this group.

At the conclusion of these workshops, all students will be treated to a mime performance followed by an explanation of the entertainer's leadership qualities through a non-verbal medium.

“An army of sheep led by a lion would defeat an army of lions led by a sheep.”

-- Arab Proverb



Pictured above are the delegates representing Connecticut at the NAESP Northeast Conference in Burlington, VT, September 27-29. From left to right are: Jay Brennan, Regina Birdsell, Mike Savage, Vicki Reed, Rosie O'Brien Vojtek, Lou Pear, and Kit Bishop.

Frenchtown, continued from page 8

center, office and with a variety of clubs and projects. Frenchtown truly is a place for student learning. The criteria used to evaluate the school included the following:

1. providing an educational program conducive to meeting the needs of all of its students;
2. providing student opportunities that go beyond the typical school;
3. providing educational programs that are consistently reviewed and improved;
4. providing an atmosphere that welcomes participation from all constituencies;
5. playing an active role in the community; and,
6. encouraging strong parent-school involvement.

Under the leadership of Principal Jacqueline Norcel, the school has provided educational programs conducive to meeting the needs of all of its students. This school's sense of community, its outstanding programs, its level of academic achievement, and the overwhelming positive feeling one enjoys at Frenchtown Elementary School has made it the choice of the Connecticut Association of Schools Outstanding Elementary School of The Year Award. The school will receive their award at the Connecticut Association of Schools Elementary Program Recognition Banquet held at the Aqua Turf Club in Southington on November 27, 2007.

■ Random drug testing does not appear to be a reliable deterrent in keeping teen athletes from using drugs, according to the findings of a recent study in Oregon. Apparently, when it comes to drugs, testing is ineffective in creating the desired outcome in teen athletes -- just like constant testing in math and reading hasn't exactly affected student achievement the way some would hope. In fact, not only does random drug testing not do a reliable job of keeping student-athletes from using drugs, but the mere presence of drug testing actually increases some risk factors for future substance abuse. The findings are part of a study done at Oregon Health & Science University, which is the first-ever randomized clinical trial to assess the deterrent effects of drug and alcohol testing among high school athletes. The two-year study was conducted in 11 high schools within 150 miles of Portland, Oregon. Participating schools were randomly assigned to one of two study groups: schools that designed and implemented a drug and alcohol testing policy; and schools that had designed a drug testing policy but agreed to defer their policy until the study had concluded. Five surveys were conducted within the 2-year period. Researchers found that, while drug testing did not appear to reduce sport participation as some thought it would, it also did not reduce past 30-day drug use or a combination of drug and alcohol use. Further, drug testing only intermittently lowered past year substance use. Ironically, researchers found that athletes at schools with drug and alcohol testing felt less athletically competent, perceived school authorities to be less opposed to drug use and believed less in the benefits of drug testing. The culture fostered by testing seems to run counter to the very reasons policies were put in place.

(<http://www.ohsu.edu/ohsuedu/newspub/releases/101807saturn.cfm>)

■ The largest crowd to witness a high school boys basketball game is 41,046? In that Indiana High School Athletic Association state championship game played March 24, 1990 in Indianapolis' Hoosier Dome, Bedford (Indiana) North Lawrence defeated previously unbeaten Elkhart (Indiana) Concord, 63-60. Damon Bailey led North Lawrence with a team-high 30 points.

■ Year-round sports and overuse injuries are plaguing young athletes, warns the California Athletic Trainers' Association (CATA). Youth today are suffering from overuse injuries, which were virtually non-existent in young athletes in the past. Injuries derived from prolonged, repeated motion or impact such as knee problems, stress fractures and growth plate injuries are becoming more and more common among athletic youth. To curb frequency of injuries in young athletes, some boundaries in sports are being established. In May 2007, Little League International placed a limit on the number of pitches players age seven to 18 can throw in a game due to the increasing number of shoulder injuries kids were sustaining by playing for long periods of time. (Source: High School Today, October 2007)

NCAA News

NCAA committee makes additions to banned-drug classes

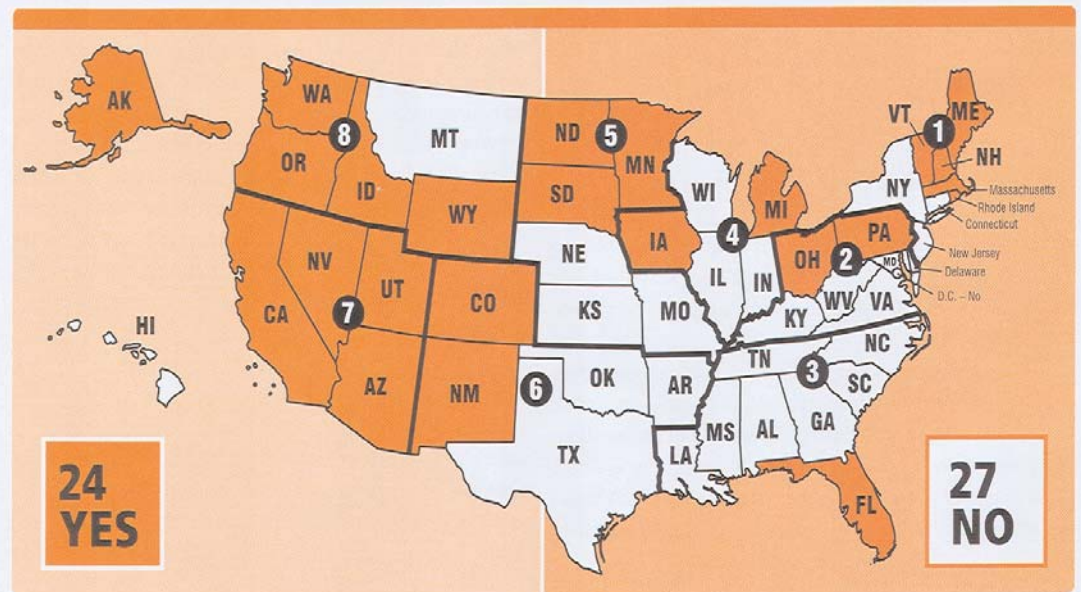
The NCAA's Committee on Competitive Safeguards and Medical Aspects of Sport has made some additions to the NCAA banned-drug classes, effective for the 2007-08 academic year. Diuretics and urine manipulators are already banned as classes by the NCAA, but the committee approved an addition specifying that "other masking agents," including finasteride, are banned. Finasteride, sold under the brand names Propecia, Proscar, Fincar and Prosteride, among others, is used to treat male-pattern hair loss. It also may cause a rise in testosterone levels, and it may mask steroid use.

The committee also approved adding a new class to the banned-drug classes list. Effective in August 2007, the NCAA has added "anti-estrogens" as a class. Anti-estrogens, also known as aromatase inhibitors (AIs), and selective estrogen receptor modulators (SERMs), are drugs that have a legitimate use in breast-cancer treatments and prevention. However, some athletes have reportedly used AIs and SERMs to mask the physical side effects of anabolic steroids.

"When athletes use anabolic steroids, males experience a range of feminizing side effects, including the development of breasts," said Andrea Wickerham, a Drug Free Sport vice president who oversees the NCAA program. "Some athletes have turned to AIs and SERMs to minimize those side effects."

As with all NCAA banned-drug classes, there is a procedure for student-athletes who have a particular condition or disease requiring the use of the drugs to seek a medical exception to do so, Wickerham explained.

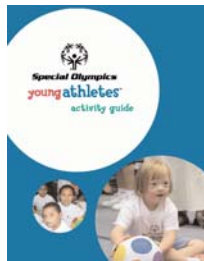
Question: Do you allow home-school students to participate in athletic programs at their school of residence?



. . . more ciac news

Young Athlete Program News

■ Special Olympics is promoting its new Young Athlete Program through the CIAC Unified Sports® Program. Pre-schools are encouraged to get involved in this initiative, which is designed for youngsters aged 2 - 7! The Young Athlete Program introduces children with intellectual disabilities and non-disabled peers to developmentally appropriate play activities designed to foster physical, cognitive, and social development. The Young Athlete Guidebook and instructional DVD are available to interested pre-school teachers at no cost. Glastonbury, Farmington, New Haven, Winsted and Southington school systems are currently initiating programs. Contact Beth Rasmussen (see contact information below) for registration materials for your school. For additional information visit www.specialolympics.org/youngathletes.



■ Berlin resident Beth Rasmussen, a parent of a Unified Sports® partner, has been hired for the position of Young Athlete Program Coordinator. A graduate of Boston College, Beth brings a broad range of professional experience to the position, having worked in sales at Connecticut Public Television (CPTV) and in advertising at American Cheerleading Magazine. She also organized trade shows for Chemical Week Magazine. Beth is eager to make a difference in the lives of children and their families through her work with Unified Sports® and the Young Athlete Program. Beth has already settled in to the CAS-CIAC office and can be reached at 203-250-1111, ext. 3937 or brasmussen@casciac.org.

THREE CONNECTICUT SPORTS LEADERS WIN 2007 NHSACA HONORS

Three of Connecticut's best were recognized as national award winners at the National High School Athletic Coaches Association's (NHSACA) national convention in Milwaukee, Wisconsin in June. Joe Tonelli, CIAC staff member and retired Notre Dame-West Haven athletic director, was honored as the 2007 NHSACA Athletic Director of the Year. Joe was selected from a pool of eight finalists from around the country. He was joined by Linda Dirga of Pomperaug High School and John O'Connor of Branford High School, who were awarded the NHSACA Special Sports Recognition - Field Hockey and the NHSACA Special Sports Recognition - Swimming and Diving, respectively. (Source: www.cthssports.com)



Joe Tonelli (left) receives the Athletic Director of the Year ring at the NHSACA national conference on June 29, 2007.

HIGH SCHOOL ATHLETICS ACCOUNTABILITY BILL GETS ATTENTION IN CONGRESS

In February of this year, Representative Louise McIntosh Slaughter (NY) introduced a bill, H.R. 901, which would impose significant reporting responsibilities on high school athletic directors. The bill, known as the *High School Athletics Accountability Act of 2007*, has been around in one form or another for a number of years, but it has never gained much traction. Recently, however, it has started to move, having been introduced in the House as an amendment to the bill that would reauthorize *No Child Left Behind* (a/k/a the *Elementary and Secondary Education Act*).

If passed, the bill would require schools to prepare an annual report containing, among other things:

- the number of male and female students that attended the school;
- the total number of participants on each

sports team as of the day of the first scheduled contest for the team, and for each participant an identification of such participant's gender;

- the total budget and expenditures for each sports team including costs of equipment, uniforms, travel, facilities, training, publicity;
- the total number of coaches and for each coach an identification of the coach's gender, employment status (whether such coach is employed full-time or part-time, and whether such coach is a head or assistant coach) and qualifications.;
- the total annual revenues generated by each team (including contributions from outside sources such as booster clubs);
- the total number of competitions scheduled, and for each scheduled competition

an indication of what day of the week and time the competition was scheduled;

- the total number of practices scheduled, and for each scheduled practice an indication of what day of the week and time the practice was scheduled; and
- the average annual institutional salary attributable to coaching of the head coaches of men's teams, across all offered sports, and the average annual institutional salary attributable to coaching of the head coaches of women's teams, across all offered sports.

The bill will also require schools to make the information contained in the annual report available to all students and to the public.

To view the full text of the proposed legislation, visit <http://thomas.loc.gov/cgi-bin/query/z?c110:H.R.901>.

THE INTENT OF 50-POINT RULE WORKS

By Mike DiMauro, Assistant Sports Editor, *The Day*

Three weeks into the high school football season and the same quote has appeared in *The Day* three different times: "You can't just tell a kid to fall down."

It's in response to the Connecticut Interscholastic Athletic Conference's "50-point" rule by which any head coach whose team defeats the opposition by 50 or more points faces a one-game, state-imposed suspension.

Coaches have bristled at the rule since its inception saying "you can't just tell a kid to fall down" is counterintuitive to football, where players of all ages are taught to play as hard as they can until they hear the whistle. And if the margin in a game happens to be 50 points and the third string kid finds a path to the end zone, "you can't just tell him to fall down."

But here's my question, a year and three games into the 50-point rule era:

Are coaches telling their players anything about it? Are coaches providing their players with a plan for games that might turn lopsided? Are administrators taking time to speak to their coaches about it?

The answers, remember, come through education.

They always do.

A year and three games into the 50-point

rule and this much we know: It is too simplistic and punitive. Of course, that makes it a perfect fit for modern education, where simplicity, convenience and punitiveness have become its own Tinkers to Evers to Chance.

But the intent of the rule works. And that, in theory, should require coaches to think about an issue that is significant, regardless of their opinion on it.

Across the state, and not merely the Eastern Connecticut Conference, more programs of disparate enrollment and sophistication are playing each other. Hence, score management should be discussed, at length, among coaches, athletic directors, principals and state officials. Striving to educate – and be educated – should come before autocracy.

The score management issue, because it crosses cultural and generational lines, encourages sufficient debate. Unfortunately, it produces an inordinate number of peripheral elements, most of which sound relevant, but fail to stay on point.

The point is this: sports are supposed to be tied to the academic and social mission of school. If not, they shouldn't be part of school. Part of the educational process, even in the macho world of football, is to teach student-athletes that the dignity of the opponent is far more significant than ensur-

ing the varsity has enough repetitions, or what the "hard-working" players "deserve."

Nobody who steps on the high school athletic field deserves to be humiliated. And no one who steps on the high school athletic field bears the right to humiliate. The superior team should be taught forbearance, not bullying.

Administrators and coaches must communicate ways to keep scores from spiraling. It's part of the responsibility that comes with their jobs.

Sports advocates like to say that sports teach as many, if not more, "life lessons" than any other aspect of the high school experience. This is an opportunity to teach a good life lesson about dignity, decency and humility.

We are all in agreement that the 50-point rule's application is shortsighted and typical of modern education. But it exists for good reason. And it's irresponsible for administrators and coaches to ignore it any longer; or dismiss it with "it's hard to tell a kid to fall down."

The rule is about more than that. Much more.

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