



BULLETIN

The Connecticut Association of Schools
The Connecticut Interscholastic Athletic Conference



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

VOL. 78 / NO. 1

OCTOBER 2003

HIGH SCHOOL PRINCIPALS REACT TO TESTING START TIME

By Mike Buckley, Ph.D., Assistant Executive Director

Neither life nor liberty is safe when the legislature is in session.

(Handbill hung by former Governor O'Neill on the back of his office door when the legislature was in session, courtesy of Jay Smith)

The 2003 legislative session was not just about reaching a compromise on the state's budget for the next two years. One of several items that slipped below the radar in the closing hours of the regular session was a provision in P.A.03-174, effective July 1, 2003, that provides that the administration in grades 7 to 12, inclusive, of the Connecticut Mastery Tests and the Connecticut Academic Performance Test shall not be earlier than 9:00 a.m. For a bill entitled "An Act Concerning Minor Revisions to the Education Statutes," the reactions from high school principals in the state indicate that the change required is anything but minor. Fifty-eight of the 158 public member high schools responded to an email survey in August with fifty-one of the responses indicating that this require-

ment created problems in the administering of CAPT. Only fourteen middle level principals responded with half saying the change would be difficult to accommodate.

The following are the primary reasons cited by principals viewing the change as problematic:

- Insufficient rooms and/or staff to administer testing and run regular instructional program (10)
- Compromises the efficacy of the testing environment (9)
- Testing period extends into or beyond the lunch period (9)
- Compromises the instructional program for non-test takers (9)

Most of the high school principals responding negatively resent having to

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NEW SERVICE ASSISTS SCHOOLS WITH ACCREDITATION PROCESS

By Dr. Dennis Carrithers,
Director of Special Programs

CAS has initiated plans for a new service to schools undergoing the New England Association of Schools and Colleges accreditation process. The CAS Board of Directors approved the project at its September meeting.

CAS will provide experienced chairs of visiting committees to assist member schools in meeting NEAS&C standards. Services will be customized to individual schools with fees on a sliding scale based on the services contracted.

Several options of services are available to schools including assistance with mission statement; guidance through the self-study; analysis of teaching and learning standards; working on the support standards; and assistance in the follow up to the accreditation report.

The accreditation services are for member elementary, middle and high schools that are undertaking initial accreditation or are scheduled for renewal. CAS consultants will work in conjunction with NEAS&C staff to ensure that services are fully compatible with and supplement the support that NEAS&C provides. For more information about the program, contact Dennis Carrithers at dcarrithers@casciac.org.

CAS SUPPORTS "MONTH OF THE YOUNG ADOLESCENT"

By Earle G. Bidwell, Assistant Executive Director

In a reception attended by middle level educators on September 29th, it was officially announced that October has been designated as the Month of the Young Adolescent (MOYA) in Connecticut. Initiated by the National Middle School Association (NMSA) and endorsed by Governor Rowland and more than forty national organizations focusing on youth, the designation is intended to bring attention to the unique needs of young adolescents. In his landmark book, "Understanding and Appreciating the Wonder Years," John H. Lounsbury states, "No other age level is of more importance to the future of individuals, and, literally, to that of society; because these are the years when youngsters crystallize their beliefs about themselves and firm up their self-concepts, their philosophies of life and their values - the things that are the ultimate determinants of their behaviors." Because early adolescents experience more physical, mental, social and emotional growth than at any other time in their lives, except infancy, educational curriculum, organization for instruction and school climate all need to be geared to their unique needs.

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Left to right: NELMS Executive Director Bob Spear, NMSA Region I Trustee Catherine Thibodeau, Center for Early Adolescent Educators Chair Norma-Jean Posocco, and CAS Assistant Executive Director Earle Bidwell proudly display Governor Rowland's MOYA proclamation.

LEGAL MAILBAG

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

Editor's Note: *Legal Mailbag is a regular feature in the monthly 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: After careful study, we developed a plan to have parents drop their children off at the back of the school and have the buses drop students off at the front of the school. Despite some very attractive signage explaining our plan, one parent insists on dropping his little darling off right in front of the school. He must know that he is breaking the rules; when we confronted him about it, he said he talked to his lawyer, who told him that he can continue his practice. Can I have him arrested, and maybe the lawyer too?

- *Book Him, Danno*

A. Dear Book: Arresting his lawyer is over the top, but you do not have to put up with this parent. Schools are public property, but school officials may adopt reasonable rules to regulate the use of school property, including rules regarding traffic. If the parent persists, I would write him a letter stating that his continued refusal to follow the established rules will cause you to revoke permission for him to enter school property. I would also explain that if he enters school property after you revoke permission, he will be considered a trespasser subject to arrest. That should get his attention.

Q. Dear Mailbag: I have had it with problems on the school bus. But when I told the PTO that I would be installing audio/video surveillance on the buses, one of the parents stood up and threatened to sue me personally for invading the privacy of the students. I thought that cameras on school buses were de rigueur. Is this guy hypersensitive, or have I missed something?

- *Can You Hear Me Now?*

A. Dear Can: The problem here is with the audio. Video cameras are allowed on school buses because students

do not have an expectation of privacy in their behavior, which is observable. By contrast, surreptitious audio recording of students raises a number of new issues. A student who is audio-recorded without his or her knowledge can claim invasion of privacy and/or an unreasonable search. Moreover, the mechanical overhearing of a conversation without the consent of one of the parties to the conversation violates the eavesdropping statute, which is a felony. As long as your cameras don't record sound, you should be OK.

Q. Dear Mailbag: There must be something in the water at my school because when this year began five of my teachers were out on maternity leave. After a real struggle, I found five bodies to cover these classrooms, but two of these teachers have DSAPs. Some of the parents in my school are really squirrely about teacher qualifications. Can this be my little secret? - *Hopefully Discreet*

A. Dear Discreet: It depends. Generally, if parents don't ask, you don't have to tell. If there is ever a Freedom of Information request, however, teacher qualifications must be disclosed, because they are public information. Moreover, under the "No Child Left Behind Act," Title I schools have an affirmative obligation to notify parents whenever their children are taught for more than four weeks by someone who is not "highly qualified," i.e. a teacher who is not appropriately certified for the position. If your school receives Title I funds, after four weeks you must provide this written notification to the parents of the children taught by teachers who hold DSAPs or who are otherwise not fully certified for their positions. It is important, however, to provide such notification without causing undue alarm, and a helpful model is available from the State Department of Education.

ct news & notes

■ The Connecticut Principals' Center has just released a summary of research and promising practices on administrator induction programs. "Administrator Induction Programs: Summary of Research and Promising Practices" can be downloaded from the CAS website at http://www.casciac.org/pdfs/admin_induction.pdf.

■ In light of the new research on teenage sleep patterns, the Wilton Board of Education changed its high school start time beginning with the 2003 school year. The complete plan can be found on the Wilton League of Women Voters website at www.lwvct.org/wilton/study00D.htm (click on the link at the top of the screen). Other school districts, including Litchfield, South Windsor and Waterford, are studying this issue with a goal of possible implementation for the 2004-2005 year. The following districts have indicated that they are also considering such a change: Branford, Clinton, East Windsor, Fairfield, Groton, Old Saybrook, Stonington, Torrington, and Westbrook.

■ According to new data released by the state, more than 97% of Connecticut's public school teachers in core subject areas meet the definition of "highly qualified." The *No Child Left Behind Act* requires that all teachers of core subjects be highly qualified by the end of the 2005-2006 school year. The State Department of Education predicts that nearly 98.7% will meet the definition in 2004-2005 and that Connecticut will be in full compliance with the federal mandate the following year. However, more than two-thirds of paraprofessionals in Connecticut schools fail to meet the standards outlined in NCLB.

Neag School of Education Seeks Nominations

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

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

Nominees should meet the following criteria:

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

For details or a nomination form, visit www.uconnalumni.com/alumni_groups/neag_awards_2004.cfm. The deadline for all nominations is December 30, 2003.

national news & notes

Free ADHD In-service Teaching Program Now Available

"Recognizing and Managing Attention Deficit Hyperactivity Disorder (ADHD) in the Classroom," a comprehensive teacher in-service program is now available free of charge to Elementary, Middle and High Schools.

Designed to facilitate the communication and learning process, this comprehensive program includes materials that will allow teachers to:

- Discuss the facts about ADHD
- Identify the observable behaviors that might be indicative of ADHD
- Understand and recognize ADHD behaviors and associated conditions in adolescents
- Apply appropriate communication strategies for reporting observations to parents
- Apply helpful classroom and teaching management strategies

"Recognizing and Managing ADHD in the Classroom" was developed by a coalition of partners including the: American Academy of Pediatrics, CHADD, National Mental Health Association, National Association of Elementary School Principals, National Middle School Association, and National Association of Secondary School Principals. It was supported through funding from McNeil Consumer & Specialty Pharmaceuticals.

To order a program kit, educators can call 1-800-796-3604 or send a request via e-mail, making sure to include the name and address of the school, as well as their title, to ADHD@knipper.com. The in-service program is available on a first-come; first-served basis as supplies last, and there is a limit of one program kit per school.

■ The youngest children in any school year face more stress than their older peers and are at greater risk of developing mental illness, scientists have found. A survey of more than 10,000 children in Britain between the ages of five and 15 showed that regardless of when their school year began, if they were the youngest in the class they faced greater stress. "It is not a huge stress like family problems, trauma or being in an accident. But it is a moderate stress and, given that it applies to a lot of kids, it is a serious health threat," research leader Robert Goodman said. The study, published in the *British Medical Journal*, involved questions to children, parents and teachers covering all aspects from their emotions to social behavior and peer relations. "We found that this was true all the way through the age range in our study," Goodman said. "Other studies have also found that the younger in the school class tend to have lower levels of university entrance." He said the study showed the need for greater flexibility among schools and policy makers on cut-off dates for school year entry - perhaps allowing an extra year of pre-school for a child who would otherwise be the class fledgling. (Reuters)

■ A new survey by the National Education Association shows that only 2 of 10 teachers in America's classrooms are men – the lowest figure in 40 years – and only 1 of 10 is a minority. The lopsided representation of females and whites is troubling considering that about half of all students are male and almost 40% are minorities. The report, "Status of the American Public School Teacher," suggests that the primary reason that teaching is less attractive to men and minorities is that it's easier to earn more money with less stress in other fields. Male teachers made up about one-third of the teaching force in the 1960s, 1970s and 1980s, but their numbers slid through the 1990s and hit the low of 21% in 2000-2001. Whites have accounted for about 90% of all teachers for the past three decades. Other findings:

- The largest percentage of teachers, 43%, got into the field more than 20 years ago. The second largest group, 23%, entered the profession within the past 5 years.
- 6 in 10 teachers said they would choose teaching again if they could go back to their college days and start over.
- 45% of teachers identified themselves as Democrats and 28% said they were Republicans. (Source: ctnow.com)

■ Recent reports from the American Federation of Teachers (AFT) indicate that beginning teacher salaries are increasing, which, in turn, is helping alleviate the teacher shortage. The increase in beginning teacher salaries is tempered by the report's finding that overall salary growth has been slowed because of state fiscal crises. While beginning teacher salaries increased by 3.2 percent, veteran teachers only received an average increase of 2.7 percent. California, Michigan, and Connecticut top the list of highest average salary for veterans. For those just starting out in the profession, Alaska, New Jersey, and New York offer the best salaries. Salaries for all teachers, however, continues to fall below the average wages of other white-collar occupations. While higher starting salaries and a depressed job market outside of teaching drew more people to the teaching profession, schools are still having recruitment troubles. Considerable shortages still remain for math, physics, chemistry, earth science, biology, and Spanish teachers. Nevertheless, the AFT affirms that the 2002 school year showed a more balanced relationship between teacher supply and demand. (Source: *Dateline NAESP*)

■ Thirty-two states require schools to provide time for students to recite the Pledge of Allegiance, according to a new report from the Education Commission of the States. The report delves a little more deeply into state policies and laws to uncover that seven states actually require students to recite the

pledge. Although at least 10 states have a pledge to their state flag, only Texas requires its students to recite both the state and national pledges. To read the complete report, go to www.ecs.org/clearing-house/47/20/4720.doc.

■ A new study produced by the Organization for Economic Cooperation and Development suggests that girls are out-performing boys throughout the industrialized world. (OECD's members include most Western European nations, the United States, and other industrialized countries such as Australia, Canada, Japan, and Mexico.) The study found that, in tests of fourth graders and 15-year-olds, girls were better readers than boys in every industrial country. In all but Austria and Iceland, girls have higher occupational expectations than boys. And, except in Switzerland, Japan and Turkey, women now earn more university degrees than men. The study's results correspond with recent U.S. reports showing strong educational gains by women. For example, 3 out of 5 members of high school National Honor Societies today are girls. And, girls outnumber boys 124 to 100 in advanced placement courses.

■ *Communicating NCLB: A Principal's Desktop Guide* is designed to help principals communicate with parents and the public about NCLB and schools in need of improvement. The Desktop Guide contains talking points, frequently asked questions regarding NCLB, key provisions of the law, timelines, and much more. For more info: http://www.principals.org/advocacy/frr/frr_current.cfm#art1.

■ The Center on Education Policy has released a report on the benefits and drawbacks of high school exit exams. The report, *State High School Exit Exams: Put to the Test*, concludes that tests required for high school graduation are encouraging teachers to better align classwork to meet state standards. In addition, exit exams are prompting teachers to focus on previously neglected subjects and classroom topics, and they boost remedial work for pupils who are at risk of failing the tests. However, the downside is that high-stakes tests may be "squeezing out" classroom work that isn't a part of the exit exams and forcing teachers to sacrifice depth in their instruction. Furthermore, high stakes tests carry heavy financial costs. States are accustomed to the expense of administering the tests and of offering remedial work to students who score poorly. But they also face less obvious costs in areas such as professional development for teachers and advance work in helping students pass. To view the report, visit www.ctred-pol.org/highschoolexit/1/exitexam4.pdf.

... more national news & notes

■ Only six states earned A's for their U.S. history standards, according to an analysis by the Thomas B. Fordham Institute. Unfortunately, 23 states failed. The study, *Effective State Standards for U.S. History: A 2003 Report Card*, rates each state's U.S. history standards on comprehensive content, sequential development, and balance. The states with the highest ranking were Indiana, New York, Arizona, California, Alabama, and Massachusetts. At the bottom of the list were Alaska, Arkansas, Maine, and Wyoming. Author Sheldon Stern, former chief historian at the John F. Kennedy Library in Boston, found that most state standards:

- are shackled by pervasive social studies assumptions, particularly the assumption that chronology doesn't really matter.
- lack specific historical content and substantive details.
- are chronologically muddled.
- fail to build sequentially on knowledge from earlier grades.
- are especially weak in the early grades.

For more information on the report, go to www.edexcellence.net/foundation/publication/publication.cfm?id=320.

■ President Bush announced last month that the federal government is supporting a largely private effort to create an Internet warehouse of student-achievement and other data collected under federal law. The project will post every state's test-score data and provide search and sorting tools to help users compare how well schools reach specific demographic groups and teach certain

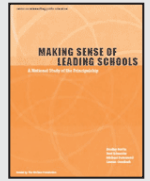
subjects, and gauge schools' overall performance. It also will provide a financial analysis that quantifies each school's success at improving student performance. The database—which is financed by the U.S. Department of Education and the Broad Foundation—will produce state-by-state and school-by-school reports that will help states and schools meet the requirements to publish report cards under the No Child Left Behind Act. But the success of the venture depends on recruiting states to participate, something that isn't assured. The project will post the school-level academic-performance data of 10 states in January and will phase in other states throughout next year. The hope is to have data from all 50 states by the end of 2004.

■ According to a government report issued in July, aside from a rise in obesity rates, most health trends in American children are moving in the right direction. The *Report on America's Children*, released by the National Institutes of Health, the Census Bureau and other agencies, shows childhood mortality continues to drop and fewer teens are giving birth. Violent crime among teens is also down. Currently, 17 violent crimes occur for every 1000 adolescents. This is a 67% drop from the 1993 high and the lowest rate recorded since the national victimization survey began in 1973. However, the number of overweight children has more than doubled since 1980. In 1980, 6% of children aged 6 to 18 were overweight; while in 2000, the obesity rate was 15%.

legal news & notes

■ Finding that the Americans with Disabilities Act does not require schools to offer a summer school program, a federal judge has refused to issue an injunction in a suit brought by a disabled high school student who claimed that he would be unable to graduate next year unless he was given the chance this summer to complete his junior-year course work. In the suit, the plaintiff, who suffered from two sleep disorders, demanded that he be permitted to complete his biology, history and English courses over the summer and that he be allowed to repeat his math course during his senior year. In her 24-page opinion in *Harry Doe v. The Haverford School*, U.S. District Judge Mary A. McLaughlin found that Haverford had already granted Harry a series of accommodations, including exempting him from mandatory study hall and giving him extra time to complete some course work and that the additional accommodations Harry was demanding in the suit were not "reasonable." McLaughlin ruled that the student's requests for accommodations were not reasonable and that ordering the school to grant them would unfairly force the school to "fundamentally alter the nature" of the services it provides. "Ordering the modifications the plaintiff requests would place the court in the untenable position of telling Haverford what courses can be required, how much time students have to complete their work, and when the schoolteachers are required to work. The court will not substitute its judgment on these matters for that of Haverford," McLaughlin wrote.

The Center on Reinventing Public Education has released a report which presents a portrait of what the principal's job entails and analyzes whether current training offers adequate preparation. The report, *Making Sense of Leading Schools: A Study of the School Principalship*, draws five major conclusions:



1. The core of the principal's job is diagnosing his or her particular school's needs and, given the resources and talents available, deciding how to meet them.
2. Regardless of school type—elementary or secondary or public or private—schools need leadership in seven critical areas: instructional (curriculum and professional development); cultural (a school's traditions and tone); managerial (operations, such as facilities and transportation); human resources (such as hiring); strategic (a school's mission and vision); external development (marketing, fund raising, partnerships) and micropolitical (facilitating the interaction of the other six areas)
3. Principals are responsible for ensuring that leadership happens in all seven critical areas, but they don't have to provide it. Principals can be "one-man" bands, leaders of jazz combos, or orchestra conductors.
4. Governance matters, and a school's governance structure affects the ways key leadership functions are performed.
5. Principals learn by doing. However trained, most principals think they learned the skills they need "on the job."

Download the full report at

<http://www.crpe.org/pubs.shtml#leadership>

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THE BULLETIN

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

PRINCIPALS' CENTER MENTOR-MENTEE PROGRAM GROWING

By Tom Galvin, Principals' Center Director

Nearly one hundred mentors and mentees participated in the first Principals' Center Mentor-Mentee Workshop on September 23rd. Facilitated by Drs. Tom Russo and Larry Nocera of the Glastonbury school district, the program provided an opportunity for the participants to begin the development of a professional supportive relationship. There will be three more workshops during the year which will provide mentors and mentees with an opportunity to share in a professional development program. In addition, some mentors and mentees from last year have opted to continue their relationships into a second year and they will have an opportunity to join with the new mentors and mentees as well as have their own workshop on October 23, 2003.

The Principals' Centers' Mentor-Mentee Committee, which oversees the program, is chaired by Paul Cavaliere, Jr., principal of Sage Park Middle School in Windsor.

Last year the Principals' Center prepared a monograph on "Administrator Induction Programs." This is available through the CAS website at http://www.casciac.org/pdfs/admin_induction.pdf.



CAS President Dr. Allen Fossbender (center) and CAS Executive Director Mike Savage present Ted Sergi with a few keepsakes at his retirement dinner on September 25th.

NOTICE

To All Member School Principals

All member school principals should have received a letter outlining the new procedures for submitting annual reporting forms. All forms must be completed electronically through the new on-line membership database. The database is accessed through a password-protected area of the CAS website using the school number and login ID contained in the letter (visit www.casciac.org and click on the red "Member Schools: Click Here to Login" link that appears on the upper left hand side of the screen). Please keep in mind that the new procedures allow member schools to change and update their information on-line throughout the school year. Contact Karen Packtor at kpacktor@casciac.org for any questions regarding the new system.

HELPING ADMINISTRATORS FOR OVER A QUARTER OF A CENTURY!

By Francis Kennedy, Principal, Stafford High School

Did you know that the Connecticut Association of School Administrators, Inc. (CASA) is celebrating its twenty-fifth year of service? CASA, formerly known as "Status & Welfare," recognizes that, while the job of a school administrator is among the most noble and rewarding careers, it is also a role that is accompanied by substantial accountability. In many cases, principals, assistant principals, and other administrators find themselves in situations leading toward unfounded liability. CASA is a professional association founded by, comprised of, and directed by practicing and retired Connecticut administrators. The association is committed to providing administrators with financial and legal assistance to mitigate expenses resulting from contract negotiations, helping with the cost of legal counsel and defense, and providing professional consultation from experienced administrators to members encountering difficult professional problems. Each year, CASA assists over twenty-five administrators who experience professional issues, and typically reimburses over thirty others for negotiation costs.

CASA maintains important relationships with other organizations to optimize the level of service offered to its members. For example, legal services are available through CASA by a prominent negotiation and contract attorney, while

professional financial consulting is managed by a well-respected retirement planning firm. CASA seminars are offered every year to both members and non-members and are designed to address topics that are important to school administrators, such as contemporary legal issues, educational law, financial planning, retirement, and investing. Among the many member benefits are personal legal services, e.g., real estate, wills, probate, personal injury, legal defense, and business transactions. CASA, with a membership that includes administrators from over sixty Connecticut towns and cities, continues to expand its services. Just last year, for instance, the CASA website, www.casaonline.org, began featuring the "Administrative Desktop." This resource is available to all administrators and can easily be established as a browser homepage. It provides important educational links that will be useful to anyone in an administrative role.

CASA, a non-profit organization, is not a union, but rather a professional association of volunteer administrators helping other administrators. Membership invitations have recently been mailed to educational leaders throughout the state, and annual membership dues remain at \$50.00. For additional details, including CASA contact information, visit www.casaonline.org.



SCHOOLIES © 2003 by John P. Wood



Testing, continued from page 1

abandon testing schedules that give non-test taking juniors and seniors late arrival permission on test days. Having all students in the building and having to start testing after the school day has started is seen as an inferior option even when the resources (rooms and staff) are sufficient to both test and run the rest of the program. There is also a strong current of feeling that they've been disregarded (disrespected, micro-managed, etc.) by policy makers who don't understand the realities of today's schools.

Some opposing views were also expressed. These included:

- The time change does not seriously impact our schedule. We had already decided to go from an intense "every day" schedule to a more stretched out one, so all of the days will be different.
- This is not a problem for us; in fact the late starting time supports brain based learning and the adolescent sleep cycle. All students come to school during CAPT testing. I think the bigger problem is having to test so early in April.
- We made the decision two years ago to not test before 9:00 a.m. It will not be a problem for us.
- The new requirement might not necessarily be a problem for us if we stay open to accepting change. I am sure there are ways to do this that are reasonable and logical. We just have to let go of the way we scheduled our schools for CAPT in the past. This is the difficulty.

At its September meeting, the CAS Board of Directors discussed at length the testing legislation and the reactions to it. Acknowledging the strong feelings generated among school administrators, the Board believes that the most effective way to respond is for individual administrators to contact their local legislators directly and to share with them their opinions and concerns. Furthermore, the board encourages all of the various leagues and conferences to meet with their legislators to discuss this and other pertinent education-related issues. Finally, the survey and its reactions were referred to the CAS Legislative Committee. (See related item below)

WHAT TONE ARE ASSISTANT PRINCIPALS SETTING?

by Mike Buckley, Ph.D., Assistant Executive Director

... An incredibly positive one, that's what, if the sample of twenty-five assistant principals from CAS member elementary, middle, and high schools who attended the first Assistant Principals' Committee meeting of the year are to be believed. Asked to bring one great idea to share that a colleague might replicate to his or her benefit, the AP's who gathered on September 22nd talked almost exclusively about climate enhancing activities underway in their schools. Formal programs being touted included Private Wisdom, Character Counts, Second Step, Capturing Kids' Hearts, Don't Laugh At Me, Respect Me!, Project Discovery, and A World of Difference. Informal initiatives described included interdisciplinary teams, smaller learning communities, mentoring, faculty study groups, mixed-grade homeroom groups, whole-school advisory, alternatives to suspension, during-the-day activity programs, positive talk (staff-student), de-tracking with support, meditation logs, quiet zones, community outreach, etc., etc., etc.. Isn't it interesting that, on the threshold of NCLB, it's community building programs and initiatives that are talked about first (and with great enthusiasm!) and not AYP. And these school leaders have it right because they recognize that academic performance builds on climate. Students who are connected to adults in positive ways, who feel secure and cared about, who find meaning within their school environment, simply perform better. Please call me for additional information and/or a contact person for any of the above mentioned programs. Please also, if you are an assistant principal, plan on attending one of our upcoming meetings:

- October 20 – Community Building at the Elementary, Middle, and High Schools in South Windsor - an extension of the theme of positive school climate that emerged at the September meeting.
- November 17 – Legal Issues with Attorney Susan Freedman of Shipman and Goodwin LLP – she will address a variety of legal issues including IDEA, 504, discipline, and NCLB. Like all of our committee meetings, this session will be interactive, so bring your questions.
- January 12 – Welcome to the Trenches – a panel of first-year assistant principals will talk about lessons learned so far and the highs and lows associated with this first administrative position. This is an excellent forum for other beginning AP's as well as teachers thinking about such a career move.

The Assistant Principals Committee is open to all assistant principals in CAS member schools. The committee meets six times a year, always with a focus topic, and organizes a state-wide conference in the spring. This is a great place to network, bring an issue to discuss, and find support as you meet the challenges of the AP role.

Editor's Note: Printed below is an e-mail from Branford High School Principal Ed Higgins concerning the testing start time provision of Public Act 03-174. The e-mail, which was directed to Senator Kevin B. Sullivan (D), speaks to the ramifications of this new law and to the practical concerns related to its implementation.

Senator Sullivan,
I realize you were trying to do the right thing by proposing no required state or federal testing, grades 7 - 12, before 9:00 a.m. HOWEVER, most high schools do not have the number of needed rooms and/or staffing to administer the CAPT and run a regular school program (regular classes for everyone else). Most schools have created special programs for the Freshman while CAPT is being administered to Sophomores and those Juniors who select to retake parts of the CAPT. Generally, for most schools, seniors are not in school when the testing is going on. In the past, when the test was completed, normal classes resumed and everyone was in attendance.

With the new law, it will be true chaos to administer the CAPT and to provide an educational program for everyone else.

- It is a fantasy to believe that a school can hold two classes for all students, then give two to

three plus hours of CAPT testing to one grade level, and then resume another two classes for everyone.

- For schools like ours that do not have the staff and/or rooms to run a regular program while doing the testing, what do we do with the Seniors and Juniors who are not being tested? How do we supervise them when all staff are already involved in administering the test or providing special programs for the Freshman? Do they go home and then come back for the last hour and one half of school?
- To have Sophomores go to two classes and then go to the two to three plus hours of CAPT testing will have a negative impact on their performance.
- With school starting at 7:30 a.m., to have students, for example, begin the math test at 9:00 a.m. and not finish until almost 12:30 - means that they will be starving and will, as a result, do poorly on what is already too long of a test.

At this point, the following are the only options we've heard about so far:

- Ignore the law and run our program as we have in the past with testing for the first couple of hours on those five days and then run regular classes.
- Begin school at 9:00 a.m. and accept the reality that 11th and 12th graders will not come to

school at noon for 2 or so hours of classes at the end of the day.

- Create make-believe activities [show a 2.5 hr movie in the auditorium] for those jrs and srs who show up on those 5 CAPT testing days - an even more significant loss of learning time than is presently the case. Obviously, in reality, not many will show up.
- If the bus company and the teachers' union would agree [though unlikely that either would] start school at 9:00 a.m. [can't start earlier because the buses are delivering elementary students] and end at 4:00 p.m. on those five days - also this would have a significant impact on interscholastic athletics on those 5 days.

The point is that, despite your good intentions to give students the best opportunity to demonstrate what they know and can do, the consequences are devastating to the rest of the school's program.

Please postpone the implementation of this law until you have gathered feedback and information from high school and middle school principals who have to schedule the buildings, classes, students, teachers, etc.

Sincerely,
Edmund C. Higgins
Principal, Branford High School

middle school news

MOYA, *continued from page 1*

The literature on middle level schools shows a preponderance of evidence that exemplary schools, those with high achieving, well adjusted, happy students have:

- standards based curricula that is relevant, challenging, integrative and exploratory;
- delivery of instruction that is varied, challenging and age appropriate, which recognizes that all children can achieve at high levels;
- educators that are specifically trained to recognize and teach the unique characteristics of young adolescents;
- organizational arrangements that allow for flexible scheduling, adult advocates for all students and participatory governance involving administrators, teachers and students;
- safe and healthy school environments;
- parental and community support.

During the Month of the Young Adolescent, Connecticut middle level educators will join their colleagues from around the country in providing parents and other adults with information on how they can support the natural maturation process of ten to fifteen year olds, including educational, health and social development.

Featured speakers at the MOYA celebration included NMSA Region I Trustee Catherine Thibodeau, Robert Spear, Executive Director of the New England League of Middle Schools and Assistant Executive Director of CAS Earle Bidwell. Norma-Jean Posocco, Chair of CAS' Center for Early Adolescent Educators announced the endorsement of the CAS Board of Directors and The Connecticut Association of Public School Superintendents. She also read an official proclamation by Governor John G. Rowland.

In addition to recognizing October as Month of the Young Adolescent, CAS will be encouraging member middle schools to create activities that will focus on the unique needs of their students, draw attention to proven middle level practices and encourage parental and community involvement in middle level schools. Activities that have proven successful in other states include: shadow days where community leaders are encouraged to follow students for all or part of a day, receptions and displays, published student essays, service learning projects and presentations to civic organizations.

The Connecticut Association of Schools is proud to join the National Middle School Association (NMSA), the National Association of Secondary School Principals and the National Association of Elementary School Principals in recognizing October as the "Month of the Young Adolescent" in Connecticut.

High schools and middle schools will have a new sport option this spring, for Unified Sports competition. Track and field will be added to the list of sport offerings. A training clinic for interested coaches will be held on Wednesday, October 29, 2003, from 3:30 - 4:30 at the CIAC office in Cheshire. Registration is required. Contact Ann Malafronte at amalafonte@casciac.org for more information.

George Sneider (l) receives a CAS Letter of Commendation from Harold Goldberg at the 39th annual meeting in 1991.

CAS MOURNS THE LOSS OF A FRIEND

Retired Cutler Middle School Principal George Sneider died peacefully in July after a courageous battle with lung cancer.

George worked for the Groton Public School System for 33 years. After beginning his career as an English and history teacher, he was promoted to head of the English department at Fitch Junior High School. He was appointed assistant principal at Cutler Junior High School in 1967 and then promoted to principal at Fitch Junior High School in 1969. He returned to Cutler in 1970 where he served as principal for twenty five years until his retirement in 1995.

A devoted and steadfast friend of CAS, George maintained his ties to the association long after he retired from the principalship. George was one of the most active and influential middle level members in CAS' history, having served on the Middle Level Board of Control, the CAS Board of Directors, the Student Activities Board of Control, and the Constitution Revision Committee. His service to CAS spanned nearly twenty years during which time he garnered numerous awards, including a Letter of Commendation and a CAS Citation, the associations' highest honor.

George will be deeply missed by his many colleagues and friends.

~ SAVE THE DATE ~ SAVE THE DATE ~

Announcing . . .

The Annual Winter Conference
**"Continuing to Close the
 Achievement Gap"**

For High School and Middle Level

Keynote Speaker:
Alan November

Futurist and Technological Visionary



~ SAVE THE DATE ~ SAVE THE DATE ~

elementary school news

Join us in San Francisco! NAESP Annual Convention & Exhibition

April 16-20, 2004

CAS and the Connecticut Association of Elementary School Principals have reserved a block of rooms at the Marriott Headquarters Hotel and the Marriott Courtyard. The room rate is \$232 plus tax for a double and \$212 plus tax for a single at the Marriott and \$155 plus tax for a single or double at the Courtyard. Pre-convention workshops are on Friday, April 16th. The House of Delegates meets on Tuesday morning. Please consider these activities when deciding on arrival and departure dates. Individuals interested in attending can reserve a room through CAS by completing a room reservation form and submitting a \$170 deposit per room (credit cards only). There are only a limited number of rooms available and they will be assigned on a first come first serve basis. Reservations must be received by December 15th. Individuals will be responsible for making their own travel arrangements. Contact Jen Lacroix at jlacroix@casciac.org for a room reservation form.

Full-Day Kindergarten Gains Popularity

Early Start Ensures Academic Success

U.S. Census Bureau figures show that student enrollment in full-day kindergarten increased from 25% of age-eligible children in 1979 to 60% in 2000. More than 20 states in the last three years have introduced legislation to expand access and funding.

The growing popularity of full-day kindergarten among parents and education policy makers is attributed to several factors. Parents cite support for full-day programs because it reduces the number of transitions a child must make during the day and meets the needs of working class parents.

In the current climate of student achievement and accountability, education policy makers are paying close attention to research findings that full-day programs better prepare children for academic success. This year's National Center Education Statistics (NCES) report says that most children tend to master basic reading by the time they leave first grade. However, children who attended full-day kindergarten demonstrated greater reading knowledge and skill than their peers in half-day programs.

(Source: National Center for Education Statistics and Education Committee of the States; Reprinted from the TEPSA Newsletter, Aug. 2003)

Elementary Fall Conference Features Dr. Katie Wood Ray - Author, Writer, Researcher

Dr. Robert F. Carroll, Asst. Executive Director

World renowned author, writer and researcher on the teaching of writing Katie Wood Ray is the keynote speaker and workshop presenter at this year's elementary fall conference. The annual conference, sponsored by the Connecticut Association of Elementary School Principals (CAESP), will be held on November 12th at the Farmington Marriott.

Dr. Ray was an Associate professor of language arts education at Western Carolina University. She now leads teacher workshops and summer institutes across the nation related to the teaching of writing. Her professional background includes both elementary and middle school teaching experience; and, she was a staff developer at The Reading and Writing Project, Teachers College, Columbia University. Katie is the author of four of the most widely read books on the teaching of writing: *Spelling in Use: Looking Closely at Spelling in the Whole Language Classrooms*; *Wondrous Words: Writers and Writing in the Elementary Classroom*; *The Writing Workshop: Working Through the Hard Parts*; and *What We Know By Heart: How to Develop Curriculum for Your Writing Workshop*. She has also published numerous articles and book chapters and is the former co-editor of the journal *Primary Voices K-6*, a publication of the National Council of Teachers of English.

Katie's keynote address is entitled "Reading Like Writers." She will also offer a morning and afternoon workshop entitled, "Organizing Curriculum for the Teaching of Writing" in which participants will be introduced to the idea of organizing mini lessons in the writing workshop into units of study that explore both the process of writing and the products of writing. An overview of curriculum resources for units of study will also be given. In addition to building administrators, the sessions are appropriate for teachers who have writing workshops up and going in their classrooms.

Another workshop offered at this conference is K-2 Learning Centers which will provide practical ideas for the use of learning stations/centers in the (K-8) elementary classroom. Participants will be given the experience in constructing learn-

ing centers, record keeping, and using centers for all curriculum areas. Participants will leave with an understanding of how, what, why, and when of learning centers.

The final workshop of the conference will talk about a unique system for unifying assessment; instruction and accountability to affect increased student achievement in reading and will be presented as an example of systematic application of research-affirmed literacy practices. Participants will understand how to interconnect assessment, instruction and accountability; how to use a standards-based leveling system; how to embed assessment across the curriculum; and how to impact students' reading lifestyle via volume of reading at independent levels.

Conference brochures have been sent to all CAS elementary schools. The registration fee includes an extensive lunch buffet as well as refreshments throughout the day.

Connecticut's new Commissioner of Education will speak during lunch and also present this year's First Year Principal's Award. The conference will begin at 8:45 a.m. and conclude at 3:00 p.m.; 0.5 CEUs will be awarded each conference attendee. For further information about any aspect of the conference please contact Dr. Bob Carroll or his secretary Jennifer at (203) 250-1111.



The latest CAS monograph entitled, "School, Family, Community Partnerships in Reading & Character Education," is at the press now. Schools will be receiving their complimentary copy in mid November. Those needing additional copies can order them from CAS at \$14.95. A discount will be given to schools who purchase 10 or more copies.



... more elementary school news

Elementary Schools: Have A Say in Professional Development!

Robert F. Carroll, Ed. D., Asst. Executive Director

The Elementary Professional Studies Committee sent out a survey to all CAS member schools to determine what professional development opportunities principals would like to see CAS offer during this school year. It is important to assess our members' needs so that programs can be designed to meet those needs. The committee's goal is to establish a list of priority professional development topics that principals feel would be helpful to them and their faculty.

The committee will continue with the practice of hosting after-school workshops – from 3:30 to 5:30 p.m. or 4:00 to 6:00 p.m. It will also hold some half-day workshops and at least one or two full-day workshops. All workshops will be held at the CAS Conference Center in Cheshire and participants will be eligible to receive CEU credits.

McDonald's® and CAS Team Up with State Organizations to Provide Needed Resources Through McDonald's Fantastic Scholastics

The Connecticut and Western Massachusetts McDonald's Owner/Operator Association - in partnership with the Connecticut State Department of Education, CAS, and Connecticut Library Consortium - is offering needed resources to schools through McDonald's Fantastic Scholastics. This local program focuses on improving early elementary reading and increasing parental involvement in education.

Elementary schools have been sent the McDonald's Fantastic Scholastics education information packet which outlines program resources. The packet also includes K-3 grade specific material developed by the Connecticut State Department of Education which is consistent with the "Blueprint for Reading Achievement." Highlights include what a child should know at each grade level in word identification, comprehension, spelling and writing.

A key goal of the grade specific material is to get parents, who play an essential role in their children's reading success, involved. Easy to follow materials educate parents on

what their child should know and include activities to help their child practice their reading skills at home. Teachers are encouraged to reproduce the material and provide it to parents.

Through the program, schools are also offered an assembly focused on reading and literacy called "It's Book Time with Ronald McDonald!". This program was developed with top reading experts in partnership with the organization Get Caught Reading!. Performed at numerous schools to date, this fun program complements in-class efforts by encouraging children to read often and value books.

McDonald's Fantastic Scholastics provides resources at a critical time for Connecticut schools with the sweeping "No Child Left Behind" federal legislation bringing new challenges. Schools need additional resources to make continuous improvement and achieve early reading success.

For more information on the McDonald's Fantastic Scholastics program please call (860) 659-0514, Ext. 222.

ciac news

CIAC TICKET PRICES

(Effective as of 2003-2004)

\$3.00	Children ten years of age and under* for all games and pre-sale
\$5.00	Senior citizen tickets for all CIAC contests
\$5.00	Qualifying, first and second round games
\$5.00	Pre-sale -- Quarter-final, semi-final and final games
\$7.00	At site -- Quarter-final, semi-final and final games

NOTE: Pre-sale tickets will be available for all team sports. There will be no distribution of pre-sale tickets to individual sports events.

* Children under the age of ten (10) who do not occupy a seat will be admitted free.

BOYS' BASKETBALL COMMITTEE ADOPTS NEW TOURNAMENT FORMAT

The CIAC Boys Basketball Committee, at its recent meeting on September 8, voted to implement a major change in the state tournament format. This pilot plan will be in place for the next two seasons, 2003-04 and 2004-05.

As in the past, all teams must win a minimum of 40% of their regular season games to qualify for the tournament. However, in the coming season, a team's "strength of schedule" will be factored into its tournament rankings. The new formula for determining tournament divisions and rankings will involve a point system which will be based on points awarded for a team's schedule (40%) and for its win/loss record (60%).

Schedule points will be awarded as follows:

LL = 5

L = 4

M = 3

S = 2

Similarly, to calculate the strength of schedule component, (power rating), a team will be awarded five (5) points for defeating an LL squad; four (4) points for defeating an L school; three

(3) points for defeating an M school; two (2) points for defeating an S school; and one (1) point for defeating a non-qualifier.

At the conclusion of the season, ALL TEAMS, REGARDLESS OF CLASSIFICATION, will be ranked from top to bottom according to their point totals. The total number of qualifiers will be placed into four equal divisions by point totals. Teams reaching the finals would compete in a minimum of four or five tournament contests.

The members of the Boys' Basketball Committee, chaired by Amity Principal Edward Goldstone and directed by Robert Cecchini, deliberated on this issue for over two years. Before arriving at the new tournament format, members gathered statistical data and sought input from coaches, athletic directors, school administrators, and others associated with high school basketball. The committee is confident that the application of the new tournament format will be much fairer and more equitable for all competing schools.

. . . more ciac news

NOTE: The CIAC will no longer be asking member schools to enter enrollment figures on their annual reporting form (which is now submitted electronically). The CIAC will be using the enrollment figures that districts submit to the State Department of Education at the beginning of each school year.

WHAT NEXT?: An Oakland County (MI) man is accused of injecting his son with a prescription diuretic so he could make his high school wrestling weight. According to a neglect petition filed with the family division of Circuit Court, the teen allegedly received two or three injections of Lasix from his father. The boy then received injections three times a week from his older sister.

TEXAS OFFERS CARROT FOR GOOD SPORTSMANSHIP:

Due to worsening sportsmanship conditions throughout Texas high school athletic competitions, the state athletic association (UIL) has teamed with a corporate sponsor, State Farm Insurance, to provide rewards to schools that exhibit exemplary sportsmanship. Five \$1,000 awards are available, one going to a school in each of the five Texas districts. "We didn't want to focus on punishing (poor sports) because that's not a deterrent, we've learned," said UIL public information director Kim Rogers. "So we went with a program that rewards and reinforces good sportsmanship."

COURT DECLINES TO OVERRULE

REF: A recent case involving two Florida high schools reaffirms the legal system's traditional reluctance to become involved in second guessing decisions of referees. Parents of students at Edison High School in Miami filed a lawsuit against the Florida High School Activities Association after losing a quarter-final football game due to what they alleged was a erroneous call by a referee. After viewing a videotape of the portion of the game that was called into question, Circuit Court Judge Gerald Hubbard rejected Edison's claims and dismissed the case. After stating that the official's call was not clearly erroneous, the judge ruled that the courts are not an appropriate forum to reverse a game official's call, erroneous or not. (Source: Referee Magazine, June 2003)

GOVERNMENT KEEPS TITLE IX AS IS:

The Education Department issued a three-page letter on July 11 holding that the controversial implementation of the law will remain intact. It reaffirmed that a school can satisfy Title IX by meeting any one of three tests: 1) that it is "fully and effectively accommodating the interests and abilities" of women on campus, 2) that it has a history of expanding women's opportunities in sports, or 3) that its men and women have athletic opportunities in



Executive Director Mike Savage reviews eligibility rules with the twenty-two ADs attending the annual "New Athletic Directors Workshop" on September 3rd.

substantial proportion to their enrollment (so if 45 percent of a school's athletes are female and 47 percent of its enrollment is female, it has satisfied Title IX.) The department's letter ends a yearlong, often contentious review of Title IX. [USA Today, 7/11/03]

RAISING HEALTHY, ATHLETIC GIRLS:

A parent's attitude may be critical in raising healthy, athletic girls, according to a new study. Researchers at Pennsylvania State found that girls are more likely to be physically active when their parents show them that fitness matters. Investigating 180 nine-year-old white girls, they discovered that, when neither parent directly supported athletics, only 30 percent of girls were physically active. When one parent did, the figure jumped to 56 percent, and when both did, it reached 70 percent. In the study, parents could support athletics either by setting an example for girls or simply encouraging them. The research appears in the September issue of *Medicine & Science in Sports & Exercise*, published by the American College of Sports Medicine. [Los Angeles Times, 9/15]

WRESTLING COACHES LOSE ROUND ONE IN TITLE IX SUIT:

A U.S. district court judge has dismissed a suit by the National Wrestling Coaches Association and other groups which seeks to void part of the Department of Education's gender equity rules under Title IX. The complaint focused on the proportionality test of Title IX, claiming it was an illegal quota system. Judge Emmet Sullivan held that, first, the plaintiffs lacked standing, meaning they were not the proper parties to bring the suit, and second, that they hadn't proved that schools would restore the dropped teams if the court struck down proportionality.

The ruling "totally puts to rest the argument that men's teams are being hurt by Title IX," said Marcia Greenberger, co-president of the National Women's Law Center. "The fight is far from over," said Mike Moyer, executive director of the Wrestling Coaches Association, who will appeal. "We're committed to seeing this through and abolishing the quota system once and for all." [Chronicle of Higher Education, 6/20; NCAA News, 6/23; dailypennsylvanian.com, 6/19] → *66% of Americans say they favor cutting men's college sports programs to achieve equity under Title IX.* (*Athletic Business*, July 2003)

NCAA CRACKS DOWN ON FOUL LANGUAGE:

The NCAA Men's and Women's Soccer Rules Committee adopted a zero-tolerance foul language policy effective this season. The new rule stipulates that any player who uses profane, offensive, insulting, vulgar or abusive language or gestures will receive a red card and be ejected from the game. As a result, the team will play short if the player is a player of record at the time. Previously, foul or abusive language was considered both a cautionable offense and an ejectionable offense. That left the referee to make a judgment call as to whether or not the offense was serious enough to warrant dismissal of a player. Now that "gray area" has been removed. Also, in past years there had been a distinction between the incidental use of foul language versus language that was directed at someone. Now that distinction has been eliminated. The rule applies equally to all members of the team – head coach, assistant coaches, substitutes on the bench, injured teammates sitting with the team, medical staff, etc. (Source: *Referee Magazine*, June 2003)

ciac news

CIAC PLACES LIMITS ON NUMBER OF CHEERLEADING COMPETITIONS PER YEAR

Based on concerns over the increasing "athleticism" of cheerleading and the potential for increased student injuries, the CIAC board established an ad hoc committee to determine whether or not cheerleading should continue as an "activity" and, thus, fall under the jurisdiction of the SABC, or if it should be sanctioned as an official CIAC sport and, therefore, be regulated by the CIAC. After considerable deliberation, the ad hoc committee, which was comprised of members of both the CIAC and the SABC, agreed that cheerleading should remain an "activity." However, because cheerleading has grown more "sport oriented" and less "spirit oriented," members felt that some additional oversight was necessary. The committee made the following recommendations, which were approved by the CIAC board at its September 18th meeting and which will be in place for a two-year period (through 2005).

- Cheerleading shall remain under the supervision of SABC
- All cheerleading programs shall be governed by the current Spirit Rules Book published by the National Federation of State High School Associations.
- The SABC/CIAC Cheerleading Committee shall review any and all petitions for in-state cheerleading competitions and recommend approval and/or denial for SABC sanction. These competitions must adhere to National Federation Spirit Rules.
- The maximum number of competitions in which a squad may participate annually shall be four (4), exclusive of one (1) league* and the SABC/CIAC State Cheerleading Competition.

* Schools without league sponsored cheerleading tournaments may substitute participation in any other SABC/CIAC approved competition.

NF MANDATES EYE-PROTECTION IN GIRLS LACROSSE

In an effort to minimize risk of injury in high school girls lacrosse, the National Federation of State High School Associations (NFHS) has mandated the use of eye-protection devices in high school girls lacrosse, effective with the 2004 season.

US Lacrosse, which writes playing rules for girls lacrosse at all levels, including high school, recently amended its rules and highly recommended the use of protective eyewear for 2004 and mandated use of these devices beginning with the 2005 season.

The NCAA will begin requiring use of protective eyewear at its spring 2004 championships, with full-season implementation in 2005.

The NFHS Sports Medicine Advisory Committee and the NFHS Girls Lacrosse Committee had taken positions that eye-protection devices be implemented as soon as possible.

Protective eyewear used in high school girls lacrosse must meet the American Society for Testing and

Materials (ASTM) test. Jerry Diehl, assistant director of the NFHS and liaison to the Girls Lacrosse Committee and the Sports Medicine Advisory Committee, said that the approximately five manufacturers of ASTM-approved eye-protection devices will have sufficient numbers by the time the spring 2004 high school season begins.

The following manufacturers have eye-protective devices for girls lacrosse that have been tested and meet current ASTM eyewear standards: Cascade, Halo/Bangerz, Leader Sport USA, Liberty Optical/RecSpecs USA and Shamrock Lacrosse. Additional information about these manufacturers can be found at www.nfhs.org/Sports/girlslacrosse_eyewear_manu.html

The NFHS Board of Directors voted to require eye protectors one year earlier than mandated by US Lacrosse based largely on current trends of states that offer girls lacrosse.



IN MEMORIAM:

Tom Monahan – teacher, coach, athletic director and friend – died this summer, leaving behind a legacy of exceptional and distinguished service to high school athletics. Tom's passing is a tremendous loss to the CIAC staff, to his many friends and colleagues, and to the student-athletes whose lives he enriched. He is one of a handful of individuals ever to receive two CAS Citations, the association's highest honor. Tom was a prominent figure on both the state and national levels, having served as president of the Connecticut High School Coaches Association (CHSCA) and the National High School Coaches Association (NHSCA). Tom is pictured above (center) with two other former NHSCA presidents.

"As a basketball tournament director, as a consultant to the basketball committee and to the CIAC Board of Control, you have lent a steadying hand and a seasoned link with "grassroots" coaches that have enabled us to sponsor and to continuously expand a state tournament program which is respected throughout the nation. You have been a friend to us and to untold thousands of scholastic athletes who may never know you."

- Excerpted from CAS Citation Letter, 1986



SPORTS IMAGE, INC., endorsed by the Connecticut Interscholastic Athletic Conference, is offering a program for high schools to obtain a custom built scoring table at NO

cost to the schools. Not only is the table free, the school will not spend any time to help obtain it! Typical tables offered by SPORTS IMAGE include either an 8 or 10 foot illuminated table with scrolling panels incorporating school displays and sponsor ads, or an 8 - foot table with a single school / sponsor display. Both options are equipped with padded edges to increase player safety. For more information on obtaining the scoring tables at NO cost to your school as well as getting additional revenue for your athletic department, please contact Eric Horstman or Kim Helton at 937.704.9670 or visit our official website at: www.sportsimageinc.com.

NF ADOPTS NEW BAT PERFORMANCE STANDARD FOR SOFTBALL

The National Federation of State High School Associations (NFHS), through its Softball Rules Committee and Board of Directors, has adopted the new Amateur Softball Association (ASA) 2004 Bat Performance Standard (see below), effective January 1, 2004.

The ASA announced its revised bat performance standard for 2004 after more than two years of on-field and scientific test lab research. NFHS rules previously required bats to meet the ASA bat performance standard and be stamped with the approved certification mark. The NFHS rule change only requires bats to meet the new 2004 standard and be on the approved ASA list; the certification mark no longer is required at this time.

Mary Struckhoff, NFHS assistant director and editor of the NFHS softball rules, said the lab and field testing conducted by the ASA indicates that changing the maximum batted ball speed limit to 98 miles per hour more accurately reflects the speeds found on the field of play.

"The change was necessary because some of the highest-performing bats on the market adversely affect the character and integrity of the game and render a player's performance more a product of equipment than individual skill," Struckhoff said. "This change in standard could also reduce the risk of injury to participants."

While the implementation time frame is limited, with the change taking effect for the 2004 season, Struckhoff noted that the vast majority of bats that have been used at the high school level for the past few seasons will meet the new standard and will be on the ASA approved list. She said it is likely only certain high-performing bats, typically ranging in cost from \$300 to \$400, will be in jeopardy of not meeting the new standard.

Detailed information about the ASA Bat Certification Program can be found at www.asasoftball.com/about/certified_equipment.asp.

ASA 2004 PERFORMANCE STANDARD

The ASTM F1890 test method is no longer the industry standard, even though some softball associations continue to rely on this test method. ASTM has just recently developed the ASTM F2219 test method. The most recent version of F2219 is available at www.astm.org – click on "standards." This test method provides a number of improvements over the old ASTM F1890 test method. For example, F2219 allows bats to be tested in the lab at a much higher speed, including speeds actually found in the field of play. It also places tighter tolerances on testing procedures, such as the softballs that are used in conducting the bat test. ASTM F2219 allows the testing to be done at the "sweet spot" of the bat – regardless of where that point is along the barrel of the bat.

The ASA 2004 bat standard relies on the swing speed of the batter. ASA has learned and now takes into account that a batter's swing speed is more dependent on the distribution of the weight across the length of the bat than just the total weight of the bat alone. This weight distribution feature is often referred to as the bat's moment of inertia, and is incorporated into the new 2004 standard. The 2004 standard is also based on more accurate information about the speeds involved in the "bat-ball collision," which are swing speed of the bat and the pitch speed of the ball.

The 2004 bat standard has a maximum batted ball speed (BBS) limit of 98 mph when tested according to the ASTM F2219 test method (as approved for balloting). Even though this limit is numerically higher than the ASA 2000 bat performance standard, in science and in practice the 2004 bat standard is actually a reduction compared to the 2000 bat standard. The F2219 testing is done at higher speeds than under the old F1890 standard. As a result, some bats that satisfied the old ASA standard of 125 fps will not pass the new 98 mph standard. Bats that do not satisfy the ASA 2004 Bat Performance Standard will not be permitted in NFHS play, effective January 1, 2004. Bats that satisfy the ASA 2004 Bat Performance Standard will be authorized to display a new 2004 ASA certification mark. Older bats that pass the new standard will be added to the list of approved bats and will be permitted for NFHS play.

2003-04 NFHS Sports Rules Changes

■ **TRACK AND FIELD:** In an effort to minimize the risk of injury in pole vaulting, the NFHS Track and Field Rules Committee adopted several changes to pole vaulting rules for the 2004 year. The most important change is to Rule 7-5-19I, which sets the pole vault crossbar to a minimum of 15½ inches beyond the vertical plane of the back of the planting box. By requiring a deeper penetration into the pit, this minimizes the chance of a pole vaulter landing in the planting box. Also, Rule 7-5-5 was added to eliminate the practice of "taps," or an individual pushing vaulters lightly on the back before take-off to help increase speed. According to Doyle, some vaulters have come to rely on these taps to help clear the crossbar. Without the use of taps, officials and coaches will have the opportunity to observe the proficiency of the vaulter during the warm-up. For additional rules changes, which also affect the javelin and cross country, visit www.nfhs.org/sports/track_rules_change.htm

■ **SOFTBALL:** The National Federation of State High School Associations (NFHS) Softball Rules Committee adopted a change to Rule 3-1-5 which replaces the designated hitter (DH) rule with the designated player (DP)/FLEX rule. Under the rule change, the role of the offensive player is never terminated. It is now possible for a team to go from 10 to 9 players and back to 10 players any number of times during the game. The DP and the FLEX (defensive player for whom the DP is batting) now also have the option of playing defense at the same time. The DH rule did not allow for the offensive player, the DH, and the player for whom she was batting, to play defense simultaneously. For additional rules changes, which will be in effect for the 2004 season, visit www.nfhs.org/sports/softball_rules_change.htm

■ **BASEBALL:** The NF Baseball Rules Committee adopted a number of changes for the 2004 season. Among them was a revision of Rule 5-1-1h which previously specified that, if a foul was inadvertently called, it was left to the discretion of the umpire whether the batter-runner could or could not have been thrown out before reaching first base or other base runners could have advanced on the bases. The rule was changed to state that if an umpire inadvertently calls a foul ball, the ball is ruled a dead ball. In other rules changes, the committee addressed the altering of bats and added language to state that no foreign substance may be inserted into the bat. For additional rules changes visit http://www.nfhs.org/press/baseball_rules_changes03.html

. . . more ciac news

NEW ENGLAND COUNCIL TOURNAMENT DATES FOR 2003-2004

Event	Date	Site
Cross Country Chair: Ed Thibodeau	Saturday, November 8, 2003 Girls: 11:30 a.m. Boys: 12:30 p.m.	Derry Field Park Manchester, NH
Indoor Track Chair: Jim Kalperis Director: Mary Grant	Friday, February 27, 2004 5:00 p.m.	Reggie Lewis Track Center Roxbury, MA
Wrestling Chair: Haig Varadian Director: TBA	Friday, March 5, 2004 (5:00 p.m.) Saturday, March 6 (10:00 a.m.)	TBA
Gymnastics Chair: Tony Mosa Coordinator: Pat Simon	Saturday, March 13, 2004 11:00 a.m.	Norwich Free Academy Norwich, CT
Outdoor Track Chair: Don Friedman Director: TBA	Saturday, June 12, 2004 10:00 a.m.	Willow Brook Park New Britain, CT
Golf Chair: Bill Savage Director: Bob Morse	Monday, June 14, 2004 Monday 8:00 a.m. Sunday Practice	Bretwood Golf Course Keene, NH
Tennis* Chair: Tony Mosa Director: Jim Solomon	Saturday, June 19, 2004 8:00 a.m.	Wm. Hall High School West Hartford, CT

* Possibility of Tennis Tournament on Monday, June 21, 2004

12th ANNUAL CIAC GOLF BENEFIT NAMES HONORARY CO-CHAIRS

John Nowibilski, PGA Professional of the Tallwood Country Club in Hebron and Don DiVivo, Chief Operating Officer of Dattco Bus Company in New Britain have been named honorary co-chairs of the 12th Annual CIAC Golf Benefit. The 2004 tournament will again be held at the Torrington Country Club on Monday, June 28.

John Nowibilski is in his 22nd year as head professional at the Tallwood Country Club. For the past 25 years, he has served as WTIC radio's on the course expert covering the Greater Hartford Open (GHO). Golf Digest recently named Nowibilski one of the top teaching professionals in New England.

Don DeVivo heads up a growing bus company that has been serving the travel needs of Connecticut for the past 79 years. Currently Dattco Bus provides school transportation in 13 Connecticut communities. In addition, Dattco maintains a large full service in-house travel agency. Don, a University of Connecticut Law School graduate is a well-recognized contributor to Connecticut high school sports.

The 12th annual CIAC golf event has raised thousands of dollars for the CIAC Endowment Fund. The tournament has been a sell out in recent years.

NF RELEASES RESULTS OF DRUG TESTING SURVEY

About 13 percent of the nation's high schools have a drug-testing policy in place to test students for illegal or prohibited substances, according to a survey of high school athletic directors this summer.

The online survey was conducted jointly by the National Federation of State High School Associations (NFHS), the National Interscholastic Athletic Administrators Association (NIAAA) and the National Center for Drug Free Sport, Inc. A total of 861 athletic directors completed the survey.

Of the schools that have a drug-testing policy in place, 63% test student-athletes, while 20% test all students in the school. The testing is mandatory in 82% of the schools, and the method of testing is done randomly in 76% of the schools.

With regard to the types of drugs for which schools test, marijuana heads the list with testing by 95% of the schools, followed by cocaine (86%), amphetamine/ methamphetamine (85%), opiates (67%), PCP (63%) and alcohol (62%).

When a student tests positive for a drug, 98% of the schools with a drug-testing policy notify the student's parents, 92% require some

type of counseling or rehabilitation and, in 83% of the schools, the student is suspended from the sport or activity.

In addition to the 13% of the schools that currently have a drug-testing program in place, another 17% indicated that they were interested in pursuing one. The most common reasons given for not starting a drug-testing program were budget constraints (54%), lack of school board approval (51%) and legal concerns (50%).

Jerry Diehl, NFHS assistant director and liaison to the NFHS Sports Medicine Advisory Committee, said he believes there are other factors as to why a large majority of schools are not involved in drug testing.

"Although many schools have difficulty admitting that performance-enhancing supplements, as well as illicit drugs, are entering their programs, they continually look for ways to deter such use," Diehl said. "I believe the majority of high school administrators believe the money devoted to education is better spent than the money necessary for drug testing. In many instances, the amount of funding it takes for testing and rehabilitation exceeds what it takes for education and prevention. This

continued on page 14

They Said It

- "How can you sleep with all these lights on?"
- "Flip over the plate and read the directions."
- "Why do you keep looking in your hand? Do you have a map of the strike zone in it?"
- "I was confused the first time I saw a game, too."
- Good thing you don't have three choices."

— Comments directed at plate umpires from hecklers (Source: Referee Magazine/heckledepot.com)

CHSCA Offers Program for Coaches to Acquire State Mandated Recertification

The Connecticut High School Coaches Association announced the adoption of a comprehensive coaching recertification curriculum for Connecticut coaches. Based upon the Connecticut State Department of Education Coaching Competencies, the curriculum was developed to provide the state's coaches with a formal curriculum as they work to fulfill the state-mandated recertification regulations for interscholastic coaches. THE CONNECTICUT INTERSCHOLASTIC ATHLETIC CONFERENCE (CIAC) HAS ENDORSED THE RECERTIFICATION CURRICULUM.

Nineteen recertification units are included in the curriculum. Others may be added as needed. Each features ninety minutes of instruction. Coaches may design a personal professional development plan using the curriculum to earn coaching recertification. As part of a school's professional development plan, supervisors may prescribe specific units for individual coaches.

The curriculum addresses key issues and provides skill development for experienced coaches who have previously attained coaching certification. Developed with a focus on providing learning opportunities in areas that are central to the interest and needs of experienced coaches, while addressing the State Department of Education Coaching Competencies, the CHSCA has scheduled recertification workshops in four areas of the state in the fall and spring, with multiple units being offered at each site to accommodate coaches as they fulfill the fifteen hour recertification requirement schedule to accommodate the varied needs of coaches.

CHSCA Recertification Units

Unit 1	Diversity Issue in Sports
Unit 2	Violence and Harassment in Sports
Unit 3	Ethics: Coaching for Character and Citizenship
Unit 4	Legal Issues for Coaches
Unit 5	Special Needs Students
Unit 6	Athletic Performance Assessment
Unit 7	College Athletics
Unit 8	NCAA Clearinghouse/Recruitment Regulations
Unit 9	Strength and Conditioning for Today's Athletes
Unit 10	Injury Prevention and Management
Unit 11	Nutrition for Today's Athletes
Unit 12	CIAC Rules & Regulations
Unit 13	CIAC Code of Eligibility
Unit 14	Sports Psychology
Unit 15	Development of High School Athletic Programs
Unit 16	Fair and Effective Discipline in High School Sports
Unit 17	Conflict Resolution
Unit 18	Principles of Training & Organization
Unit 19	Drugs/Performance Enhancing Supplements

CHSCA Recertification Schedule 2003-04

Site	Time/Date
Norwich Free Academy Units: 9 & 19	11/19 @ 6:00 p.m.
Norwich Free Academy Units: TBA	3/17 @ 6:00 p.m.
Southington High School Units: 12 & 13	11/16 @ 6:00 p.m.
Southington High School Units: TBA	3/8 @ 6:00 p.m.
North Branford High p.m. Units: 2 & 11	11/18 @ 6 : 0 0
North Branford High Units: TBA	3/16 @ 6:00 p.m.
Brien McMahon H.S. Units: 7 & 8	11/20 @ 5:30 p.m.
Brien McMahon H.S. Units: TBA	3/18 @ 5:30 p.m.

Drug Testing, *continued from page 13*
education molds a long-term healthy lifestyle rather than punitive measures that, many times, have little or no effect on the individual."

The survey indicated that the high school principal, not the athletic director, is most often in charge of the school's drug-prevention or drug-testing program. Fifty-four percent of the respondents indicated that the principal oversees the program, followed by the athletic director (33%), superintendent (25%) and athletic trainer (9%).

For information concerning drug-testing programs, contact Frank Uryasz, National Center for Drug Free Sport, 816-474-8655 (www.drugfreesport.com).

REMINDER

Connecticut General Statutes require that "teachers, principals, guidance counselors, paraprofessionals and **coaches of intramural and interscholastic athletics** must report suspected or known abuse, or danger of abuse, of children to the Commissioner of Children and Families or his representative or law enforcement officials as soon as practical but not less than twelve hours of forming a reasonable belief of abuse, neglect or imminent risk of serious harm."

Early Defibrillation Helps Save Lives From Sudden Cardiac Arrest



Sudden Cardiac Arrest (SCA) can happen to anyone at any time – without warning. And school-aged children are not immune. An estimated 5,000-7,000 children die from SCA each year without exhibiting prior symptoms.

SCA is caused most often by ventricular fibrillation (VF), a condition in which the heart's electrical impulses suddenly become chaotic, causing the heart to stop pumping. Of the 250,000 Americans each year who suffer SCA, fewer than 5% survive, largely due to delays in receiving treatment. The only effective treatment in the event of VF is rapid defibrillation, which should be delivered within minutes to be most effective. The sooner the heart can be shocked into a normal rhythm — ideally within four minutes $\frac{3}{4}$ the better the victim's chance of surviving with good neurological outcome. That's why having defibrillators in Connecticut schools, universities and other public places is so important. Defibrillators enable those nearest to SCA victims — teachers, coaches, administrators and others — to deliver a potentially life-saving shock safely, effectively and quickly. Combined with CPR training, the availability of a defibrillator may save the life of someone who might otherwise die waiting for an ambulance.

Philips HeartStart Defibrillators

Philips advanced the out-of-hospital early defibrillation movement with the launch of its first automated external defibrillator in 1996. Now with more than 120,000 devices worldwide, Philips is the global leader and trusted choice in early defibrillation. Philips HeartStart Defibrillators are safe, easy to use and maintain, and virtually anyone can be trained to operate the devices. It's no wonder that the Chicago Public Schools, Denver Public Schools, and New York City Public Schools, have all chosen Philips HeartStart Defibrillators.

Good Samaritan Laws

Federal and state "Good Samaritan" laws have been established to provide immunity from certain civil liability actions due to the emergency use of defibrillators . . . In fact, there is growing consensus that institutions not prepared to respond to a cardiac emergency with a defibrillator may increase their risk of liability.

For More Information

Philips and the Connecticut Association of Public School Superintendents have joined together in an effort to save lives from SCA. For more information about early defibrillation programs, or to attend a free luncheon seminar, "Saving Lives: Defibrillators in Schools" visit www.medical.philips.com/education or call Philips Medical Systems at 1-800-453-6860 (mention code 2084).

caad news

Training for a Winning Season

Reprinted from *Better Health*, September/October 2003

This year, an added part of Ansonia High School senior Aaron Flynn's football uniform will be a knee brace. The 18-year-old suffered a torn ACL during a rainy October game last season, after his left foot got stuck in the mud.

"An opposing player tackled me,

and took me right down," says Flynn, who at the time was a Milford resident and playing for Jonathan Law. "My legs went out from under me, and I immediately knew something was wrong. My knee locked up, and I couldn't move it."

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CAAD MEETING DATES: 2003-04

DATE	MEETING	TIME	SITE
NOV. 5	EXECUTIVE BOARD	12:00 P.M.	CIAC
DEC. 14-18	NATIONAL CONFERENCE/INDIANAPOLIS, INDIANA		
JANUARY 7	EXECUTIVE BOARD	12:00 P.M.	CIAC
MARCH 3	EXECUTIVE BOARD	12:00 P.M.	HOLIDAY INN NO. HAVEN
MARCH 25-26	CAAD CONFERENCE/HOLIDAY INN NORTH HAVEN		
APRIL 28	EXECUTIVE BOARD	12:00 P.M.	CIAC
MAY 19	GENERAL MEETING	8:00 A.M.	TBA
	NIAAA - LTC TRAINING	9:00 A.M.	

COMING SOON !!!!

The CT Association of Athletic Directors will be presenting . . .

The "ORIGINAL" Coaching Education Modules

FOR COACHES

Two days of sessions providing 15 hours of instruction in the coaching competencies

DATE: November 22, 23, 2003

SITE: TBA

COST: TBA

COACHES WILL BE ABLE TO ATTEND WHICHEVER MODULE THEY NEED

These CEU's will fulfill all State Department of Education requirements for Coaching Competencies

This will be your opportunity to get your coaches up-to-date if they have not attended your own workshops. A reminder, the deadline for the first batch of 5-year permits is June, 2004.

★ More info will be distributed at the CAAD Conference ★

C.A.A.D. GOALS

2003-2004

1. Begin a mentor/mentee program for new athletic directors with the district representatives, on the CAAD Executive Board.
2. Complete the revision of the coaching education modules for implementation beginning July 2004.
3. Increase the number of locations and dates where coaching modules for recertification will be offered.
4. Recruit additional CAAD members to become active members of the statewide teaching faculty for coaching education modules.
5. Invite new athletic directors to attend the November Executive Board meeting so that they may gain a working knowledge of CAAD.

CAAD ALERTS

- New Site for CAAD Conference will be at the North Haven Holiday Inn on March 25, 26.
- CAAD Mentor Program-- District reps, please contact new AD's in your area.
- NFHS 34th Athletic Conference will be held December 13-17 in Indianapolis. For flight price information, contact Fred Balsamo at East Haven High School -- (203) 468-3353.
- New softball core specs (44) -- effective 2004.
- AD's note -- new boys basketball format (see page 9)
- The National CAA exam will be available to CAAD members at this year's state conference.
- Join Connecticut Special Olympics "Make the Point!". Check out www.makethepoint.org for details.

"RAY" of Hope

Dear Readers: I am looking to establish a regular column in the CAAD section of the BULLETIN called "Ray" of Hope. In it, I would like to address issues of concern to today's athletic directors and I would like to include thoughts and opinions from fellow administrators. In past issues, I have presented a few "hot topics" for your consideration. This month, I offer a new one. If this issue "strikes a chord" with any of you, please send your thoughts, comments or opinions to me at: raymond.deangelis@po.state.ct.us

Raymond DeAngelis, Emmett O'Brien RVTS

This month's HOT Topic:

- ❖ Aluminum baseball bats
(Let's not strike out on this!)

*In Congress***PROHIBITING HAZING**

In an attempt to provide students additional incentives to stop hazing, the "Hazing Prohibition Act of 2003" is currently making its way through Congress. The law would make students sanctioned by their schools for hazing ineligible for federal aid for one year. The legislation would also add hazing to the list of campus crime statistics that schools are required to report annually.

The bill lists a broad range of behaviors under its definition of hazing, including intimidating or humiliating another student, or forcing another student to perform excessive exercise, go without enough sleep, or consume offensive foods or alcohol. Some experts on hazing have

raised concerns about the bill. Anti-hazing activist Hank Nuwer, author of *Broken Pledges: The Deadly Rite of Hazing*, says there's no universally accepted definition of hazing. "I'd urge lawmakers to be very much in agreement on a definition of hazing before passing this or any other bill that calls for punishment of hazers," Nuwer writes.

"Among the 43 states that have laws against hazing, definitions vary widely," agrees Dr. Norm Pollard, Director of Alfred University's Counseling and Student Development Center and author of 1999's "A

National Survey: Initiation Rites and Athletics for NCAA Sports Teams."

The idea of linking financial aid to hazing infractions also concerns Nuwer. "It unduly punishes students from lower socioeconomic classes and is unlikely to deter wealthier hazers," he writes. Instead, Nuwer suggests a review of state laws already on the books.

Pollard also supports keeping enforcement local. "When hazing occurs," he says, "it's far better to have the local police charge the offender with a criminal offense than to try to deal with it through the financial aid office."

(Source: *Athletic Management*, Aug/Sept 2003)

The full text of the Hazing Prohibition Act of 2003 can be viewed at thomas.loc.gov/cgi-bin/query/z?c108:H.R.1207:

Training, cont'd from page 15

Thanks to surgery and faithfully following physical therapy, Flynn was able to play baseball this past spring, but not in his traditional position behind the plate. "First base is much easier on the knees than catcher," laughs Flynn.

Unfortunately, however, the reality is that when it comes to youth sports, injuries can't always be avoided. "That's why schools have an obligation to always have a trainer on hand," says Notre Dame of West Haven Athletic Director Joe Tonelli. "They're there to immediately deal with injuries and hopefully, with proper care, get the athlete healthy and back playing in a reasonable amount

of time."

It was Notre Dame's athletic trainer who realized Ray McGrath, 17, needed to see an orthopedic surgeon to treat the pain and "clicking" McGrath was hearing in his right shoulder.

"It was during my freshman year, and I finally reached the point that I just couldn't take it anymore," says McGrath, who's been a competitive swimmer for more than 10 years. The diagnosis: shoulder instability and an inflamed rotator cuff. The rotator cuff is a group of muscles and tendons that attach the upper arm to the shoulder blade.

McGrath was pulled out of the water for two weeks, put on

an anti-inflammatory medication, and went into physical therapy to strengthen his shoulder. Improper weight-lifting the next year caused him to re-injure the arm. But now he's extremely careful: "I get in the water, and I move. That's the main thing I care about."

One of the main things McGrath did right was to see a doctor -- not try to wait out the pain or ignore it, says John Kelley, M.D., an orthopedic surgeon at the Hospital of St. Raphael. "That's when worsening of an injury can occur, says Kelley, who's board certified in orthopedic surgery. "Sports injuries should not be ignored as symptoms increase or worsen."

INVESTORS IN CT YOUTH

- ★ Baden Sports ★
- ★ Big Y Supermarkets ★
- ★ Bob's Stores ★
- ★ Coca Cola ★
- ★ CT Lighting Centers ★
- ★ CT Sun ★
- ★ IGA Supermarkets ★
- ★ Konica ★
- ★ Kukulsi Bros ★
- ★ Liberty Mutual ★
- ★ Martin Screen Printing ★
- ★ McDonald's ★
- ★ Met Life ★
- ★ Rawlings ★
- ★ Spalding ★
- ★ Sports Image ★
- ★ Toyota ★
- ★ US Air Force ★
- ★ US Marines ★
- ★ Westfield Corporation ★